

# Kirkheaton Primary School

New Road, Kirkheaton, Huddersfield, West Yorkshire, HD5 0HR

## Inspection dates

19–20 February 2014

<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		Requires improvement	3
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 proportions of pupils making expected progress or better than expected progress in writing and mathematics are not as high and consistent enough over time for achievement to be good.
- The quality of teaching has varied too much across the school, holding some pupils back from achieving more.
- The lack of expertise in the teaching of mathematics over time has meant that too many pupils are unable to calculate efficiently and accurately. As a result their progress in others areas of mathematics is slow and prevents less-able pupils in Key Stage 2 reaching the expected standard.
- Good progress in writing is held back by too few opportunities for pupils to understand how to write for a variety of purposes and produce well-presented writing.
- Some teaching does not engage the interest of less-able pupils. Their attention wanders and work does not get finished. Some pupils show little interest in learning.
- Leaders are not rigorous in checking if teaching is improving. As a result they have not fully confirmed that the changes they have made to the teaching of writing and mathematics have resulted in improved achievement.
- Governors have not questioned sufficiently the school's positive view of teaching or challenged leaders to provide a fuller explanation of some pupils' limited progress in writing and mathematics.

### The school has the following strengths

- Pupils across the school make good progress in reading. The most-able pupils are on track to achieve a high level in writing.
- The good and outstanding teaching in some lessons fully engages pupils in learning and encourages their best efforts to achieve.
- The school's work to keep pupils safe and secure is good and pupils behave well around school, in the playground and during lunch.
- Leaders and governors understand the school's strengths and weaknesses. They have made good plans to eliminate shortcomings which are improving the school.

## Information about this inspection

- The inspectors visited 19 lessons and observed 18 of the school's 21 teachers. The headteacher joined inspectors in observing one lesson.
- Meetings were held with senior and middle leaders, representatives of the governing body and the school's improvement partner.
- The inspectors spoke to pupils and checked samples of pupils' writing and mathematics work.
- The school documentation scrutinised included data on pupils' progress, the school development plan, policies and procedures for safeguarding pupils and the school's own evaluation of its work.
- The inspectors took account of the views of 97 parents who completed Ofsted's on-line questionnaire (Parent View) and parents' written comments. Account was also taken of the school's survey of parents' views and 36 questionnaires completed by staff.

## Inspection team

Alan Lemon, Lead inspector	Additional Inspector
Rosemary Batty	Additional Inspector
Frances Farnorth	Additional Inspector

# Full report

## Information about this school

- The school is much larger than the average-sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils supported through 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 who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is below average.
- The school meets the government's current floor standards which are the expected minimum standards for pupils' attainment and progress.
- The headteacher is away from the school temporarily and an acting headteacher is in charge.

