

Wilberlee Junior and Infant School

Inspection report

Unique Reference Number	107648
Local authority	Kirklees
Inspection number	377617
Inspection dates	27–28 March 2012
Lead inspector	Katharine Halifax

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	The governing body
Chair	Anthony Bowers
Acting Headteacher	Susan Crowther
Date of previous school inspection	18 November 2008
School address	Heys Lane Wilberlee Slaithwaite Huddersfield HD7 5UX
Telephone number	01484 222588
Fax number	01484 222596
Email address	office.wilberlee@edukirklees.net



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Introduction

Inspection team

Katharine Halifax

Additional inspector

This inspection was carried out with two days' notice. The inspector observed five teachers teaching nine lessons, of which one was a joint observation with the acting headteacher. Meetings were held with groups of pupils, representatives of the governing body, parents and carers, and school staff. The inspector observed the school's work and looked at a number of documents, including the school development plan, the safeguarding and equality policies, and minutes of the governing body meetings. She heard pupils from Years 1, 2 and 6 read. The inspector looked at the online questionnaire (Parent View); where three parents or carers had responded. The inspector analysed the responses to 45 parental questionnaires, and also those completed by pupils and staff.

Information about the school

This smaller than average school serves a rural community. The majority of pupils are of White British heritage. A handful of pupils come from other ethnic backgrounds, and there are a few pupils of mixed heritage. The proportion of disabled pupils and those who have special educational needs varies considerably from year to year, but is below average overall. The proportion of pupils known to be eligible for free school meals is below average. By Year 6, the school meets the current floor standard (the minimum expectation for pupils' attainment set by the government). Pupils are taught in three classes with each class catering for pupils from at least two year groups. The school has been awarded Healthy School status.

The school has experienced a change in leadership since the last inspection. Following the retirement of the previous headteacher, the deputy headteacher has been leading the school for the past two terms.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because, while achievement is good, pupils who have a gift or talent do not always reach their full potential. Furthermore, best use is not made of the information regarding pupils' progress. Outstanding links with parents and carers allow them to play a greater part in their child's learning. They are unanimous in their views that it fulfils its aim of 'a little school with a big heart where children can be children'.
- Achievement is good. By Year 6 attainment is well-above average overall. Pupils particularly enjoy the outstanding provision for Spanish and as a result do exceptionally well. In addition, making good academic progress, pupils experience considerable success in sport, and in the creative and performing arts. Pupils are keen to learn and are clear about what they need to do to attain the next National Curriculum level.
- Behaviour is good and pupils have a good understanding of keeping safe.
- Teaching is good. Teachers are resourceful and imaginative. They make learning enjoyable and endeavour to cater for the wide age and pupil ability range in their lessons. While this is mostly successful, additional activities are not always planned for pupils who have a gift or talent. Furthermore, not all activities are highly challenging for these pupils.
- Leadership and management are good. The effective interim leadership is contributing considerably to school improvement. The monitoring of classroom practice and the ensuing professional training has seen raised attainment in mathematics. Revised routines and clear guidance enable the school to function more efficiently. The acquisition of a new system to check pupils' progress is already paying dividends, but limited use is made of the information that is provided. Furthermore, though some gifted and talented pupils have been

identified and provision made, leaders acknowledge there are others where the provision is less well advanced.

What does the school need to do to improve further?

- Enable pupils with a gift or talent to reach their full potential by:
 - ensuring all pupils with a gift or talent are identified
 - systematically including activities for pupils with a gift or talent in the planning of each lesson
 - ensuring activities challenge pupils' thinking from the onset of the lesson.

- Improve the leadership of the school by:
 - making better use of the information provided by the tracking data
 - evaluating the effectiveness of the small group work and support for pupils with disabilities, those with special educational needs, and those who learn more slowly.

Main Report

Achievement of pupils

Inspection findings endorse the views of parents and carers that their child is making good progress. Pupils enjoy their learning and are keen to join in everything the school has to offer. They are eager, listen intently to their teachers and settle quickly to tasks.

While the skills of children entering the school are typical for their age, some children have little experience of early writing, of shape space and measure, and are limited in their knowledge of the world about them. Children make good progress in the Reception class, which continues through Key Stage 1. By the end of Year 2 attainment is above average. Pupils make equally good gains in Key Stage 2 and by Year 6 attainment is well above average. Pupils attain well above the expected levels in reading. By Year 2, they have acquired a range of strategies to help them make sense of new words, and read simple fiction and non-fiction texts with increasing fluency. Pupils' skills are furthered at Key Stage 2; they read with deeper understanding using their knowledge well to research topics in science and humanities as well as following the instructions; for example, on seed packets in their 'plants and growth' topic.

The school has maintained the trend of well above average attainment overall since the last inspection. However, attainment and progress in mathematics did not match that in English in 2011. As a consequence of mathematics becoming a school priority, progress is accelerating and attainment for the current Year 6 is on a par with that in English. In addition, pupils have increased confidence, for example, when using and applying their mathematical knowledge to work out perimeter and a planting pattern for 600 trees in their Field of Dreams. Very good provision for speaking and listening has resulted in attainment in writing going from strength to strength, and eradicated the differences between reading and writing, and between boys and girls. There are no significant differences in the achievement of pupils from different ethnic groups or

those with disabilities or special educational needs. Pupils are passionate about their Spanish lessons, parents commented on how well the youngest children used the language on holiday in Spain. By Year 6 pupils are working at the level expected of those two years older.

