

# Linthwaite Ardron CofE (Aided) Junior and Infant School

Inspection report

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<b>Unique Reference Number</b>	107740
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	363728
<b>Inspection dates</b>	29–30 June 2011
<b>Reporting inspector</b>	Allan Torr HMI

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 aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Cynthia Osborne
<b>Headteacher</b>	Mrs Eelin Megson
<b>Date of previous school inspection</b>	29 March 2010
<b>School address</b>	Church Lane Linthwaite, Huddersfield West Yorkshire HD7 5TA
<b>Telephone number</b>	01484 222573
<b>Fax number</b>	-
<b>Email address</b>	office.linthardron@edukirklees.net

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 12 lessons taught by seven of the teachers and held meetings with: representatives from the local authority; three representatives from the governing body; two groups of pupils; and with staff. Inspectors observed the school's work, and looked at pupils' work and 85 questionnaires returned by parents, 22 by staff and 62 by pupils. They looked at a wide range of school documents including: those relating to keeping pupils safe; data showing pupils' achievement; reports, letters and newsletters to parents; teachers' planning and records of the monitoring of teaching and learning.

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

- The progress made by different groups of pupils, particularly boys and more-able pupils, in all curriculum subjects.
- The impact of teaching on pupils' attainment and progress in mathematics.
- How well leaders and managers of different subjects and aspects of the school self-evaluate and take effective action to improve provision and outcomes for groups of pupils.
- Whether all leaders and managers ensure any gaps in achievement between groups of pupils are closing to determine whether equality of opportunity is better than at the previous inspection.

## Information about the school

Linthwaite Ardrion has fewer pupils than the average sized primary school but there is a greater proportion of boys than in most primary schools. The proportion of pupils known to be eligible for free school meals is below the national average and most pupils are White British. The proportion of pupils identified as having a disability and/or special educational needs is similar to the national average and the proportion with a statement of special educational needs is slightly above average. Over the last two years there has been significant turbulence in staffing and in the leadership of the school. The special needs coordinator, the deputy headteacher, a senior teacher and another teacher have left the school and new staff have been appointed.

At the previous inspection in March 2010 the school was judged to require significant improvement and was given a notice to improve.

**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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Linthwaite Ardron is a good school and many aspects of its work are outstanding. In a questionnaire a parent/carer wrote, 'I feel that the school has responded well to issues highlighted in last year's Ofsted inspection.' Other parents and carers and pupils agreed. Pupils, in particular, noted huge improvements to the teaching of mathematics. There has been a significant improvement in pupils' progress, in the quality of teaching, in standards in mathematics and in equal opportunities for pupils. This is because of the relentless focus on pupils' progress by the senior leadership team; the leadership and direction of the headteacher while maintaining high staff morale; the very effective management and tackling of staffing turbulence; the accurate evaluation of teaching and of pupils' achievement; and the outstanding work with partners, and parents and carers. Leaders have worked very effectively with specialists to develop and improve the teaching of every teacher. These are some of the reasons why the school's capacity to improve is good. It is not outstanding because there is not a substantive deputy headteacher and some of the other teachers have not yet taken up their full roles in leading and improving the quality of pupils' achievement in some subjects like history, geography, and information and communication technology (ICT).

All groups of pupils make good progress from their starting points. There are still some effects remaining, however, from staffing disruption and inadequate teaching in the past. As a result, pupils' attainment by the end of Year 6 remains average. The good teaching, good curriculum and outstanding care, guidance and support for pupils are having an impact on pupils lower down the school. For the last two years, for example, pupils' attainment by the end of Year 2 has been above average and has been above average for groups of pupils such as those who are eligible for free school meals, boys, and more-able pupils. There is still some way to go for some pupils to catch up by the end of Year 6. A few parents and carers noted some more-able pupils are still not quite achieving as well as they can. Inspectors noted that in some subjects pupils' attainment was not as high as in other subjects. Inspectors also agreed with pupils when they commented there were not many opportunities to use ICT in lessons or to extend their ICT skills. In subjects such as history and geography pupils are sometimes all given the same tasks because teachers do not match the work to pupils' abilities and individual needs.

There are significant strengths in pupils' development. Parents and carers, pupils and staff overwhelmingly agreed behaviour was good. Inspectors judged it to be outstanding because there are no incidents of prejudice-based bullying, such as homophobia or racist behaviour, and because pupils' behaviour in lessons, at break times and around school was excellent and contributed to their good learning and progress. Pupils have an

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excellent understanding of how to stay safe and be healthy and their social, moral, spiritual and cultural development is outstanding. Year 6, out on a residential during the inspection, asked to visit a local church so they could pray for and reflect about the school going through its Ofsted inspection.