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

- Improve teaching and raise achievement to good by:
  - further developing expertise in teaching pupils efficient and accurate written and mental methods of calculation
  - increasing the pace of learning and the challenge of mathematics for less-able pupils
  - providing more opportunities for pupils to write for a variety of purposes, such as writing reviews or putting forward arguments
  - establishing high expectations for how pupils present work in their writing and in their mathematics books
  - teachers checking that pupils pay close attention in lessons and sustain their concentration and effort.
- Improve leadership and management by ensuring that regular checks on lessons are rigorous in identifying what factors contribute to pupils' lack of progress.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Although pupils are making faster progress than in previous years, their progress in mathematics and writing is not fast enough and so their achievement requires improvement.
- From average starting points, the large majority of pupils' attainment in reading, writing and mathematics is broadly average by the end of Year 6. However, pupils' attainment has varied considerably over time and this has diluted the school's aim of advancing opportunities for all pupils to learn and make progress.
- For several years writing has been significantly below average by the end of Key Stage 1, although it rose to average in 2013 as a result of a general improvement in Key Stage 1 teaching and the leadership of this phase. Over time, writing standards have been average by the end of Key Stage 2. Not enough of the most-able pupils reached the highest level in 2013.
- Currently, the leadership of literacy is driving improvement in writing. A higher proportion of the most-able pupils are on track to achieve the highest level than was the case in previous years. In Key Stage 2, all groups of pupils are becoming adept in writing to interest the reader by choosing words and organising sentences to enliven their work. Grammar, punctuation and spelling are correct, although some pupils write untidily. Too few opportunities to understand how to write reviews, put forward arguments or order information is hindering pupils' good progress.
- In mathematics, less-able pupils' calculation skills are not secure and this prevents them making better progress in most areas of mathematical learning. As late as Years 5 and 6, a few pupils struggle with written and mental calculation methods to solve problems. Some use fingers to count and others need more time than is typical to add a simple sum in their heads. However, the youngest pupils are now securing the mathematical skills they need before moving on to doing harder work.
- In reading, achievement is good and the proportions of pupils making expected progress and more than expected progress are above average because the teaching of reading is good.
- The youngest pupils get a good start to developing reading skills. Letters and the sounds they make are taught well in Nursery and Reception Years and throughout Key Stage 1. Checks on pupils' skills in Year 2 show that the proportion of pupils meeting the required standard is well above the national average.
- In Year 4, during reading time, pupils read newspaper articles about astronomy and animals in the wild. They recounted their news to the class and expressed clear opinions such as the risk to some wild cats of extinction. Teaching highlighted new words such as 'exasperated' and 'accomplished' which pupils deduced the meaning of or used a dictionary to find their definition.
- Less-able pupils, those with special educational needs and those being supported through the pupil premium are given a wide range of extra support in classrooms and in small-group literacy and numeracy activities beyond the classroom. The school's progress data and the work in pupils' books show that this support is beginning to improve the rate of progress.
- In 2013, the progress of pupils known to be eligible for free school meals was over a year behind that of others. Currently, the gap has narrowed significantly and while pupils eligible for free school meals are slightly behind other pupils, the gap is closing rapidly.
- The school's data show that children in Nursery and Reception Years make the progress expected from their starting points and begin Year 1 at the appropriate level in all areas of learning. Currently, most children are making good progress in reading, writing and counting. In Reception Year the most-able children write and add using two-digit numbers using effectively a range of methods.

**The quality of teaching****requires improvement**

- Although the quality of teaching is improving and the recruitment of experienced, well-qualified teachers has added strength to teaching, there are weaknesses in the teaching of mathematics and writing that have not been identified clearly enough by the school's own checks on teaching and learning.
- Most teachers in Key Stage 2 are dealing effectively with a legacy of missed opportunities for pupils to secure quick and accurate calculation skills. Currently, some lack of expertise in the teaching of mathematics hinders pupils from making rapid progress and catching up quickly. For example, an incomplete explanation of a written method of addition meant some pupils did not grasp the technique and their lack of understanding was not properly checked before the lesson moved on.
- In some mathematics lessons, pupils are not engaging well in their learning and so they do not make good efforts. For instance, in one lesson pupils who were working independently, lost concentration and drifted off into incidental chatter. This behaviour was not picked up and dealt with.
- Developments in pupils' reading are now more consistent. Developments in writing are starting to be more consistent. Occasionally expectations are too low with regard to neat handwriting and tidily presented written work.
- The improvements in teaching have been more successful in the Nursery, Reception and in Key Stage 1 than in Key Stage 2. In many lessons in these year groups, pupils are engaged well and learn at a good pace. In Year 2, all pupils listened and concentrated well. Multiplication was very clearly explained and pupils had good understanding. They put this in to practice very effectively. Work was planned in detail to challenge every pupil.
- Teaching assistants are often very effective in supporting individual pupils and small groups. They teach knowledge and skills expertly and stay sharply focused on what pupils need to learn. Teaching assistants make a significant contribution towards helping pupils who have special educational needs make progress and are instrumental in the good support for pupils provided for by the pupil premium.

