

Boothroyd Junior and Infant School

Inspection report

Unique Reference Number	107598
Local Authority	Kirklees
Inspection number	356192
Inspection dates	5–6 May 2011
Reporting inspector	Jim Kidd

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Mrs Pam Reynolds
Headteacher	Mrs Lesley Butcher
Date of previous school inspection	23 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons taught by 16 teachers. They held meetings with pupils, including members of the school council, parents and carers, staff, representatives of the governing body and the School Improvement Partner. They observed the school's work, and looked at school development planning, pupil progress monitoring data, reports written on behalf of the local authority, safeguarding and child protection documentation and pupils' workbooks. Inspectors also analysed 200 questionnaires returned by parents and carers, 37 completed by staff and 66 returned by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the school's work to foster better literacy skills and to improve attainment.
- Whether teaching provides realistic challenge for all groups of pupils to do their best and to reach their targets.
- The involvement of the governing body in school self-evaluation and in providing strategic direction for school development.
- The impact of the school's work to promote better attendance.
- Whether staff changes since the previous inspection have affected the school.

Information about the school

This larger-than-average school serves three local estates. Almost all pupils are from minority ethnic heritages and most speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above that usually found. The percentage of pupils with special educational needs and/or disabilities is above average. Boothroyd has Healthy School status, is a recognised Eco School and holds the prestigious Inclusion Mark. It also has the Artsmark (silver) award and the Activemark for its work in physical education.

There have been several staffing changes since the previous inspection, including the appointment of a new headteacher and the establishment of a modified senior leadership team.

Boothroyd Playgroup operates on the same site. It receives a separate inspection and a separate report which is available on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a rapidly-improving school which provides a satisfactory quality of education for its pupils. Care, guidance and support are outstanding and parents and carers pay tribute to the unstinting work of teachers and support staff in these areas, commenting, 'Our children are always keen to get to school in the morning and the staff are very caring and thoughtful.' Indeed, the school is rightly proud of its efforts to promote pupils' self-esteem and raise their aspirations. It knows, however, that this work is not complete.

Pupils enter the Reception class with exceptionally low age-related skills. They make good progress in the Early Years Foundation Stage. Across the rest of the school, all groups of pupils achieve satisfactorily and their progress is beginning to accelerate. Over time, attainment at the end of Key Stage 2 has been low, but results in 2010, although still low, were much closer to broadly average and were the best for many years. Pupils in the current Year 6 class are on course to maintain this improvement. The school recognises that it is of vital importance to reinforce pupils' skills in literacy in all their subjects, if progress and standards are to continue to rise.

Pupils feel safe in school and have the utmost confidence in the adults who work with them. As they say, 'They are always there if we need them.' Pupils behave well, are polite and kind to visitors and are never afraid to offer their advice on what makes a healthy lifestyle and why it is important to eat a balanced diet. Attendance has risen markedly over a twelve-month period and is now broadly average. However, the school is correct in its view that the on-going promotion of regular attendance must remain a key area of its work.

Teaching is satisfactory but is improving apace. There are, however, too few opportunities for pupils to take more responsibility for their own learning and challenge in lessons does not always meet the needs of all groups of pupils. The curriculum is under continuous review and is complemented by an outstanding range of enrichment activities, including sport.

The school knows itself well, as a result of systematic self-evaluation, completed by staff at all levels of experience and responsibility. Accelerating progress, higher attainment, principled leadership from the headteacher and a more proactive governing body, mean that the school has a good capacity for sustained improvement. Boothroyd Junior and Infant School is, without doubt, a school in which pupils come first and which cares deeply for the community it serves and for everyone connected with it.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Accelerate pupils' progress and raise attainment further by:
 - - providing pupils with more opportunities to practise and reinforce their literacy skills in all subjects of the curriculum
 - - giving pupils more opportunities to learn both practically and independently, encouraging them to take greater responsibility for their own progress
 - - ensuring that challenge and activities in lessons consistently meet the learning needs of all pupils, including those identified as gifted and talented
 - - building on the already good work with parents, carers and families to promote pupils' regular attendance and to inform them even more closely of how they may support their children in their learning
 - - further embedding the strategies to promote pupils' self-belief and to raise their aspirations.

