

Hyrstmount Junior School

Highcliffe, Batley, West Yorkshire, WF17 7NS

Inspection dates 5–6 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school. Select

- Pupils' attainment has been steadily improving over the years in English and mathematics and it is now broadly in line with the national average.
- Pupils make good progress in reading, writing and mathematics in almost all years.
- The teaching is now consistently good with some which is outstanding.
- Teachers have high expectations and, as a result, almost all groups of pupils make good progress.
- Behaviour is good because pupils like coming to the school. This is reflected in their school attendance which is above the national average.
- Pupils feel safe and happy because adults are around them all the time. One pupil remarked, 'It is a fantastic school because the food is great and teachers are great'.
- The headteacher and the deputy headteacher have been working well in tandem with the governing body and the local authority to improve the school since the previous inspection. As a result, achievement and teaching are good.
- The school has an excellent knowledge of the pupils and the community it serves.
- Parents have high regards for the school and staff due to the good care and welfare support offered to them and their children.

It is not yet an outstanding school because

- The rate of progress in mathematics is not as fast as in English.
- Teaching is not yet outstanding to ensure that pupils make consistently outstanding progress across the school.
- The governing body is not sharp in its ability to hold the school to account.

Information about this inspection

- Inspectors observed teaching and learning in 14 lessons, of which two were joint observations with the headteacher and deputy headteacher. In addition, inspectors made a number of shorter visits to other lessons. They listened to pupils read in Years 4, 5 and 6, attended assembly and scrutinised pupils' work.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, senior leaders and a representative from the local authority.
- Inspectors looked at the documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety and the monitoring of teaching and learning. They looked at the school's spending in relation to the pupil premium funding.
- Inspectors took account of the views of nine parents in the on-line (Parent View) survey and the school's own survey of the views of parents and pupils. The views of parents were sought at the start and end of the school day. Inspectors scrutinised 21 questionnaires completed by staff.

Inspection team

Zahid Aziz, Lead inspector	Additional Inspector
Gillian Hunter	Additional Inspector
Steve Rigby	Additional Inspector

Full report

Information about this school

- Hyrstmount Junior School is a larger than the average-sized junior school.
- The proportion of pupils known to be eligible for the pupil premium funding (additional funding in this school provided by the government for looked-after children and pupils eligible for free school meals) is below average.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is broadly average. Currently, there are no disabled pupils.
- The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is well above average.
- The school provides a breakfast club which is managed by the governing body.
- Awards held by the school include Healthy Schools, Active Mark, International Schools Award, The Arts Mark and Eco-School Silver award.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative off-site provision for its pupils.

What does the school need to do to improve further?

- Strengthen the quality of teaching and learning, so that pupils make more rapid progress in all subjects, especially in mathematics, by making sure that:
 - pupils and teachers make more effective use of resources such as information and communication technology (ICT) throughout the school
 - pupils are clear about the next step linked with their target and how to achieve it
 - teachers' marking is consistently good and helps pupils to make outstanding progress.
- Ensure that the governing body has greater impact on improving pupils' progress by recruiting the appropriate calibre of governors from all communities and developing the skills of the existing one so that they contribute fully to the school's development, consequently sharpening governors' ability to hold the school to account.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their different starting points. As a result, achievement is good in reading, writing and mathematics. It is not outstanding because they do not learn quite as fast in mathematics as they do in English.
- In a Year 4 mathematics lesson, the teacher planned different activities well which were at the right level of difficulty for all groups of pupils. Pupils worked hard as they were interested in the tasks. As a result, they gained new knowledge and made good use of mathematical language.
- Similarly, in a Year 4 English lesson, the teacher made good use of the interactive white board to show words that links sentences. However, opportunities are missed to use this resource consistently in school in conjunction with use of ICT and as a result the rate of progress slows, especially in mathematics.
- Pupils' progress and attainment are improving in Key Stage 2. In 2011, pupils in Year 6 made better progress in English than in mathematics. In 2012, pupils made better progress in both subjects than is usually found nationally, although mathematics is not as strong. Pupils' work in most classes shows that pupils in Years 3 to 6 are making faster progress than previously and overall good progress in Year 6.
- Grammar skills are developing well at Key Stage 2. For example, in English lessons in Year 5, the activities are paced well and teachers use pupils' prior knowledge to keep them fully participating in the lessons. As a result, pupils improve their knowledge effectively and compete well with each other in completing the task, which prepares them well for their future education.
- Reading is securely rooted in the school. Guided reading lessons are delivered well with extensive use of support. Pupils use a range of techniques to read and express their understanding of a story. For example, in Years 4 and 6, they tackle difficult words by 'look and say' strategy as well as the sounds that letters make.
- Pupils with special educational needs and those eligible for pupil premium funding make good progress. They are given excellent support to help them with their work. The attainment gap (average point score) between different groups of pupils is narrowing because support staff and the 'Narrowing the Gap Teacher' appointed by the governing body are deployed effectively.

