

Horbury Bridge Church of England Junior and Infant Academy

Bridge Road, Wakefield, West Yorkshire, WF4 5PS

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	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.

- Pupils' achievements are good. They are particularly strong in writing and mathematics.
- Pupils leave the academy in Year 6 with overall standards that are above average. This represents good progress from their starting points in Nursery, and ensures that they are well prepared for the next stage of their education.
- Teaching is good. It is often outstanding in Key Stage 2. This is the main reason why pupils make such good gains in learning.
- Pupils from all backgrounds make good progress, no matter what their ability level, because of the good quality support they receive.
- All classrooms are well organised and fully equipped with a wide range of learning resources. This inspires and supports pupils to find things out for themselves.
- Outside of lessons, pupils engage in range of activities that spark their motivation and curiosity.
- The headteacher leads very well, thus ensuring that this good academy is continually improving.
- Other senior leaders, along with the well-informed and committed governing body, work in close partnership to improve the quality of teaching and pupils' achievement.
- Pupils are unfailingly well mannered and considerate to each other. They are eager to do their best. Their spiritual, moral, social and cultural development is outstanding.
- The very large majority of parents, and all staff, agree that pupils' welfare is given the highest priority. As a result, pupils feel safe and enjoy coming in to the academy.

It is not yet an outstanding school because

- Though a significant proportion of teaching is outstanding, it does not occur often enough outside of Key Stage 2.
- The organisation of the outdoor area restricts to an extent opportunities for children in the Early Years Foundation Stage to further extend their learning through play.

Information about this inspection

- The inspector observed teaching in all classes and in several small groups. He saw parts of 12 lessons, five of which were observed jointly with senior academy staff members. He observed the breakfast club in operation.
- Work in pupils' books was looked at to gain an additional view of their learning and progress. The inspector spoke to groups of pupils both formally and informally to get their views on how teaching helps them to learn, and what they think about behaviour and safety.
- The inspector took account of 25 responses from parents to the Ofsted online questionnaire (Parent View), and seven responses to the staff questionnaire.
- Meetings were held with two governors, the headteacher and senior staff.
- The inspector looked at a number of documents including the academy's own evaluation of its strengths and weaknesses, records of the quality of teaching, the academy improvement plan, records of governing body meetings, and the tracking of pupils' progress.
- Pupils from Year 2 were listened to while reading, and the inspector checked pupils' reading records.

Inspection team

Terry McDermott, Lead inspector

Additional Inspector

Full report

Information about this school

- Horbury Bridge Church of England Junior and Infant Academy converted to be an academy on 1 April 2012. When its predecessor school Horbury Bridge Church of England Junior and Infant School was last inspected by Ofsted it was judged to be outstanding.
- This academy is much smaller than the average-size primary school. Year groups are combined in pairs to form four broadly equally sized classes covering Nursery and Reception (Foundation), Years 1 and 2 (class 1), Years 3 and 4 (class 2) and Years 5 and 6 (class 3).
- The proportion of pupils supported by the pupil premium is well below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The large majority of pupils in the academy are of White British origin.
- The proportion of pupils supported at school action because they have a disability or special educational needs is average. The proportion who have a statement of special educational needs, or who are supported at school action plus is well below average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The governors of the academy oversee the running of a small breakfast club.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to increase the pace of learning, particularly in Key Stage 1 and the Early Years Foundation Stage, by:
 - ensuring that all lessons proceed at a brisk pace
 - ensuring that all groups of pupils receive sufficiently challenging work to do
 - maximising the amount of time that pupils spend on learning in a lesson by increasing the number of opportunities pupils have to find things out for themselves
 - reorganising the outdoor area used by the Foundation class so that children have sufficient space to further consolidate and extend their imaginative learning through play.

Inspection judgements

The achievement of pupils

is good

- All groups of pupils have equal opportunities to learn. All make good progress overall and some in Key Stage 2 make outstanding progress, particularly in writing and mathematics.
- Because the numbers of disabled pupils and those with special educational needs, those known to be eligible for support through the pupil premium, and those from minority ethnic backgrounds are so small, group comparisons are not valid. However, as individuals, the academy's accurate tracking records show that these pupils make the same good overall progress as their classmates.
- Children join the Nursery with skills, knowledge and understanding at about the levels expected for their age. Good induction practices help all children to settle in quickly. Good teaching ensures that all make good progress, and by the end of Reception class, the majority of children have reached a good level of development. Children get a good start to their education.
- The teaching of phonics (the sounds that letters make) is good. Checks made in Year 1 show that pupils' basic reading skills are generally above the national expectation, though not at the higher levels.
- Teacher assessments show that standards in reading are slightly above the national average at the end of Year 2, though not significantly so. The same is true for standards in writing and mathematics.
- Standards in Year 6 in reading, writing and mathematics are consistently above average, often significantly so. This is because all the outstanding teaching seen during the inspection was in this key stage of the academy.
- Pupils' progress in reading, writing and mathematics is consistently good in Key Stage 2, with pupils currently on roll making better progress (4 points per year) than the national average for 2012 (3.25 points per year).
- Throughout the academy, pupils present their work with pride. They sustain their concentration for extended periods of time, and can be trusted to work conscientiously without direct supervision. Their personal development is excellent and can be traced back to the strong role-modelling of trust, respect and tolerance displayed by all adults from Nursery to Year 6.
- Pupils leave the academy as mature and confident young citizens well prepared for the next stage of their education.

