

Ashbrow Infant and Nursery School

Inspection report

Unique Reference Number	107628
Local authority	Kirklees
Inspection number	395473
Inspection dates	12–13 July 2012
Lead inspector	Stephen Wall

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Doughall McCormick
Headteacher	Dora Plant
Date of previous school inspection	17 November 2008
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Introduction

Inspection team

Stephen Wall
Terry Bond

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning on 12 occasions taught by 11 members of staff, as well as observing the teaching of phonics (letters and sounds). They listened to a group of pupils read and conducted 'learning walks' around classrooms during which they scrutinised a selection of pupils' written work. Inspectors held meetings with staff, pupils, three members of the governing body and a representative of the local authority. Inspectors also scrutinised a wide range of school documentation including: the development plan; self-evaluation summaries; assessment data relating to pupils' progress and achievement; minutes of meetings of the governing body; and a wide range of policies and procedures relating to safeguarding, attendance and behaviour. Inspectors took account of 108 questionnaires returned by parents and carers as well as those returned by staff and pupils.

Information about the school

Ashbrow is similar in size to the average for infant and nursery schools. The proportion of pupils known to be eligible for free school meals is well above average. A well-above-average proportion of pupils come from a wide range of minority ethnic groups. The proportion that speaks English as an additional language is also well above average. The proportion of pupils whose learning is supported by school action plus or with a statement of special educational needs is well above average. The school has resourced provision for speech and language for 12 pupils from across the local authority. The headteacher has been the executive headteacher of the infant and nursery school and the nearby junior school since September 2011. The school has a federated governing body which oversees both schools.

The school provides and manages a before-school breakfast club and care facilities. The school has received the Quality Mark and the Eco-Schools Green Flag award.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school. Pupils thrive in the exceptionally caring, nurturing and stimulating learning environment that the school provides. By the time they leave Key Stage 1, pupils are exceptionally well-prepared for future success. The level of satisfaction expressed by parents and carers is exceptionally high.
- Pupils make excellent progress and achieve outstandingly well from starting points that are generally well below age-related expectations on entry to the Early Years Foundation Stage. By the end of Year 2 attainment is average. Highly effective support from a strong team of dedicated and able teaching assistants ensures that disabled pupils, those who have special educational needs and those who speak English as an additional language also achieve outstandingly well.
- Teaching is consistently outstanding in both the Early Years Foundation Stage and in Key Stage 1. Teachers are exceptionally knowledgeable. They use assessment data to challenge different groups of learners appropriately and with unerring consistency. However, some pupils are not always entirely clear about the progress they are making and what they need to do to improve even further.
- Behaviour is exemplary in lessons and around the school. Pupils' attitudes to learning are outstanding. Pupils are exceptionally well-mannered. They are proud of their school and apply themselves tirelessly to living up to the high expectations that are set. Attendance is above average for all groups of pupils.
- Leaders and managers, including the governing body, understand fully the needs of the pupils and ensure that there is a razor-sharp focus on meeting them. Leaders and managers ensure that the outstanding curriculum provides pupils with a wealth of truly memorable experiences. It underpins learning and pupils' spiritual, moral, social and cultural development outstandingly well. Leaders and managers manage performance astutely to drive up the quality of teaching and maximise its impact on pupils' progress and achievement.

What does the school need to do to improve further?

- Accelerate progress at an even faster pace by making sure that assessment is used even more effectively to make all pupils fully aware of how well they are doing and what they need to do to improve their work further.

Main Report

Achievement of pupils

In lessons, pupils' exceptionally positive attitudes to learning are evident in their eagerness to contribute their ideas with high levels of confidence. They are encouraged at every step in the outstanding Early Years Foundation Stage to work and play collaboratively. This bears rich fruit in Key Stage 1 where pupils work very effectively in pairs and small groups to tackle challenging tasks and learn from each other. Not a minute is wasted in lessons because pupils are so keen to learn and because the tasks they are set are varied and highly enjoyable.