Linthwaite Ardron is an inclusive school in which everyone is special and valued. This is reflected in the responses to the questionnaires. A parent commented, 'It is a lovely, caring school. We feel it is a very nurturing environment where children are encouraged to care for each other and take responsibility.'

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

- Raise attainment further by:
  - extending pupils' ICT skills in lessons
  - extending pupils' skills, knowledge and understanding in history and geography and matching activities to pupils' abilities.

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

**1**

Pupils' spiritual, moral, social and cultural development is outstanding because the school gives high priority to developing the education and well-being of each individual. Pupils take the ample opportunities provided to reflect and to socialise with people from a range of backgrounds. A twinning project with another school in Huddersfield broke down pupils' stereotypes and preconceptions of other races, religions and cultures. As a result they cooked, danced, mixed and learnt from each other in a positive way and learnt about other cultures and heritages. All groups of pupils – boys, girls, pupils of different ages and abilities – socialise, play and work very well together. Different groups of pupils attend well and enjoy coming to school. Attendance is above average and is increasing so that this year it was well above the national average. Pupils have a very good understanding of how to stay safe, for example on the roads and when using ICT. They contribute well to the school and local community through applying for and taking jobs around the school and being involved in school surveys and in the school council.

Although pupils' attainment by the end of Key Stage 2 is average, it is above average in art and design, in music and in most other year groups. For the last two years, for example, pupils at the end of Year 2 have exceeded the levels expected of them for their age in reading, writing and mathematics. Throughout the school, pupils known to be eligible for free school meals attain similar standards to their peers and a greater proportion of more-able pupils than average attain the higher levels in English and mathematics. Pupils who are disabled and those with special educational needs make good progress. Some of these receive specialised individual and group teaching which has been the main factor in accelerating their progress.

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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>	3
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>1</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>1</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?

Procedures for induction to the school and transition between classes are very effective in enabling pupils to settle into school and their new classes quickly. Systems include spending two days with the next teacher, Year 6 pupils spending a week in their secondary school and teachers moving up the school with their existing class. Attendance has improved because leaders and teachers have targeted initiatives to groups and individuals with increasing success. Pupils are very well behaved and supported because they know they are cared for and have someone to confide in. The strong relationships with staff are reflected in lessons. Pupils feel confident in giving answers and explanations, in taking part and in asking for help. Around a third of the lessons observed during the inspection were outstanding. This is because the pupils were active throughout the lessons; all groups were challenged and made good progress; ICT was used well to motivate pupils; and teachers' questioning was of a high quality, making pupils think and explain their reasoning. Pupils' work often reflects this high quality because tasks are interesting and make pupils think, apply their skills and solve problems. Around a quarter of lessons are satisfactory. In history and geography, for example, sometimes all groups of pupils complete the same work; as a result, more-able pupils are not as challenged as they could be.

The curriculum is good and meets pupils' needs and interests. A group of boys, for example, in a meeting with inspectors, explained how the subjects are interesting and

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exciting, particularly mathematics. The curriculum is planned well and trips, visits and after-school activities are devised to enable pupils to have a wealth of first-hand experiences. The curriculum is not outstanding, however, because some pupils do not spend much time using ICT in lessons. This was reflected in pupils' work, where there was a low volume of work in a few subjects.

*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?

Staff strongly agree that they are proud to be a member of staff; their contributions are valued; they know and are involved in what the school is trying to achieve; and the school runs smoothly and is well led. This is due to the excellent leadership and direction by the headteacher and acting deputy headteacher. Staff also overwhelmingly agree any unacceptable behaviour is well managed and the governing body does an effective job. The governing body has frequent meetings and debates and discusses key issues about the school, such as how well it keeps pupils safe, pupils' progress and how to allocate resources. It does a good job in holding staff to account and acting as a critical friend. Safeguarding, community cohesion and inclusion are high priorities. Procedures for child protection and keeping pupils safe, including the vetting of staff, are good. The governing body and school know pupils and the community very well and have a policy and procedure in place for community cohesion. This has been effective in eradicating prejudice-based behaviour, such as homophobia and racist behaviour, and in breaking down pupils' stereotypical views. The school is excellent at tackling aspects of discrimination, in tracking groups of pupils and providing personalised teaching to reduce gaps in achievement.

Communication with parents and carers has improved since the last inspection. Frequent and regular communication via newsletters, school reports, letters, parents and carers' evenings, parents and carers' training events, class assemblies and productions, the website and the virtual learning environment means parents and carers are kept informed about their children's progress. The school also asks for the views of parents and carers as pupils move from Reception into Year 1, from Year 2 into Year 3 and when pupils leave at the end of Year 6. These views are taken into account by the school to make improvements.