The quality of teaching

is good

- Teaching is good with some that is outstanding, particularly in Key Stage 2. Pupils learn well and make good progress because most lessons are accurately planned to meet their individual learning needs.
- Teaching in the Early Year Foundation Stage is good. Effective links between home and the academy ensure that children settle in quickly. The children develop good relationships between themselves, and with the adults who teach them. They quickly learn to read, write and calculate because direct teaching links seamlessly with subtly planned educational play activities which consolidate these basic skills. The organisation of the outdoor area restricts to an extent opportunities for children to further extend their learning through play.
- The very best lessons move forward at a rapid pace, with pupils being repeatedly challenged with short sharp tasks to extend their thinking beyond the limits of what they already know or can do. This was seen to outstanding effect in a class 3 (Year 6 only) lesson on improving the quality of persuasive text. Pupils were required to give constructive feedback to their classmates, suggesting improvements for later application to their own writing, all within a competitive and time-limited situation. The speed and accuracy of scanning and comprehending text, before suggesting improvements were impressive. The vocabulary of the suggestions for improvement, with words such as: ambivalent, malodorous, abysmal, raucous and nauseous, was

sophisticated. Pupils' engagement in their work was total, their enjoyment immense, and their familiarity with this way of working clearly apparent.

- Teachers are dedicated to developing pupils' social as well as their academic skills. During lessons they model enthusiasm and passion for learning, while at the same time listening carefully to their pupils' views.
- The very best teachers circulate around their classrooms to ensure that pupils are learning quickly and that the work is challenging enough for all groups of pupils, but this is not always the case.
- Teachers mark pupils' work regularly and provide many good suggestions about what is needed to get better. This is particularly apparent in pupils' writing books. This helps pupils to make good progress.
- Skilful teaching assistants and higher level teaching assistants are effectively deployed to support pupils' learning both in class and in withdrawal groups for those who may need individual or intensive and specific support.
- In a small number of lessons, teachers do not give pupils enough opportunity to work things out for themselves,
- Occasionally, teachers do not give crisp explanations of what is expected in lessons. Pupils become confused and a little bored when they have to sit for too long waiting, when they want to get on with their activities. Prolonged and unclear instructions slow pupils' progress, and undermine their generally very good attitudes to learning.

The behaviour and safety of pupils are good

- The headteacher, staff and governors are relentless in their drive to help pupils and families overcome any obstacles to their learning as quickly as possible. As a result, pupils feel safe, behave sensibly at all times, and they say that staff take excellent care of them. This is why attendance is consistently above average.
- Pupils clearly enjoy coming to the academy. They work very well in pairs or in groups. They support each other's successful learning through regularly marking each other's work.
- The small but well-run breakfast club ensures that pupils get the day off to a good start.
- Behaviour in lessons is generally very good, and always so around the academy. Sometimes, pupils get a little restless in lessons when they have to sit passively listening when teachers talk for too long.
- Pupils strenuously report that there is very little bullying in the academy, and on the rare occasions when it does, it is usually related to bursts of frustration, and is dealt with quickly. The school's records confirm a picture of very good behaviour over time, with no recorded incidents of racism.
- Pupils have a well-developed sense of right and wrong. The initial groundwork is laid in the Early Years Foundation Stage and develops as pupils move through the school. They show each other, their environment and the adults around them, great respect. They get on well together.
- Older pupils are eager to take on responsibilities, and this reflects their very positive attitudes to learning. They pair up with young children in Nursery and Reception, as mentors or buddies. The commitment of the pupils to their academy's excellent performance history, particularly choral singing, is demonstrated annually at the Town Hall and in the adjoining church.
- The academy works effectively with outside professional agencies to support pupils and families experiencing difficulties.

The leadership and management are good

- The headteacher has created a shared sense of purpose and ambition to raise standards through improving teaching, without losing sight of developing the character of each child in the academy. She is well supported by her able deputy, other staff and members of the governing

body. Teamwork is strong, morale is good, and staff give generously and enthusiastically of their time.

- The academy's view of its own performance is accurate, because it is linked directly to pupils' learning over the longer term. This sets the tone for the academy's development planning process, which is targeted closely on improving the quality of pupils' learning. This provides a firm base upon which to build for the future.
- The academy has a thorough and accurate system for measuring and tracking pupils' progress. It ensures that leaders can quickly identify when pupils are falling behind. Swift action is then taken to provide additional support for pupils to help them catch up.
- Considerable emphasis is placed on developing teaching and learning. Senior leaders observe classroom practice and provide constructive feedback to teachers. Good quality training and support have contributed to improving teaching over time.
- The academy's curriculum contributes well to the overall achievement and personal development of the pupils. Its Christian history is celebrated through the Pentecost march, this year in the company of the Archbishop of York. This is successful in promoting pupils' spiritual, moral, social and cultural development, including their understanding of equality, tolerance and respect for the individual. Many visits, including residential stays at Winmarleigh Hall, and visitors to the academy, add meaning and bring relevance to pupils' learning.
- The local authority has a minimal role in supporting the overall effectiveness of this independent academy.
- **The governance of the school:**
 - The governing body is active, energetic and as a whole, has an accurate view of the academy's strengths and weaknesses. It deploys the different professional skills of its members well, particularly in respect of safeguarding pupils' health and well-being. All statutory duties are fulfilled. Governors know how effectively pupil premium funds are spent, even though these are only a minority amount of the total the academy spends on seeking successfully to address disadvantage. Governors are fully committed to raising standards even higher. However, some governors are not fully aware of how much progress different groups of pupils are making, though this is due mainly to the division of labour within the different committees on which members sit. The academy holds all teachers, including the headteacher, rigorously to account for the effectiveness of their performance. Promotions and pay rises are linked through this to the quality of pupils' learning.

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	137697
Local authority	Wakefield
Inspection number	412477

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

Type of school	Academy converter
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair	John Brady
Headteacher	Janette Skinner
Date of previous school inspection	24 March 2010
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