

# Dalton Junior, Infant and Nursery School

Mayfield Avenue, Dalton, Huddersfield, HD5 9HN

## Inspection dates

3–4 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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

- The achievement of different groups of pupils, including those with lower ability or with complex needs, in reading, writing and mathematics has been too uneven over time.
- The proportion of teaching that is good or better has not been sufficiently high over time to ensure pupils make good progress. This is because planning has not always taken full account of the needs of different groups of pupils.
- Not all teachers adapt their teaching, available support and resources during lessons to ensure that pupils of all abilities reach or exceed expected levels.
- Not all staff have the required knowledge and understanding to cater for the small number of pupils with more complex needs, so that they make similar progress to their peers.
- Leaders have not yet succeeded in ensuring that all teachers plan more precisely to meet pupils' varying needs, so all can make good progress.

### The school has the following strengths

- The headteacher, supported by a newly formed senior and middle leadership team and governing body, has now set a clear direction for the school. There is high staff morale.
- Pupils with a visual impairment make good progress in their learning because they are well supported by skilled staff and appropriate resources. Children make good progress in the Early Years Foundation Stage.
- Pupils enjoy reading and make good progress in this area.
- The spiritual, moral, social and cultural development of pupils and the partnership with parents are strengths of the school. Pupils feel safe.

## Information about this inspection

- Inspectors observed a total of 24 part lessons during the inspection and saw 20 teachers and one visiting sports coach. Three lessons were jointly observed with members of the senior leadership team. Two learning walks were conducted.
- Meetings were held with the headteacher and the senior leadership team, middle leaders, pupils and two members of the governing body. A telephone conversation was held with the local authority representative who monitors the school's work.
- Inspectors listened to individual pupils read both in and out of lessons. Two groups of pupils discussed their lesson experiences with an inspector. Inspectors observed pupils on the corridors, in assemblies, in the dining room, sports hall and out on the playground at break times.
- Inspectors took account of 41 responses to the staff questionnaire and 42 responses to the on-line questionnaire for parents (Parent View). An inspector attended and observed a meeting held by a group of 12 parents in school.
- Inspectors observed the school's work and considered a range of documents, including the school development plan, and its report on how the school is performing, governing body documents, curriculum policy documents and policies relating to safeguarding, child protection, attendance and behaviour.

## Inspection team

John Ashley, Lead inspector	Additional Inspector
David Halford	Additional Inspector
Elaine Maloney	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized junior, infant and nursery school.
- The majority of pupils are of White British heritage and the proportion from minority ethnic backgrounds is below the national average. There are a few pupils learning English as an additional language.
- The school provides for eight pupils with a statement of special educational needs who attend the school's specially resourced provision for pupils with special educational needs, who have a visual impairment.
- The proportion of pupils supported at school action is above average, while the proportion supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium is above 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 who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been recent changes to the school's leadership structure to include a recently appointed assistant headteacher as part of the senior leadership team.
- The school holds a breakfast club each morning.
- The school is part of the Almondbury School Partnership group. This consists of one local high school and six local primary schools.