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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>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</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>1</b>

## Early Years Foundation Stage

The effectiveness of the Early Years Foundation Stage (Reception class) has improved significantly. By the end of the year children know the sounds letters make and numbers, and are starting to choose to read and write with confidence. Because teaching is now good, and sometimes outstanding, children make good progress from their starting points and extend their skills and knowledge through very well-crafted and well-planned activities based on their needs and interests. In one outstanding lesson, for example, the lesson plan was abandoned because children were so excited and interested in being number detectives. The teacher and the very effective teaching assistant worked together to spread numbers throughout the outdoor environment and to make sure children could read and recognise numbers to 20. Wearing their number hats and clutching magnifying glasses the children excitedly scrutinised the outdoor area, reading and recording the numbers they found. A few more-able children extended their knowledge by recording their findings in number order.

The leadership and management of the Early Years Foundation Stage are good. There is a good understanding of the strengths and weaknesses in provision and how this relates to children's outcomes. There is a very good plan in place to strengthen less strong aspects in the future. A key factor is the tracking and recording of individuals and groups so that the teacher in charge changes the equipment, resources and activities daily to match them to the needs of groups of children.



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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

Over 70% of families returned questionnaires. A comment in a questionnaire made by one parent/carer reflects the views of many: 'Linthwaite Ardron is a good school with an excellent, dedicated teaching staff.' Parents and carers overwhelmingly agreed the school keeps their child safe, helps pupils to lead a healthy lifestyle, makes sure pupils are well prepared for their future and informs them about their child's progress. They overwhelmingly agreed their child enjoys school, is making enough progress, teaching is good and the school meets their child's needs. A very few parents and carers made comments about unmarked homework and a lack of support to help their child's learning. The school has plans in place to review and revise the existing curriculum and homework to ensure it meets all pupils' interests and needs. Almost all parents and carers agreed the school takes account of their concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Linthwaite Ardron CoFE (Aided) 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	59	32	38	3	4	0	0
The school keeps my child safe	65	76	20	24	0	0	0	0
My school informs me about my child's progress	39	46	44	52	2	2	0	0
My child is making enough progress at this school	42	49	37	44	5	6	0	0
The teaching is good at this school	39	46	41	48	4	5	0	0
The school helps me to support my child's learning	41	48	33	39	10	12	0	0
The school helps my child to have a healthy lifestyle	53	62	31	36	0	0	1	1
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)	44	52	36	42	1	1	0	0
The school meets my child's particular needs	42	49	35	41	4	5	0	0
The school deals effectively with unacceptable behaviour	42	49	37	44	4	5	0	0
The school takes account of my suggestions and concerns	35	41	42	49	5	6	0	0
The school is led and managed effectively	36	42	38	45	8	9	0	0
Overall, I am happy with my child's experience at this school	47	55	33	39	4	5	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.**



1 July 2011

**Inspection of Linthwaite Ardron CoFE (Aided) Junior and Infant School,  
Huddersfield HD7 5TA**

Dear Pupils,

You may remember I visited your school with two other inspectors. It was a pleasure to meet you and to look at your work. You have done some impressive work in art and design, for example the mosaics and pictures in the style of William Morris. You have also produced some very good work, particularly in mathematics. It was great fun working with the younger children spotting numbers outside the Reception class. Thank you for speaking with us in class and around school and for completing the questionnaire. This letter is briefly to tell you about the decisions we made about your school.

You told us Mrs Megson and the staff do a good job; you enjoy school and you feel safe and cared for; and you are helped to be healthy. You also told us behaviour is good, you learn a lot and you know what to do to improve your work. We took your views into account and judged Linthwaite Ardron to have improved extremely well since the last inspection; it is now a good school and there are many things it does which are now outstanding. There are still some things for the staff to work on to get even better, such as increasing the amount of time in class that you use ICT and helping you to increase your skills in using ICT. Similarly, we decided the school needs to carry on helping you to reach higher standards and to increase your skills and knowledge in history and geography lessons.

Mrs Megson and the whole staff have worked very hard to improve your school and you too have done a superb job, which means you now make good progress, you behave extremely well, and your attendance is above average compared to other primary schools and is improving all the time. I hope Year 6 had a great time on their visit and I was impressed to hear you went to church to say prayers for everyone back at school during the inspection. I hope you will all work with staff and with each other to make the school even better.

Yours sincerely

Allan Torr

Her Majesty's Inspector

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