

# High Bank Junior, Infant and Nursery School

Eighth Avenue, Hightown, Liversedge, West Yorkshire, WF15 8LD

**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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Not enough pupils make good progress. Attainment in English and mathematics at the end of Year 6 is not high enough for some pupils.
- Teaching over time requires improvement because teachers do not always use information about pupils' progress and abilities in order to provide work that is hard enough.
- Children's progress in nursery slows in some sessions because teaching does not always meet their needs.
- The most able pupils are not always challenged to do their best because the work is too easy for them. They are not always given enough opportunities to think deeply enough when tackling work.

### The school has the following strengths

- The behaviour of pupils around the school and during lessons is good.
- Staff work hard to capture pupils' interest and pupils say they really enjoy their time at school.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils' spiritual, moral and cultural development is a strength of the school.
- The newly appointed headteacher has a clear understanding of what needs to be done to improve teaching and pupils' achievement. The dip in standards of attainment since the previous inspection is already being reversed.
- School leaders check the progress of all groups of pupils and give sharp guidance to teachers on how to improve their teaching. As a result, the quality of teaching and pupils' achievement are improving.

## Information about this inspection

- Inspectors observed 11 lessons or parts of lessons.
- Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with the headteacher and different groups of people involved with the school. These included pupils, a group of parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account the results of the school’s recent parental surveys. There were too few parental responses to the on-line questionnaire (Parent View) to give any meaningful overview.
- Inspectors looked at a range of documents, including plans for improvement, records of the school’s checks on pupils’ and teachers’ performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

Emily Wheeldon

Additional Inspector

## Full report

### Information about this school

- High Bank Junior Infant and Nursery School is a smaller-than-average sized primary school.
- The very large majority of pupils are White British.
- The proportion of pupils with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for the pupil premium is high. 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 school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- There is a before-school breakfast club.
- The current headteacher took up her post in September 2013.

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

- Improve the quality of teaching so that it is good with more that is outstanding in order to accelerate pupils' progress and improve standards, particularly in reading and mathematics, by:
  - ensuring that the information about pupils' progress and abilities is used to set work that is hard enough, especially for the most able
  - continuing to make sure staff share and learn from the good and outstanding practice that already exists in the school
  - developing pupils' comprehension skills in order to improve their reading abilities
  - making sure leaders check how teachers and pupils use classroom targets to see how effective these are in helping to raise standards.
- Improving the provision in nursery by ensuring that children have an appropriate range of activities to stimulate their learning and drive progress at a faster pace.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement. Standards at the end of Key Stage 1 and 2 are below the national average. Pupils' progress from their starting points across Key Stage 1 and 2 is not fast enough. While many pupils are generally making the progress expected of them, not enough are making more rapid progress.
- Most children start school with skills that are well below those typically expected for their age. They make good progress in the Foundation Stage overall, although progress is faster in Reception than it is in the Nursery class. By the time they start Year 1, their skills are slightly below those expected of their age.
- Pupils' attainment by the end of Key Stage 1 is below average. In recent years, pupils have not made fast enough progress because the quality of teaching slipped. However, teaching is now improving and, consequently, pupils are making more rapid progress in reading, writing and mathematics.
- In Key Stage 2, most pupils make steady progress. However, due to the small numbers of pupils in each cohort, attainment statistics can fluctuate significantly from year to year. This can make it difficult to make meaningful comparisons with national data. While attainment in reading, writing and mathematics was below average in 2012, most of the Year 6 pupils made good progress from their starting points. However, those pupils who left in 2013 achieved less well. This resulted in the school not meeting the minimum expectations set by the government for pupils' attainment and progress in English and mathematics.
- Phonics (learning letters and the sounds that they make) are taught well. This lays a solid foundation for developing pupils' reading skills. However, some pupils do not always read with good levels of understanding because of underdeveloped comprehension skills. This results in below average attainment in reading.
- Pupils' attainment in writing is stronger than that seen in reading and is broadly average. Most pupils leave school at the end of Year 6 with standards similar to those nationally, and make similar progress from their starting points.
- Progress in mathematics is slower and standards are lower than those seen in reading and writing. Pupils leave school at the end of Year 6 with standards consistently lower than those nationally. Recently, progress in all year groups has got faster but there is still more to be done to raise standards higher.
- The most able pupils do not make fast enough progress because, at times, they are given work that is too easy for them or extend their thinking. Too few pupils attain the highest levels in tests at the end of Key Stage 2.
- Disabled pupils and those who have special educational needs receive effective support so that they make good progress. Those receiving additional support to meet individual education targets are helped to grow as confident learners as a result of outstanding support provided by adults.
- In 2013, in reading and writing, the attainment of pupils known to be eligible for free school meals lagged behind their peers in school by around one and a half years in reading and writing and, over Key Stage 2, their progress from their Year 3 starting points was a bit slower than their classmates. In mathematics, however, this group of pupils made similar progress to others in school and the in-school attainment gap is much narrower than that seen in English.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, over time, it has not been consistently good enough to make sure that all groups of pupils achieve well in English and mathematics.