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

- Increase the proportion of teaching that is good or better, so that all groups of pupils make better progress in reading, writing and mathematics, by:
  - making sure teachers use assessment information about pupils' abilities in literacy and numeracy to plan activities, resources and staff to support and meet the needs of all groups of pupils
  - ensuring that pupils know the levels they have achieved and their targets in each subject
  - making sure that precise marking tells them how well they are doing and what they need to do to make further improvements.
- Ensure leaders improve staff knowledge and understanding about how best to meet the needs of pupils with more complex needs, so that they are fully included and make good progress by:
  - making sure that information about this group of pupils is fully shared with all staff
  - making sure that appropriate training in meeting the needs of these pupils is provided for all staff
  - regularly checking that teachers plan more precisely to meet all pupils' varying needs.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Not all groups of pupils, including those with complex special educational needs, have reached or exceeded expected levels, particularly in writing and mathematics, although pupils who attend the visually impaired provision make consistently good progress, sometimes exceeding expected levels, for example, in reading.
- Children make good progress in the Early Years Foundation Stage but for some pupils in Key Stages 1 and 2, progress has been uneven over the past three years.
- Children enter the Nursery class with skills that are below the expected levels for their age, sometimes well below expectations. They quickly make progress and respond well to the routines. They enjoy taking part in musical rhythm sessions where they learn taking turns and making letter sounds together.
- In the Reception class, all pupils, including those with special educational needs learn letters and the sounds they make when put together, because of carefully pitched teaching and support.
- Good progress in reading is made in Key Stage 1 with pupils exceeding the national average for the end of Year 1 check on their knowledge of letters and the sounds they make (phonics).
- While pupils in Key Stage 1 enjoy practising and improving their skills and knowledge, for example, in sequencing the days of the week, some do not make the progress they might because tasks are either too difficult for some or not challenging enough for others.
- In a Key Stage 2 literacy lesson, pupils enjoyed working together when planning the writing of a section of a story, which promoted strong spiritual, moral, social and cultural development. Progress was seen when the most able pupils suggested corrections to each other. While lower-ability pupils enjoyed the activity and were involved in the lesson, it was not certain what progress they were making because their precise targets were not made clear to them.
- Progress for disabled pupils, those with special educational and more complex needs has varied over time but is now showing signs of improvement in reading, writing and mathematics, but there are still wide gaps in levels of attainment compared to their peers. The most able pupils are beginning to achieve at the higher levels, for example, in mathematics in Year 6, but not yet in line with national expectations. The small number of pupils from minority ethnic groups and those learning English as an additional language make similar progress to their peers.
- Pupils who are supported through the pupil premium funding, including those known to be eligible for free school meals remain about one term behind their peers in reading and two terms in writing and mathematics by the end of Year 6 which is an improvement on last year's outcomes.

### The quality of teaching

### requires improvement

- Inspectors agree with the school that teaching is showing clear signs of improvement but that the proportion of good or better lessons has not been high enough over time.
- Not enough attention has been given to meeting the precise learning needs of pupils with different levels of ability, for example, in developing their reading and writing skills, or in supporting those with more complex needs in how best to learn. As a result, some lesson plans lack learning objectives for this group of pupils with details about the right level of support, resources and activities needed.
- Some teachers are not using assessment information about pupils' abilities in literacy and numeracy well enough in planning to meet the varying needs of groups of pupils.
- Comments in some teachers' marking does not always refer to the specific targets set for each pupil. This means that they do not always know what they have achieved or what they need to achieve next.
- Interventions for pupils with complex and challenging needs have not been as successful because work and support provided to improve their literacy skills, for example, has not led to

them making better progress in the classroom.

- In a mathematics lesson, which pupils enjoyed, the learning objective was too broad and did not include precise enough targets for the less able and most able pupils. When all pupils were asked to record their answers on mini whiteboards following a teacher's question, it was difficult to assess whether some pupils had understood the question or not, or whether the task was too easy for some.
- Teaching in the Early Years Foundation Stage is good because staff work well together to assess children's needs. They use this information well to plan activities that include all children, for example, in order to develop their independence.
- Good teaching in Key Stage 1 was observed when pupils were given opportunities to practise their joined-up writing, or to try out new words when constructing sentences that included the verbs, 'was' or 'were'. Information about what they already knew was used well to help them make further progress.
- Learning was particularly good in a Year 5 mathematics lesson because the teacher's plans built effectively upon pupils current skills, knowledge and understanding. Questioning was used skilfully to ensure each pupil understood the terms describing different angles and how to use a protractor to measure them. Marking informed pupils about what they had achieved and what each needed to do next to improve. Following the lesson, the most able pupils spoke knowledgeably about their work and knew their targets.
- Interventions for pupils who have a visual impairment are well planned and focused on their specific needs. For example, precise teaching in their use of Braille and related technology engenders pupils' great self-confidence and trust in the adults who support them. Pupils make good progress as a result, through the small steps taken in their learning.

