

# Kirkburton Middle School

Turnshaws Avenue, Kirkburton, Huddersfield, West Yorkshire , HD8 0TJ

**Inspection dates** 23–24 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement in some subjects, including English, requires improvement.
- Teaching does not always ensure that all groups of pupils learn well enough or make consistently good progress.
- Teachers do not always use information about how individuals and groups of pupils are progressing to provide work that fully meets the needs of all or is sufficiently challenging for all.
- Teachers use a limited range of strategies for checking pupils' understanding during lessons.
- Pupils do not always receive enough detailed feedback on how well they are doing and how to improve their work and reach their targets.
- Too few opportunities are provided in lessons for pupils to work by themselves, show initiative or to think creatively to solve problems. Promoting enjoyment of subjects is not strong in all lessons.
- Some of the school's expectations are not carried out consistently or effectively by all teachers and senior and middle leaders do not ensure that they are.
- Arrangements for holding teachers and leaders to account for the impact they are having are not rigorous enough. For example, performance-management targets are not focussed precisely enough on improving pupils' achievement.

### The school has the following strengths

- Some teaching is good and enables pupils to learn effectively.
- Pupils achieve well in some lessons, and in mathematics.
- Pupils are well behaved, keen to learn and have very positive relationships with each other. Attendance is above average.
- Pastoral support for pupils is strong. They are very well looked after and feel safe in school.
- Parents hold the school in high regard.
- Many activities and opportunities are provided for pupils outside of lessons which give them positive experiences and promote their enjoyment of school.
- Senior leaders are taking appropriate actions to develop the work of the school, including teaching, so the school is improving.

## Information about this inspection

- Inspectors observed 29 lessons, two of which were conducted jointly with the headteacher. They also made over 20 shorter visits to classrooms while looking at specific aspects of the school's work and at pupils' work. They listened to pupils reading.
- They had meetings with a group of pupils, senior and middle leaders, members of the governing body and with a representative of the local authority.
- Inspectors took account of the views of those parents who made them known to inspectors, including the 44 parents who made their views known online at Parent View.
- Documents were scrutinised, including information relating to pupils' progress and attendance, performance management, minutes of governing body meetings and monitoring and evaluation records.

## Inspection team

Joan McKenna, Lead inspector	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector
Tony Price	Additional Inspector

## Full report

### Information about this school

- Kirkburton Middle (deemed secondary) School has pupils in Years 6 to 8.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is well above average and the proportion at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those children that are looked after.
- The school meets the current government floor standards, which sets out the minimum expectations for attainment and progress.

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

- Improve the quality and consistency of teaching so that all the different groups of pupils make good or better progress by:
  - ensuring that teachers use the data that is available about how individual pupils are progressing when planning and teaching lessons so that work matches their different needs and is challenging enough
  - ensuring that teachers use a wide enough range of strategies to check pupils' understanding in lessons and that they adjust what they are doing when some pupils find the work too easy or too difficult
  - ensuring teachers give regular, detailed feedback to pupils, including through the marking of their work, about how well they are doing and how to improve and reach their targets
  - ensuring that teachers provide enough opportunities in lessons for pupils to develop and use skills such as working independently, showing initiative and problem solving so they are actively involved in their learning and so that enjoyment is promoted more strongly
  - taking specific steps to accelerate pupils' progress in subjects where it particularly requires improvement, including English.
- Improve leadership and management by:
  - ensuring that senior and middle leaders check that the school's expectations and policies are carried out consistently effectively by staff
  - ensuring that teachers and leaders are held fully to account for the quality of their practise and the effect they are having on improving pupils' achievement, including through setting precise and measurable performance-management targets.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement in English is in line with expectations. They enter with attainment that is broadly in line with expectations for their age, and, overall, it is also in line with expectations by the time they leave. In contrast, achievement in mathematics is good and pupils' attainment by the end of Year 8 in mathematics is above expectations for their age.
- This inconsistency is also seen in pupils' achievement in other subjects. For example, pupils make less progress in the humanities subjects than they do in some others.
- There are also inconsistencies in the achievement of different groups of pupils. Boys do less well than girls, especially those of White British heritage. The school has identified this issue and is taking action to tackle it.
- Pupils known to be eligible for the pupil premium, although a relatively small proportion at 11%, do less well than those who are not eligible for this funding. The extent to which the attainment gaps between the two groups are narrowing is variable. For example, based on points scored in assessments and tests at the end of Year 8, the attainment of pupils eligible for the pupil premium who left the school in 2012 was approximately three terms behind those not eligible in English and approximately four terms behind in mathematics. The gaps had narrowed since Year 6 in English, but not in mathematics.
- For pupils known to be eligible for the pupil premium currently in the school, the gaps between them and other pupils are narrowing in Year 7, where extra support has been particularly targeted, but are not for those in Year 8.
- The progress of disabled pupils and those with special educational needs is mixed. There is some positive progress being made as a result of effective intervention and support, but their progress is often less good in lessons because teachers do not take enough account of their specific needs.
- The school's promotion of equal opportunities, therefore, while good in relation to pupils' personal development, requires improvement to ensure that all groups make equally good progress.
- The school has recently received additional funding to support those pupils who are not attaining at age-related expectations when they start Year 7. This is being spent on potentially helpful support, but it is too early to judge the effect this is having as this has only just started.
- There has been a whole-school focus on improving pupils' literacy across the curriculum. The effect of this is seen in the promotion of reading in many lessons, and in the good-quality of presentation of many pupils' work.
- While there are many examples of individual pupils doing well, overall, achievement requires improvement because it is not securely and consistently good in all areas.