The quality of teaching is good

- Since the previous inspection, teaching has improved to be good. Some of the teaching is outstanding. Consequently, pupils make good progress including those pupils with English as an additional language. However, one of the reasons that it is not outstanding overall is that pupils do not to know their 'next step' and how to achieve it.
- Teachers have secure subject knowledge, good pace in the lessons and well-planned activities for the pupils. Also, very good relationships exist between teachers, pupils and other adults around the school. As a result, almost all pupils make good progress in English and mathematics.
- In Year 6 English lesson, the use of 'talking partners' gives pupils opportunities to listen to each other's comments and thoughts around the topic of role-playing a character. This helps to improve their speaking and listening skills as well as learning to be patient.
- Assessment of how well pupils understand and marking are regular, especially in literacy. However, they are not consistent. As a result, pupils' progress is sometimes, hindered especially in mathematics.
- Teachers use a wide range of strategies to improve English that are helping to do extended writing and improving speaking and listening skills. As a result, pupils have made faster progress in English.
- Similarly, to improve progress in mathematics pupils have been introduced to a 'role-play' room

with a key focus on the use of mathematical language and its relevance to everyday life such as visiting a sweet shop or a garden centre. This is very unique to the school. Although, it is early days its effect can be seen with improvement in their understanding of fractions and number order for pupils in Year 3.

- Widespread support is provided for pupils who fall behind or who are new arrivals. As a result, they catch up quickly and settle well into the life of the school.
- Displays around the school celebrate pupils' achievements as well as work on literacy, numeracy, art, geography, British history and cultures from around the world such as 'Black and Asian Heritage Leaders'. These help to reinforce learning, extend pupils' knowledge and understanding of multicultural Britain.

The behaviour and safety of pupils are good

- Behaviour is good in classes and around the school. This is because pupils enjoy coming to school and are enthusiastic about their learning and like meeting their friends. Scrutiny of records shows that behaviour is good over time, too.
- Pupils' spiritual, moral, social and cultural development is very effective in enabling pupils to get on with each other and care about those who are from a different background.
- The school council is elected by a voting system. As a result, pupils have a greater understanding of life in a democratic Britain. They play an effective role, such as developing the school playground and set up a 'buddy' system to support other pupils who need help.
- Bullying is rare and dealt with effectively by the school. Pupils have a clear understanding what constitutes different forms of bullying, such as sending rude messages by text.
- As a result of a range of effective support, those pupils whose circumstances make them vulnerable have improved in their behaviour and as a result they have made good progress in their learning.
- The school has excellent policies, procedures and strategies to improve attendance. There is targeted support for persistent absences. As a result, attendance is above average and punctuality is good.
- Pupils feel safe and happy in school. This is confirmed by the parental feedback. This is because, for example, there is plenty of staff to supervise as well as a wide range of sports and games available during lunch led by trained sports leaders. As a result, pupils are happy and enjoy participating in these activities.
- The breakfast club provides a healthy start to the day for pupils to get ready for learning, especially for those pupils whose circumstances might put them at risk.

The leadership and management are good

- The headteacher and the deputy headteacher, with the valued support and guidance of the governing body and the local authority, have worked hard to improve the school since the previous inspection. As a result, it is a good school because achievement, teaching and learning are good.
- There is high expectation from all the senior leaders and this is reflected in challenging targets set for teachers in raising attainment for each group of different pupils.
- The teaching has steadily improved to good because there is focused monitoring, linked with improving the progress of pupils. The monitoring programme is supported by effective training in the form of peer- and team-teaching as well as other individual needs of staff. Salary increase is linked with improving teaching and achieving better progress results for the pupils.
- The school's checks on how well it is doing are accurate because leadership is clearly aware of the strengths and areas for improvement. There is a clear focus to raise attainment, and as a result, greater proportions of pupils have achieved Level 5 in English and mathematics compared

to nationally and these figures have been rising year on year since the previous inspection.

- Some of the governors are challenging and supportive to the school including the newly appointed Chair. However, the governing body lacks expertise in some of the key areas such as finance and some governors require training to enhance their skills to support and give challenge to the school further.
 - The curriculum which is enriched with a wide range of subjects together with various educational visits and after-school activities, meets pupils' needs well. The school promotes equal opportunities for the different groups and tackles discrimination well. Parents are very happy and feel that the school is very supportive of their children's needs and encourages them to improve their own learning to support their children.
 - The local authority has provided suitable support for the school in recent years. At present, it receives 'tailor-made' support based on its proven ability to improve itself.
 - **The governance of the school:**
 - The governing body is effective. It has a good grasp of the strengths and weaknesses of the school, including comparisons with other schools, and how well different groups of pupils achieve. Regular checks ensure that safeguarding procedures meet the current requirements. The governing body is aware of the good teaching in school and how this is rewarded. It knows how well the pupil premium funding is spent, which includes one-to-one teaching support and employment of the 'Narrowing the Gap Teacher', and checks its impact on closing the gap in the performance of these pupils with that of other groups. Some governors regularly attend training events to improve their knowledge and expertise, such as regarding safeguarding children.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107682
Local authority	Kirklees
Inspection number	405119

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	Fatima Mulla
Headteacher	Ann Crines
Date of previous school inspection	12 January 2011
Telephone number	01924 326700
Fax number	01924 326701
Email address	office.hyrstmount@kirklees.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