Children join the Early Years Foundation Stage with skills that are, overall, well-below age-related expectations. In communication, language and literacy and in personal, social and emotional development attainment is generally exceptionally low. Children make extremely rapid progress in the Early Years Foundation Stage because both teaching and the curriculum are outstandingly successful in identifying and meeting children's needs. The Early Years Foundation Stage lays exceptionally strong foundations which are built on expertly in Key Stage 1 so that pupils continue to make rapid progress and achieve outstandingly well. By the end of Year 2, teacher assessments, which are rigorously moderated and confirmed by inspection evidence, show that attainment is average in reading, writing and mathematics.

Disabled pupils, those who have special educational needs and those who speak English as an additional language also achieve outstandingly well because of the intensive and highly effective support they receive from the team of teaching support assistants.

Pupils with speech and language difficulties, who are taught as part of the school's resourced provision, are fully included in all aspects of school life. The support they receive is of the very highest order. As a result, nearly all are successfully prepared to start Key Stage 2 in their local schools when they leave Ashbrow.

The teaching of phonics is outstanding. It is lively, stimulating and sharply focused. As a result, nearly all pupils make rapid gains in being able to read fluently and confidently. Pupils say how much they enjoy reading, especially at home with their parents and carers.

Questionnaires returned by parents and carers show almost unanimous satisfaction with the progress children make and how much children enjoy school.

Quality of teaching

Outstanding teaching is the cornerstone of the school's success. Teaching in the Early Years Foundation Stage and in Key Stage 1 is invariably extremely well planned to make sure that all groups, including disabled pupils, those with special educational needs and those who speak English as an additional language, are appropriately challenged. Teachers are adept at assessing pupils' progress in lessons and at making sure that any who might be struggling are supported so that any misunderstandings are quickly rectified. Teachers use assessment shrewdly to make sure that lessons are built securely on pupils' previous learning. However, some pupils say that they are sometimes uncertain about the progress they are making and what they need to do to improve further.

Teaching is invariably lively and varied. Great thought is given to setting tasks that capture pupils' interest and stimulate their learning. Wherever possible, tasks are practical in nature. For example, in a Key Stage 1 literacy lesson on ordering words alphabetically, pupils applied themselves with great concentration to listing the names of dinosaurs that they had been studying in their topic work. Groups of differing abilities used a wide range of resources, including information and communication technology (ICT), dictionaries and plastic models of dinosaurs to tackle a variety of challenges. Lower attaining pupils were expertly supported while more-able pupils worked independently. All pupils made outstanding progress. In another lesson, a class of lower attaining pupils used paper cups to explore multiplication and division. They moved from the carpet to a variety of practical activities that challenged them appropriately in applying their newly learned skills. Again, the expert support that they received in small groups enabled them all to make very rapid and secure progress.

Relationships between adults and pupils are exceptionally strong. Teaching sets high expectations of what pupils can achieve. Pupils are encouraged at every opportunity to give of their best and they do not disappoint. This adds to pupils' confidence as learners and makes a profound contribution to their spiritual, moral and social development. Pupils of all ages work exceptionally hard and have highly positive attitudes to learning as a result.

The outstanding curriculum supports teaching and learning exceptionally well. Forest School, especially, uses the school's truly wonderful outdoor environment to stimulate pupils' skills in inquiry and creativity. At every opportunity in everything they do, pupils are encouraged to explain verbally and in writing, their thoughts and ideas.

Parents and carers are fulsome in their praise for the quality of teaching their children receive and for the extensive range of experiences the school provides.

Behaviour and safety of pupils

Pupils are unfailingly well-mannered and confident because the school does so much to encourage their mature participation as members of the school community. For example, older pupils enjoy taking on a host of responsibilities for which they make written applications and are appointed after interview. Meal times are 'family' occasions. Pupils sit at tables with place settings that are fully laid. They are served their meals by adults at the table and are encouraged to converse politely with each other and adults while they eat. Pupils' excellent behaviour and outstandingly positive attitudes make a major contribution to the school's exceptionally harmonious learning environment. Pupils say that bullying of any form is very rare and that, on the odd occasion when it occurs, it is dealt with swiftly by

staff. School records show that incidents relating to unacceptable behaviour over time are very rare and that they are dealt with quickly and appropriately.