- Teachers give feedback on pupils' written work in a consistent form. Most teachers provide comments that are helpful in showing pupils what they need to do to improve their work. They also give pupils opportunities to respond to their comments.
- Pupils have targets for their reading, writing and mathematics which are discussed and understood by most pupils. However, there are still some inconsistencies in how teachers and pupils use these targets which means the use of targets is more effective in some classes than in others.
- There is some good teaching and outstanding teaching in the school. For example, in a Key Stage 2 class, pupils responded quickly and attentively to their teachers' instructions; they used a variety of activities and routines to help them remember key facts well. They enjoyed learning, worked hard and did their best. Consequently, they made good progress.
- When learning is brisk, teachers use their excellent subject knowledge, along with their understanding of pupils' interests, to engage them well in lessons. Short, sharp tasks with pupils regularly assessing their own and their peers' work and ensures that learning moves on at a brisk pace with few disruptions.
- The teaching of reading is currently a priority at High Bank Junior and Infant School because staff are keen to boost pupils' progress. The teaching of phonics is a particular strength of the school. However, for most pupils, comprehension skills are not taught well enough.
- The teaching of disabled pupils and those who have special educational needs is good. Leaders manage the provision well, identify pupils' needs at an early stage, and put the necessary support in place. Highly skilled teaching assistants ensure that pupils receive support that is often inspirational and is matched well to their needs.

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

- The behaviour of pupils is good.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils across the school show a high degree of respect for one another, taking great care that all are included. Pupils will go out of their way to help and support others with special or individual educational needs without them feeling left out or different by, for example, showing visual aids or helping them with writing. One pupil commented 'we all look after each other and respect each other for who they are'. This comment neatly captures pupils' attitudes towards each other.
- Pupils say that they feel safe and that they can approach any adult in school and talk to them about anything. This was evident in the extraordinarily well attended breakfast club where over half the school population attends regularly. Adults and pupils play and learn together in a highly well mannered and harmonious environment. Not only does this club ensure that most pupils start lessons in a calm manner and are ready to learn, but it also guarantees that over 50 per cent of pupils will be punctual to lessons, thereby improving attendance so that it is consistently in line with the national average.
- Teachers work extremely hard to maintain good levels of behaviour around the school. Where behaviour is less than good, a few pupils sometimes respond with disruptive behaviour or minor rudeness. However, efficient and systematic behaviour management systems, as well as a high emphasis on respect for each other, ensure that instances of misbehaviour are kept to a minimum.
- One recent development introduced by the new headteacher requires pupils to write up their own behaviour records and this is proving very successful in making pupils reflect on their actions and to manage their own behaviour more successfully.
- Pupils say that bullying is rare and any such incidents are dealt with extremely efficiently by both teaching and support staff.
- Pupils play well in the playground and get on well with each other. A well resourced playground ensures that pupils are kept active and have lots to do outdoors.
- Lunchtimes at High Bank have a homely feel. With dishes brought to tables, pupil 'servers' take

the responsibility of serving food to their fellow peers as they may at home. This teaches excellent table manners and provides good opportunities for pupils to show care and respect for each other.

## **The leadership and management** are good

- The school is well led and managed by a caring and determined headteacher. She has been instrumental in making significant improvements to the school in a short period of time and is well supported by staff. Good teamwork has led to a better use of teachers' skills and has, therefore, improved the quality of teaching and overall performance.
- The school's evaluation of its performance, particularly regarding achievement, is accurate and honest. Leaders know what needs to be done to improve the school's performance. They have already put in place a range of appropriate initiatives that are starting to bear fruit in raising achievement and improving the quality of teaching.
- The monitoring of teaching is robust. Lesson observations provide very detailed feedback to teachers with clear areas for improvement which are sharp and measurable. These areas are then re-visited in the next round of planned observations for the teacher ensuring progress is made in the quality of teaching.
- Teachers' performance is similarly monitored by school leaders with staff having clear targets linked to their classroom practice. The headteacher carefully monitors the quality of progress towards these targets providing a concise overview for governors who can easily evaluate the performance of teachers.
- The use of data to analyse pupils' progress has improved significantly. Leaders are able to use school data systems to accurately track the progress of all pupils and are able to present key findings to governors and staff in a succinct and appropriate manner. The monitoring of specific pupil groups who receive extra support has also now been established but it is too early for the full impact of this to be evident.
- Pupils' spiritual, moral and cultural development is a strength of the school. A superb assembly led by the headteacher showed real pride and respect for the school. A wide range of trips, visits and other curriculum enhancement activities ensure that pupils respect each other, enjoy coming to school and have a good awareness of different cultures and religions. During the inspection, the Year 6 pupils returned from a much valued three-day residential trip.
- Subject leaders know their subjects well and work together as a strong team, sharing resources and expertise. Their individual plans for improvement are carefully linked to the revamped whole-school improvement plan. Their performance has improved significantly this year.
- Parents speak very highly of the school and are heavily involved with their children's learning through a range of activities set up for them such as reading workshops, parent/child craft clubs, weekly library sessions, workshops, and regular invitations to assemblies.
- The local authority has provided ongoing support for this school from its transition to an all through junior, infant and nursery school and through the recent change of headteacher. It has a very good understanding of the school's performance and its staff.
- While the school offers all pupils equal access to the range of subjects and activities provided, leaders are aware that more needs to be done to improve provision so that all have equal opportunity to achieve.
- **The governance of the school:**
  - Governors bring a range of important skills that enhance the school's provision. School leaders and the governing body have looked at governor vacancies and linked these to skills that were lacking on the governing body. By going out of their way to approach suitably skilled individuals, these vacancies have now been filled.
  - Governors now keep a close watch on pupils' standards and progress and know about the quality of teaching. This has not always been the case in the past when the quality of data and information presented to them was not always very clear.

- Governors make appropriate use of information to plan the use of funding such as the pupil premium and the new sports funding.
- The new sports funding is used effectively to provide additional and very effective teaching which assists teachers' professional development and has increased the range of sporting clubs.

## 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>	107684
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	431947

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>	138
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graeme Sunderland
<b>Headteacher</b>	Karen Summers
<b>Date of previous school inspection</b>	22 March 2011
<b>Telephone number</b>	01274 335237
<b>Fax number</b>	01274 335239
<b>Email address</b>	office.highbank@edukirklees.net

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