Outcomes for individuals and groups of pupils

3

Pupils enter the school in the morning with smiles on their faces, eager to meet their teachers and their classmates. They are generally fully engaged during their lessons and most are keen to learn. When given the opportunity, they are more than willing to work in pairs and in groups, in order to act as extra learning resources for each other. All groups of pupils achieve satisfactorily across the school and both their progress and the standards they reach are improving, but gifted and talented pupils do not always reach the National Curriculum levels their ability warrants. Although overall attainment remains low, it has improved markedly over the past two years and pupils' mathematical skills are moving very close to the national average. Pupils' literacy skills are improving too, but their attainment in writing lags behind their standards in reading. Well-directed bilingual support and focused interventions for pupils with special educational needs and/or disabilities lead to pupils new to learning English, and those who often find the work difficult, making the same progress as that of their peers. Indeed, there are examples of pupils supported individually and in small groups making good progress in their studies.

Pupils behave well, treat their classmates and the adults who support them with respect and represent their families and the school with dignity. They are proud of their school and enjoy showing visitors their work and talking about their experiences in Boothroyd. They make a good contribution to the school community and beyond and their work for charity is a byword. Pupils' self-esteem is continuing to increase and they are beginning to demonstrate greater ambition and higher aspirations for the future and for what they can achieve after formal education. Attendance is improving and the number of days lost through extended holidays is reducing. This better attendance, positive personal development and improving basic skills demonstrate that pupils are satisfactorily prepared for the next stage in their education. Spiritual, moral, social and cultural development is good. Pupils are proud of their heritages but also have a keen understanding of and respect for cultures and religions which are different from their own.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is satisfactory overall but is improving. During the inspection, good teaching was seen in all key stages. There was an example of outstanding practice in Year 2, where progress was reinforced by activities which were broken down into manageable sections, to maintain pupils' interest and focus on the learning objectives. Teachers have secure subject knowledge, warm relationships with their pupils and manage their classes well. On occasions, there is a 'one size fits all' approach to challenge in the classroom and teachers' planning does not always include focused information on how the specific needs of all groups, including those identified as gifted and talented are to be met. In addition, there are insufficient opportunities for pupils to learn through doing and many pupils of both genders are sometimes passive in their learning and do not take enough responsibility for their own progress. Nonetheless, there are examples of practical activities which facilitate rapid learning, for example when children in the Reception class use a range of musical instruments to keep the beat. Assessment is rigorous and marking is good. Pupils receive accurate and detailed advice on how they can improve their work.

Teachers place great emphasis on providing a curriculum which promotes pupils' personal outcomes, develops their self-esteem and raises their aspirations. These strategies are on-going and are complemented by thought-provoking assemblies, about 'resilience,' for example, but the school recognises that they must be embedded further. Pupils' well-below average literacy development often hampers their academic progress, particularly in

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Key Stage 2, and there are insufficient opportunities for them to practise and reinforce their skills in English across the curriculum. However, their understanding of their own cultural heritages and of those which make up the local and national communities is fostered well. When asked about their favourite aspects of school life, pupils often answer, 'The activities and trips we have all the time!' Indeed, there is an outstanding range of well-attended enrichment activities and, during the inspection, pupils were looking forward eagerly to the Saturday cricket matches, in which children, their teachers and their families were to take part.

Pupils are known as individuals and parents and carers have the highest regard for the outstanding ways in which all adults, including teachers, learning mentors, support and bilingual assistants care for and support their children. Parents and carers are almost universally positive about the comprehensive support families receive and they value the literacy workshops provided by the school. Induction and transition arrangements are of the highest order and staff do all they can to ensure that children settle down quickly into Reception and also that pupils are prepared for their entry to high school. Children's additional needs are identified rapidly and accurately and those whose circumstances make them vulnerable are supported very well and with the utmost sensitivity. As parents and carers comment, 'We are extremely happy with what the school is doing to help create our children's future: staff make sure that their individual needs are met.'

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The relatively new headteacher, supported well by a proactive senior team and a talented middle management group, leads by example and has engendered good levels of teamwork among both teaching and non-teaching staff: staff changes since the previous inspection continue to have a positive impact on school performance. As teachers and support staff say, Boothroyd is a happy school and we feel challenged but satisfied.' Indeed, there is a clear and shared vision for improvement and staff speak highly of the leadership. Teaching is improving but there is still room for more development, particularly in relation to giving pupils more opportunities to take responsibility for their own learning. Governance has improved since the previous inspection and members of the governing body are now proactively involved in whole-school self-evaluation and in providing strategic direction for development. They support staff and pupils well and challenge the leadership with increasing rigour.

The school engages well with parents and carers and gives families a wealth of support when necessary. It is fully aware that continued liaison with parents and carers is of the

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essence, if all families are to recognise the need for regular attendance and if they are to play a greater role in supporting their children's learning.

