

# Battysford CofE (C) Primary School

Inspection report

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<b>Unique Reference Number</b>	107728
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	356225
<b>Inspection dates</b>	19–20 May 2011
<b>Reporting inspector</b>	Melvyn Hemmings

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	449
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Grainger
<b>Headteacher</b>	Mrs Diane Pyatt
<b>Date of previous school inspection</b>	15 October 2007
<b>School address</b>	Nab Lane Mirfield West Yorkshire WF14 9QH
<b>Telephone number</b>	01924 326530
<b>Fax number</b>	01924 326531
<b>Email address</b>	office.battysford@edukirklees.net

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## Introduction

This inspection was carried out by four additional inspectors who visited 20 lessons or parts of lessons. The inspectors observed 17 teachers and held discussions with members of the governing body, staff, groups of pupils, parents and carers and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings of the governing body, assessment information and curriculum planning. In addition, 144 responses to parents' and carers' questionnaires were received and analysed.

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

- The extent to which leaders have improved the consistency of teaching and learning.
- Whether target-setting is sufficiently challenging.
- How accurately pupils' progress is measured.
- The extent to which subject leadership has been improved.

## Information about the school

Battyeford is much larger than the average primary school. The proportion of pupils known to be eligible for free school meals is broadly average, as is that of pupils with special educational needs and/or disabilities. Most pupils are of White British heritage. The school has been awarded Artsmark Gold and is also an accredited Healthy School.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Battyeford is a good school. It provides a stimulating and friendly setting in which to learn. The perceptive and determined leadership of the headteacher has been central to the good improvement since the last inspection. Aply supported by the deputy head teacher, she has overseen a range of initiatives that have accelerated pupils' progress, raised attainment and improved the quality of teaching and the effectiveness of leadership and management. The role of the governing body has been successfully developed so that it is influential in shaping the school's direction. Leaders and governors know the school's strengths and weaknesses because self-evaluation is accurate, and this enables the correct priority areas for development to be set. Despite the school's success, leaders are not complacent and know there is more to do. This includes making learning more personalised by refining teachers' expertise in setting the next precise steps in learning for individual pupils. Not all leaders are fully involved in long-term strategic planning and this restricts their effectiveness in promoting school improvement. Nevertheless, the school's track record in improving performance in key areas in recent years shows there is good capacity for further development.

The consistency of teaching and learning has been improved so that it is good, with examples of outstanding practice, throughout the school. Teaching has many strengths but at times is too directed and restricts opportunities for pupils to explore ideas for themselves. Target-setting has been successfully developed so that it is effective in meeting the needs of different groups of pupils and providing them with suitably challenging tasks. As a result, pupils make good progress and, by the end of Year 6, they attain above-average standards in English and mathematics. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the well-targeted extra support they receive.

Pupils behave well and show respect and interest in the views of others. They enjoy coming to school, which is reflected in their above-average attendance. The curriculum is well organised and contributes effectively to pupils' development and well-being. Of particular note is the provision for the visual and performing arts, which very effectively develops pupils' artistic talents. There are limited opportunities for pupils to access information and communication technology (ICT) independently to support their learning across the curriculum. Pupils' adoption of a healthy lifestyle and the extent to which they feel safe are outstanding. The care, guidance and support of pupils are outstanding. Parents and carers say they are very appreciative of the care taken of their children.

## What does the school need to do to improve further?

- Build on pupils' good achievement by:

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- – refining teachers' skills in setting specific next steps in learning for individual pupils
- – extending pupils' thinking skills by providing further opportunities for them to explore ideas for themselves
- – increasing opportunities for pupils to use ICT independently to support their learning across the curriculum.
- Fully involve all leaders in planning strategically for long-term school improvement.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils make good progress from their skill levels on entering school, which are generally as expected. Pupils show good concentration and engage in activities for lengthy periods. They learn and practise skills well and show perseverance when faced with challenging activities in a variety of subjects. Pupils particularly enjoy art lessons, as was seen in the way pupils in Year 1 enthusiastically explored the work and techniques of the German biologist and artist Ernst Haeckel. They read fluently and expressively. Pupils' writing is accurately constructed and imaginative. They have well developed mathematical calculation skills and use these effectively to solve real-life number problems in a variety of contexts. There is no significant difference between the achievement and the learning of different groups.

Pupils say they feel safe in school at all times and have an excellent understanding of what might present an unsafe situation. They have a very good knowledge on how to live a healthy lifestyle, such as eating a healthy diet and taking regular exercise. Their uptake of after school sporting activities is high. Pupils are proud of and are committed to their school community. They enthusiastically take on responsibilities to improve the school, such as being a member of the school council. They have a thorough understanding of the beliefs and traditions of cultures different to their own. Pupils' above-average attendance and their good application of basic skills across many areas of school life show they are well prepared for their future lives.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teaching is effective in ensuring that pupils learn well. Teachers are aware of pupils' prior learning and ensure that activities build on it effectively. The use of assessment has been improved, so that the needs of different groups are consistently met. There are limited opportunities for pupils to show initiative and find out things for themselves in order to develop their thinking skills further. Marking and discussion between staff and pupils ensure that pupils understand in broad terms how to improve their work. It is not as effective in indicating the precise next steps in learning. Teachers manage classrooms well so that they are calm and friendly places in which to learn. The work of teaching assistants is focused effectively and makes a good contribution to the progress that pupils make, particularly those with special educational needs and/or disabilities.