### The quality of teaching

### requires improvement

- Although some teaching is good, overall, it requires improvement because not all is of this quality and so pupils are not learning consistently well over time.
- A common shortcoming is that teachers too often give the same work to all pupils in the class, irrespective of the fact that they have different targets or are working at different levels. Work is therefore too hard for some, and, more often, too easy for others, and so is not stimulating or challenging enough.
- In some lessons, pupils are not provided with sufficient opportunities to become actively involved in their learning. They are given too few open-ended tasks that require them to think for themselves, make decisions, solve problems, research or show initiative and work independently.
- Teachers' checking of pupils' understanding as lessons proceed is not always effective and so

they are not then able to adjust what they are doing to fully meet their needs. A correct answer from one pupil is sometimes taken to mean that all understand. Questions sometimes require one-word answers and are not used to promote or deepen understanding.

- Some marking of pupils' work is helpful, but in many books few comments are made to help them understand how well they are doing or what they need to do to improve. Reference to their targets is not common and so opportunities to help pupils take on responsibility for their own learning are missed.
- By contrast, in the better lessons, more positive features are evident. Some strong practice was seen in a mathematics lesson, where the teacher's meticulous planning and very clear focus on what she needed to do to ensure that pupils of all abilities could learn equally well resulted in fast and secure gains in understanding across the class.
- Pupils' greater engagement and enjoyment was evident in those lessons where they were given practical or interactive activities. In a science lesson, pupils working together in groups planning an investigation on burning showed enthusiasm and the ability to work independently.

### **The behaviour and safety of pupils** are good

- There is a warm and welcoming atmosphere in school to which pupils contribute well through their positive, respectful attitudes towards each other and adults. They get on well together, are polite, friendly and demonstrate responsible attitudes at all times, including outside of lessons when they are not as closely supervised. They help each other, such as when 'befrienders' support other pupils at lunchtimes.
- The high levels of care, good relationships with adults and steps taken to keep them safe mean that they feel secure. Pupils say they feel well-known as individuals and that they are treated fairly. They have a good awareness of different kinds of bullying and few incidents of any type occur.
- Pupils behave very well in lessons and around the school. They try hard and successfully to meet the school's expectations of their conduct. The rewards for positive behaviour, including 'Burton Bank' tokens are popular and appreciated.
- They respond enthusiastically to the wide range of opportunities and experiences provided for them outside of the classroom and these help to develop their interests and enjoyment of school.
- Attendance is above average and there is little persistent absence.
- Despite the many positive features, the reason why these aspects are not outstanding is that pupils are given too few opportunities within lessons to develop the range of personal skills they need to have to demonstrate exemplary attitudes towards learning.

### **The leadership and management** requires improvement

- While senior leaders provide clear direction to the work of the school and are taking a variety of steps to develop and improve it, not all the expectations and policies they set out are being carried out fully by other staff. For example, senior leaders have set an expectation of the amount of progress that they expect pupils to make each year to ensure it is good. They have significantly improved the amount, quality and analysis of information about how individuals and groups are getting on, but teachers are not using this information fully to help ensure this rate of progress.
- There is a helpful programme underway to develop the skills of subject leaders, but this is at a relatively early stage of implementation. Subject leaders do not play a full part in comprehensively checking the effectiveness of the areas they are responsible for, and leaders are not ensuring that others' practice is as consistently good as it needs to be.
- Action being taken to improve teaching includes training for all staff on common issues such as literacy, and some positive impact of this work is evident. Specific support for individual staff is

also provided. However, the performance-management targets that staff are set do not focus precisely or sharply enough on improving pupils' achievement.

- The curriculum covers all required areas and there is much evidence of positive practice, but it is not resulting in pupils making good progress in all subjects.
- A strength of the curriculum is the wide range of popular, extra-curricular activities that enrich pupils' experiences. These also promote their spiritual, moral, social and cultural development well. However, opportunities to promote these aspects in lessons are often missed.
- Keeping pupils safe has a high priority and safeguarding arrangements meet requirements.
- The school's surveys of parents' views and those gathered during the inspection show that parents are very positive about the school.
- The local authority provides support for the school. For example, it is providing personnel to work with leaders to help check their judgements and an external review of provision for English is planned.

■ **The governance of the school:**

- The governing body is supportive of and knowledgeable about the school. Key governors also provide challenge through asking appropriately searching questions, and are increasing their efforts in examining data about pupils' achievement to critically evaluate the school's effectiveness and the quality of teaching. They have an awareness of relevant performance-management matters, links to pay progression and the use of pupil premium funding. The governing body has reviewed its own performance and has taken steps to improve it.

## 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

<b>Unique reference number</b>	107773
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	411960

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

<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	10–13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	466
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Smith
<b>Headteacher</b>	Gary Johnson
<b>Date of previous school inspection</b>	7 December 2009
<b>Telephone number</b>	01484 222737
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