There are good links with a wide range of outside agencies for the benefit of the pupils. Furthermore, the school's promotion of community cohesion is proactive and designed to facilitate two-way communication with the area it serves and to educate its pupils in the range of cultures which make up both the United Kingdom and the global community.

Equality of opportunity is promoted well and there is 'zero tolerance' for discrimination in all its forms. Safeguarding and child protection procedures and practice are good and recognised as such by pupils, parents and carers. Pupils themselves say that one of the best things about their school is the way it keeps them, in their words, 'safe and happy.'

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

This is a good Early Years Foundation Stage. Children enter the Reception class with skills which are exceptionally low in relation to their age. Good teaching, an improved outdoor area and regular, accurate assessment of their learning ensure that they make good progress and achieve well across the year.

Provision in the setting has improved since the previous inspection. There is now free-flow to the outdoor area and resources for learning and play are extensive; children use the forest area regularly to widen their experiences. There is a good balance between adult-led and child-initiated activities and children play and learn happily together. In line with the rest of the school, care, guidance and support are outstanding and individual needs are identified early and tackled effectively. There is strong support for parents and carers and bilingual teaching assistants work closely with children and their families.

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Induction arrangements are good, home visits are a key feature, and there is effective liaison with the pre-school playgroup to raise children's expectations about their entry to their new surroundings. The setting is led and managed well. All staff are well-trained, teamwork is emphasised and accurate self-evaluation of performance has resulted in improved support for children in the development of their communication skills and personal development. Children now benefit from more opportunities for independent exploration and finding things out for themselves.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a 50% return of questionnaires, which is much higher than usually seen. The overwhelming majority of parents and carers who returned the questionnaires are entirely satisfied with their children's experiences at Boothroyd and believe that the school is led and managed effectively. Moreover, almost all are of the view that the school actively promotes healthy lifestyles and that their children enjoy school life and are kept safe. Most parents and carers also express the opinion that their children are well prepared for the future. A very small minority believes that the school does not help them to support their children's learning. Inspectors examined this concern and found that the school's engagement with parents is good overall but that it should be built upon in order to advise parents and carers even more closely about how they may support their children in their learning. Again, a very small minority feels that the school does not deal effectively with unacceptable behaviour. Inspectors found no evidence to endorse this view and judge both behaviour and behaviour management to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Boothroyd Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 200 completed questionnaires by the end of the on-site inspection. In total, there are 400 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	62	75	38	1	1	0	0
The school keeps my child safe	124	62	73	37	1	1	0	0
My school informs me about my child's progress	104	52	89	45	3	2	0	0
My child is making enough progress at this school	92	46	100	50	6	3	0	0
The teaching is good at this school	114	57	80	40	3	2	0	0
The school helps me to support my child's learning	95	48	95	48	7	4	0	0
The school helps my child to have a healthy lifestyle	89	45	104	52	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	99	50	92	46	2	1	0	0
The school meets my child's particular needs	74	37	116	58	3	2	1	1
The school deals effectively with unacceptable behaviour	94	47	95	48	8	4	0	0
The school takes account of my suggestions and concerns	76	38	114	57	4	2	1	1
The school is led and managed effectively	99	50	96	48	1	1	0	0
Overall, I am happy with my child's experience at this school	121	61	74	37	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 May 2011

Dear Pupils

Inspection of Boothroyd Junior and Infant School, Dewsbury, WF13 3QD

I promised to write you a letter about what the inspection team found out about your school and here it is! Thank you for your warm welcome and your courtesy towards us when we visited your school. We are particularly grateful to those of you who came to talk to us on Thursday lunchtime. You gave us some valuable information about how much you enjoy school.

Boothroyd provides you with a satisfactory quality of education but it is improving all the time! The teaching you receive is getting better and the progress you make in your studies is beginning to accelerate. Your behaviour is good and you look after each other and younger children well. The school council always has ideas to make the school even better and team captains work hard to help run the school. You raise a lot of money for charity and enjoy the many sports activities and trips in which you take part. The adults who work in school take excellent care of you and are always there when you need them.

Your headteacher and all the other staff are always trying to improve the school. I have asked them to help you make even better progress by giving you more opportunities to practise your literacy skills in all your subjects, by encouraging you to find things out for yourselves and by making sure that the work you do challenges you all to reach your targets. I have also asked them to give your parents and carers even more information on how they can help you with your learning and encourage them to make sure you come to school regularly. You can obviously help with this too! I also think it would be important for the school to continue with its good work to help you believe in yourselves and raise your sights about what you can achieve in the future.

Thank you again for your kindness to us. We enjoyed watching you learn.

Yours sincerely,

Jim Kidd

Lead Inspector

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