The school sets a high priority on safeguarding and care for pupils. As a result, pupils say that they feel exceptionally safe in school. They talk with detailed knowledge about potentially risky situations and about how to avoid or handle them. Pupils are acutely conscious of the dangers inherent in using information and communication technology (ICT), especially the internet. When working outside in the Forest School, pupils know the rules intimately, including which plants may be harmful if touched or swallowed.

Above-average attendance and very low persistent absence testify to pupils' very positive attitudes to school and their high levels of enjoyment. The vast majority of parents and carers are very pleased with behaviour in the school.

The before-school breakfast club is safe and well-supervised. A wide range of activities are provided that get the school day off to an enjoyable and purposeful start for those attending.

Leadership and management

Leaders and managers at all levels, including the governing body, evaluate the effectiveness of the school accurately. Governance is outstanding. All leaders and managers use the outcomes astutely to tackle perceived weaknesses, underpin development planning and drive continued improvement. Expert financial management ensures that resources, including provision for outdoor activities, are second to none. The school provides outstanding value for money as a result. Since the previous inspection, pupils' achievement has risen even further and attendance has improved significantly signalling the school's outstanding capacity to continue its success.

Leaders and managers are strongly committed to providing equality of opportunity for all pupils and tackling discrimination. The success of their commitment is seen in the outstanding achievement of all groups of pupils, including disabled pupils and those with special educational needs.

At the heart of leaders' and managers' success lies the rigour with which they carry out all their responsibilities. Teaching and learning are monitored regularly. The outcomes are used expertly to fine-tune the professional development of staff and inform the management of performance.

Leaders and managers ensure that the curriculum matches pupils' needs exactly. 'Resourcefulness, reciprocity, resilience, risk taking and reflection' are the guiding principles that the school puts fully into effect in planning and delivering the curriculum. It provides a wealth of memorable experiences both indoors and outdoors. As a result, pupils develop truly inquiring minds and exceptionally positive attitudes to school and learning. The curriculum supports pupils' spiritual, moral, social and cultural development outstandingly well. 'I love all the things we do' and 'I love coming to school' sum up pupils' attitudes to the multitude of experiences the school provides to enhance learning and lay the foundations for future success.

Arrangements for safeguarding are comprehensive and give no cause for concern.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



16 July 2012

Dear Pupils

Inspection of Ashbrow Infant and Nursery School, Huddersfield, HD2 1DY

Thank you for welcoming me and my fellow inspector so warmly during the recent inspection of your school. We enjoyed our visit very much. You told us how much you enjoy school and we saw that in your enthusiasm for learning and in the excellence of your behaviour.

You go to an outstanding school. You achieve exceptionally well because the teaching you receive is outstanding. The teachers and the other adults working with you have very high expectations for each one of you and you do not let them down! All of you make excellent progress and achieve outstandingly well not only because of the very high-quality teaching you receive but also because of the huge range of exciting things the school provides for you to do. Forest School is a shining example of how exciting the school makes learning for you. All the adults working with you are successful in making sure that each of you is exceptionally well-prepared for the future. This would not be possible, of course, without all the hard work you put in and without the enthusiasm and positive attitudes you show in all you do – well done!

In order to make the school even more successful, I am asking the adults to make sure that all of you are clear about how well you are doing and what you can do to improve your work even further.

I am confident that you will continue to play your part in making sure that Ashbrow Infants and Nursery goes from strength to strength in the coming years. Those of you who are about to move on to the junior school will take so many positive and happy memories with you.

I wish you all the very best for the future.

Yours sincerely

Stephen Wall
Lead inspector

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