Quality of teaching

Teaching is consistently good with many outstanding features especially in the pace at which lessons are conducted, the variety to activities to ensure pupils remain interested, and in meeting pupils' different styles of learning. The enthusiasm of teachers for their work coupled with knowledge of their subjects is infectious in prompting pupils to give of their best. Teachers plan their work conscientiously, ensuring each year group within the class receives their full curriculum entitlement. Tasks of varying difficulty are mostly matched well to pupils' abilities. However, activities are not always planned for those with a gift or talent. Furthermore, where extension work is planned for these pupils, it is sometimes to do more of the same exercise. Learning for this group of pupils is most successful when challenging activities are planned from the start. Pupils achieve well in English and mathematics because their skills are developed particularly well in other subjects. For example, in geography, pupils improved their mathematical knowledge by estimating and calculating the vast distances fruit and vegetables travel to the United Kingdom. Pupils presented logical arguments about the morality and cultural impact if they were to just eat local produce. Teachers plan effectively to promote pupils' spiritual, moral and cultural development. For example, pupils were in awe as their teacher described the spectacle of the planets Jupiter and Venus in-line in the night sky. An appreciation of a range of cultures is prominent in teachers' planning, resulting in pupils acquiring skills such as African drumming and creating stirring African-style dances. Outstanding teaching in Spanish has resulted in pupils writing letters of a good standard to their Spanish penfriends comparing similarities and differences in lifestyles.

Inspection findings agree with the views of parents, carers and pupils that teaching is good. Both pupils and adults comment that homework tasks are relevant and furthering progress. Pupils devour the tasks given with, for example, all 21 children and pupils in the youngest class having produced informative booklets about 'pets'.

Behaviour and safety of pupils

Inspection findings agree with the opinion of parents, carers and pupils that behaviour is good. The behaviour of most pupils is exemplary. Pupils are respectful and courteous. The school is a harmonious community where pupils from different backgrounds work and play happily together. There have been no exclusions or racist incidents for many years. A very small number of parents and carers made comments about bullying. Pupils say they feel safe in school and that incidents of bullying, (all name calling), are rare and are quickly dealt with and followed up by work in class and assemblies. The school has justifiably earned a reputation for its effective work with pupils permanently excluded from other primary schools. These pupils are welcomed by staff and pupils alike and, through the very good relationships, a consistency of approach, and suitable individual behaviour plans; they learn to take responsibility for their actions. While there are the odd recorded

instances of inappropriate behaviour, these have vastly reduced and have minimal impact on the learning of others. Pupils' attendance is satisfactory. Being a small school, the figure is affected by long-term absences of a very small minority of pupils.

Pupils have a very good understanding of keeping safe and apply this to their everyday lives. For example, by Year 6, all pupils have gained swimming awards in personal survival and are clear about the dangers of the nearby river and canal. They put into practice their equally good understanding of e-safety, and of keeping safe in the home.

Leadership and management

The acting headteacher has accomplished a remarkable amount in her short time in post and has the backing of the staff. The school improvement plan has been revised and is now linked to the main priorities, including the performance of teachers. An analysis of pupils with disabilities or special educational needs, and relevant training, has seen improved provision and more efficient use of staff and resources. The recently introduced electronic tracking system has produced a wealth of information, but this has not been drawn together, nor sufficiently analysed, for example to determine the progress of different groups of pupils within school. While staff chat informally about individual pupils, there is no formal process to rigorously go through the results for each pupil, or to analyse the data in depth. A number of initiatives including small group work and individual tuition are in place for pupils who learn more slowly, but the monitoring of how these are contributing to pupils' progress is at a very early stage.

Governance is satisfactory. The governing body makes good use of a limited budget. Much of their time has been taken up with staffing matters. Nevertheless, they have ensured that the policies and procedures to safeguard and protect pupils are good. Under the leadership of the acting headteacher, all other legally required policies are now in place. Members of the governing body endeavour to promote equality and tackle discrimination. Overall this is good, but they recognise more needs to be done to identify and provide for pupils who have a gift or talent.

The curriculum is good. Initiatives such as 'Super maths day' have been introduced to provide for pupils who are mathematically gifted. Furthermore, the mix of ages in each class enables pupils who learn more quickly to work with older pupils, but this is not always sufficient for those with a gift or talent. Pupils respond well to the good provision for their spiritual, moral, social and cultural development. Conscious that most of the pupils are of White British heritage, numerous links have been established with pupils from other cultures including China, and very recently a school for pupils of Asian heritage. Outstanding links have been established with the local community. The work undertaken by pupils in the planning and conversion of an adjacent field to create a wildlife conservation area for the village has raised pupils' understanding of their responsibilities as citizens.

Leaders and managers are successfully building on the school's strengths. Teaching is good in all age groups. Attainment is well-above average and mathematics has

improved. The good teaching coupled with staff's passion to be the best gives the school good capacity to continue to improve.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



29 March 2012

Dear Pupils

Inspection of Wilberlee Junior and Infant School, Huddersfield, HD7 5UX

First, may I say what an enjoyable time I had when I visited your school? Thank you for talking to me and making me feel so welcome. Thank you, too, for showing me around the school. I especially enjoyed seeing all the hard work that has gone into your Field of Dreams, and watching your amazing dances. It was clear from our chats and the questionnaire replies I received from you, and your parents and carers, that you enjoy school, and think that you are safe and well cared for.

Your school provides you with a good education. As the result of good teaching and a well-thought-through curriculum, your achievement is good. As well as working hard you have a positive attitude to everything the school offers. You enjoy lessons, clubs, sporting competitions, and visits out of school. You are well behaved. All this is because you have good leaders.

Here are some areas I have asked your leaders to consider to make your school better.

- A number of you are gifted or have special talents, I would like to see these talents furthered in lessons and clubs.
- Your leaders acquired a new computer program to help keep a check on your progress, now they need to make greater use of the information it gives them.

I know you will do all you can to help your teachers and I wish you every success in your future.

Yours sincerely

Katharine Halifax
Lead inspector

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