All pupils benefit from a coherent and relevant curriculum that promotes good outcomes. Pupils' learning is extended effectively by a variety of extra-curricular activities and opportunities to take part in a wide range of educational visits. These include Flamborough Head on the East Yorkshire coast as part of their studies in geography. There are too few opportunities for pupils to use ICT independently to support their learning in other subjects. Pupils' cultural development is effectively enhanced by opportunities for them to work with pupils from a school in Batley, who are predominantly of the Muslim faith. Partnerships with others, including the Mirfield Pyramid of Schools,

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effectively widen pupils' horizons and extend their skills, such as in music, drama and sport.

All staff are highly committed to the care and welfare of pupils. They are clear about the steps to take if they have any concerns about the well-being of a pupil. Excellently targeted support for all pupils enables them to make the best of opportunities provided for them. Transition arrangements are comprehensive throughout the school and on to secondary school. Links with outside agencies are exemplary and very effectively promote the learning and well-being of pupils facing challenging circumstances. Leaders have worked successfully to raise attendance and it continues to improve.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders drive improvement well by enthusing staff to focus on priority areas for development. As a result, morale is high with staff sharing a common vision for taking the school forward. The role of subject leaders has been improved so they effectively monitor and evaluate the provision and outcomes in their subjects. Nevertheless, some leaders are not fully involved in promoting long-term school improvement. The governing body shows determination in challenging and supporting the school in order to bring about improvement. The promotion of equality of opportunity is good and no form of discrimination is tolerated. The way leaders have successfully improved how they measure pupils' progress means they have a clear view of the performance of different groups. This has enabled them to take action to minimise any variation between groups.

The school has effective strategies and procedures to ensure the safeguarding and welfare of pupils. Issues about safety and safeguarding are integrated well into the curriculum, so that pupils have a strong understanding of how to stay safe. The school works well in partnership with others, including the local network of schools and the Spen School's Sports Partnership, to enhance pupils' learning and development in areas such as music, drama and sport. Leaders successfully promote community cohesion, with the school and local community working harmoniously together. The school engages well with a variety of community groups beyond the immediate locality. Good relationships with parents and carers ensure they are involved effectively in their children's learning and the work of the school.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

From their broadly average starting points, children make good progress and achieve well because teaching is consistently good. Adults work well together to provide a variety of interesting activities that make learning fun. Children behave well and show enjoyment in their learning. This was evident in their role play in the 'Doctors Surgery' in which they were in a world of their own when treating patients and dispensing prescriptions. There is good emphasis on promoting children's development as independent learners by encouraging them to make decisions and choose activities for themselves. Relationships are good and children learn within a very friendly and welcoming setting. They work and play well together in pairs and small groups, taking turns and sharing equipment fairly.

The curriculum is extended by opportunity to take part in a variety of visits, including to a bakery in the local supermarket. Good opportunities for Nursery and Reception children to learn and play together, especially in the well-organised outdoor area, contribute effectively to their personal and social development. At times, staff miss opportunities to intervene in independent activities to enhance learning, such as in developing children's speaking skills. Activities usually meet children's individual needs effectively but sometimes lack sufficient challenge and some children find them too easy. Relationships with parents and carers are positive and they are kept regularly informed about their child's progress. Good leadership makes sure that welfare arrangements are thorough, with all necessary steps being taken to ensure children's safety and well-being.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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

The proportion of parents and carers returning completed questionnaires was average. The very large majority were positive about the school's work and the efforts of all staff. Two comments were typical, Battyeford is a very caring school in which every child is valued.' and 'My daughter really enjoys coming to school and we are pleased with the progress she has made.' There was no significant pattern of negative views. Inspection judgements support the positive views of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Battyeford CofE (C) Primary 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 144 completed questionnaires by the end of the on-site inspection. In total, there are 449 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	104	72	39	27	0	0	0	0
The school keeps my child safe	105	73	39	27	0	0	0	0
My school informs me about my child's progress	83	58	61	42	0	0	0	0
My child is making enough progress at this school	90	63	49	34	4	3	0	0
The teaching is good at this school	93	65	50	35	0	0	0	0
The school helps me to support my child's learning	90	63	51	35	3	2	0	0
The school helps my child to have a healthy lifestyle	72	50	69	48	3	2	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)	76	53	57	40	1	1	0	0
The school meets my child's particular needs	82	57	56	39	5	3	0	0
The school deals effectively with unacceptable behaviour	76	53	60	42	3	2	1	1
The school takes account of my suggestions and concerns	70	49	67	47	3	2	0	0
The school is led and managed effectively	87	60	54	38	0	0	0	0
Overall, I am happy with my child's experience at this school	99	69	42	29	3	2	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



20 May 2011

Dear Pupils

**Inspection of Battyeford CofE (C) Primary School, Mirfield, WF14 9QH**

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is good and that:

- you make good progress and, by the end of Year 6, attain above-average standards in English and mathematics
- you are adopting a healthy lifestyle in an outstanding manner and have an excellent understanding of how to stay safe
- adults care about you and are interested in your views, as indicated in your questionnaires
- you enjoy school and behave well
- visits to places such Flamborough Head on the Yorkshire coast add further interest to the curriculum
- staff make sure you are safe in school and on visits
- the headteacher, staff and governors are working hard to help you do better.

This is what we have asked your school to do now.

- Build on your good achievement, such as by refining teachers' skills in setting your next steps in learning and providing more opportunities for you to explore ideas for yourselves.

Make sure all leaders are fully involved in helping the school to improve further.

- All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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