**The behaviour and safety of pupils****requires improvement**

- The behaviour of pupils requires improvement because not all pupils have good attitudes to learning. Some pupils across the school are not adept at working singly or in small groups without direct adult supervision. In these instances, for short periods during lessons no useful work is done while pupils talk among themselves. A few occasionally express little interest in the challenge lessons set.
- Nevertheless, pupils have respect for teachers and other adults. The negative attitudes to learning of some are not aimed at adults, but express a lack of enthusiasm and motivation for learning. The pupils spoken to say they appreciate the efforts made by teachers to help them and keep them safe.
- Outside of lessons pupils behave well, including the significant proportion of the pupils who have special educational needs because of behavioural difficulties. Exclusion is very rarely required. Pupils uphold the school's expectations relating to them maintaining routines, sustaining a calm atmosphere and good order. Fair rewards and sanctions which pupils clearly understand reinforce good behaviour on the playground. Pupils whose behaviour is challenging are supported effectively and are able to improve.
- The large proportion of parents who shared their views with inspectors say behaviour is good, while a small minority disagrees that it is good.
- Pupils' attendance is above average and they come to school on time each day.
- The school's work to keep pupils safe and secure is good. Pupils throughout the school are made aware of bullying in all its forms. They know to raise concerns with staff and that these will be dealt with robustly. They are also taught about the risks in using social media and the Internet.

- The school assesses risks and makes provision to eliminate these. Professional football coaching at lunchtime for older pupils has eliminated the risks of younger pupils being pushed and knocked over when they were together at play times.

### **The leadership and management**

### **requires improvement**

- Leadership and management require improvement because leaders' view of teaching paints a picture of a significant amount of good and outstanding teaching, which does not correspond to the lower amount of progress pupils make. This generous assessment of the overall quality of teaching has meant that leaders have not been sufficiently single-minded in getting right to the bottom of what causes some pupils not to make good progress.
- The school's plan for its improvement shows clearly that leaders are busy and rigorous in checking pupils' progress through analysis of data, book scrutiny and lesson visits. This has given rise to a comprehensive range of appropriate actions which are under way, aimed at raising achievement and improving teaching.
- However, leaders are not acting robustly in following up with teachers the improvements being implemented to check that they are making the difference intended. As a result, the slow pace of progress in mathematics, especially for the less-able pupils and steps to further improve writing, are not being treated with the urgency they deserve.
- The acting headteacher and senior leadership team ensure that pupils are provided with the happy, stimulating and safe environment that is the school's aim. Leaders and governors maintain a clear direction which is driving improvements. The local authority is involved minimally in checking the school's overall effectiveness, but has contributed to a thorough assessment of pupil premium spending and its impact on pupils' progress, which is shown to have been very positive.
- The teachers in middle-management roles have strong leadership traits and they are increasingly effective at raising pupils' achievement and improving the quality of teaching. They have made good progress on improvement in the Early Years Foundation Stage, Key Stage 1 and in the teaching of reading across the school. They have made a good difference to the progress of pupils supported through the pupil premium.
- Teachers' annual performance targets are tied tightly to the school's development plan, linked firmly with pupils' progress and challenging targets to raise achievement.
- Leaders are reviewing the curriculum and lately they have changed how literacy is taught which is improving the teaching of reading in particular. A similar process is under way in mathematics which is proving of most benefit to the youngest pupils. The wider curriculum has been considerably enriched using new government funding for physical education and sport. Specialist sports coaches teach individual and team skills and are developing teachers' expertise in physical education. The curriculum promotes pupils' spiritual, moral, social and cultural development effectively.
- **The governance of the school:**
  - Governors have over relied on school leaders' assessment of the quality of teaching and have not questioned the mismatch between pupils' achievement and the reported quantity of good and better teaching. Otherwise, governors challenge leaders and they make a significant contribution to directing the school's improvement. They are very committed to improving their contribution and have shown foresight in commissioning an external review of their work and how it can be improved. This is scheduled to take place in the near future. The school's plan for improvement is a key document used effectively by governors to hold the school to account. Governors are closely involved in agreeing improvements and use their comprehensive knowledge and understanding of the school to ensure that the plan reflects key priorities. Targets for pupils' outcomes and teachers' performance are securely based on governors' understanding of key priorities. Governors are rigorous in ensuring that the policy on teachers' performance and their pay progression is strictly adhered to.

# 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>	107683
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	431340

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>	447
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Benn
<b>Headteacher</b>	Barbara Robson
<b>Date of previous school inspection</b>	18 March 2009
<b>Telephone number</b>	01484 548049
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