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

- Inspectors agree with the school's leaders that behaviour is good, especially more recently with improving teaching and better use of methods to manage pupils' behaviour in lessons.
- All staff manage behaviour consistently well and deal calmly with any issues. They feel that further support and training would be helpful in order to better meet the needs of those pupils with more complex needs.
- Pupils have good attitudes in class and enjoy their lessons. They are keen to talk about their work and pupils respond well by making better progress when marking is clear and helpful to them. Occasionally, they are unclear about their learning targets. This is because teachers' comment in marking do not always explain to them how to improve.
- Pupils move around the large site responsibly. They are keen to demonstrate 'safe walking' to staff on duty. Younger pupils are well supported by older peers if there are any upsets on the playground. Pupils are friendly and polite to visitors.
- There were very few concerns expressed about poor behaviour by parents or by pupils. The overwhelming majority of parents are positive about what the school does to manage pupils' behaviour. A group of parents meets regularly at the school and provide strong support for each other as well as the school.
- There is little if any bullying. There have been only a few fixed-term exclusions over time and incidents are recorded and followed up carefully, with parents if required.
- Pupils state that they feel safe in school, including those who attend the visually impaired provision. Pupils can attend a regular indoor club in the morning before school and at lunchtime, run by the learning mentor if they find it difficult to manage outdoor playtimes. This provision, alongside the breakfast club, which is very well attended, especially by pupils eligible for pupil premium funding, adds to the community feel of the school, promoting strong spiritual, moral, social and cultural development.

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

- Although senior leaders have a strong system for checking on pupils' progress, they have not ensured that over time, class teachers have regularly taken account of the assessment information on pupils' different ability levels, so that precise targets can be set and activities are pitched to match their different needs. The situation is improving now because senior and middle leaders have set a clear direction for the school which is shared by all. This has led to high staff morale and an increased capacity to bring about improvements.
- The restructured governing body and close monitoring by the local authority have provided good support for leaders in moving the school forward. Involvement in the Almondbury Partnership of Schools has led to a sharing of good practice.
- Senior and middle leaders check the quality of teaching regularly, providing feedback that results in the provision of further training. Support for newly qualified teachers has led to the improved teaching of literacy. However, further improvements are needed to ensure that all teachers make better use of the assessment information available to inform their planning and to set targets. Although the school's specially resourced provision for pupils with special educational needs who have a visual impairment is well led, leaders know that they need to share information about pupils with complex needs more fully and to ensure that staff are better equipped to meet these pupils' needs.
- The school's review of its work is based upon clear evidence, recognising strengths and areas to improve and is linked to the school's improvement plan.
- The school's curriculum provides equal opportunities for most pupils to develop their reading, writing and number skills in other subjects, for example, in science, where pupils record their findings about the effects of exercise on the heart.
- The school provides good experiences in sport and physical education, both in and out of school hours and pupils benefit from enriching educational visits, residential holidays and after-school clubs, such as the knitting club. The additional Primary School Sport funding for physical education and sport is well used to improve provision both in and out of school and for external coaches. As a result, an increasing number of pupils take part in and enjoy team sports, such as football and rugby.
- The partnership with parents is a strength of the school.
- Safeguarding policies and practice at the school meet requirements and staff receive updated training in safeguarding.
- **The governance of the school:**
  - Following a review of governance overseen by the local authority, the governing body has made the necessary changes in its membership and structures since the last inspection, to better support and challenge the school to bring about improvements. It has formed a committee to check on pupils' standards and achievement so that governors are well informed, holding leaders to account for the school's performance. Systems for the appraisal of teachers are closely linked to teachers' performance in the classroom and rewards for good teaching. There has been a review of the allocation and spending of the pupil premium funding so that it is now targeted more precisely to meet the needs of those eligible pupils.

## 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>	131849
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	430886

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	500
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michelle Malik
<b>Headteacher</b>	Gillian Lindop
<b>Date of previous school inspection</b>	14 June 2012
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