

# Highburton Church of England Voluntary Controlled First School

Northfield Lane, Highburton, Huddersfield, West Yorkshire, HD8 0QT

**Inspection dates** 19–20 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children enter the Reception Class with skills, knowledge and understanding typical for their age. Pupils make good progress and attain above-average standards by the time they leave Year 5.
- Teaching is good. Activities in lessons are engaging and, as a result, pupils are very interested and try their best. Teachers plan their lessons well. Support staff are well trained and give the right amount of guidance to the pupils they are working with.
- Behaviour is good and pupils clearly feel safe. Pupils have confidence in their teachers and say that they would readily speak with an adult in school if they had any concerns. Pupils enjoy coming to school very much and this is reflected in their above-average attendance.
- In a short amount of time the new headteacher has managed to galvanise the support of the entire school community including pupils, staff, parents and governors. Both teaching and achievement are improving strongly because the headteacher and governors have appropriate plans in place and are deeply passionate about taking this school to the next level.

### It is not yet an outstanding school because

- Teaching is good and not outstanding. Not all pupils have a clear understanding about what they need to do next to improve their work. In some lessons the most able pupils are not sufficiently challenged during the start of the lesson. This slows the progress they make.
- Some leaders of subjects and key stages are still developing a detailed overview of the progress that pupils make in their areas of responsibility. Not all are keeping a close enough check on their areas and taking actions to further accelerate pupils' progress.

## Information about this inspection

- The inspectors observed 12 lessons and visited classrooms for short periods of time.
- Meetings were held with groups of pupils, senior leaders and teachers with responsibility for leading and managing subjects and key stages. A meeting was held with a group of governors and a representative from the local authority.
- Results from 56 online questionnaires (Parent View) were taken into consideration by inspectors. In addition, letters sent to the inspection team from parents were also considered.
- The inspectors observed the school's work and looked at a number of documents including: the school's data showing pupils' current progress; documents relating to the school's own view of its performance; the school improvement plan; records relating to attendance; and documents relating to safeguarding.

## Inspection team

Pritiben Patel, Lead inspector

Additional Inspector

Tony Price

Additional Inspector

## Full report

### Information about this school

- Most pupils are of White British background. A small number of pupils are from mixed heritages.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- A small proportion of pupils are known to be eligible for the pupil premium funding. (The pupil premium is additional funding given to schools by the government to support 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 did not have a substantive headteacher from April 2011 until September 2013.
- A new headteacher was appointed in September 2013.

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

- Improve teaching from good to outstanding by ensuring:
  - all pupils have a clear understanding about what they need to do next to improve their work
  - the work set is sufficiently difficult to challenge the most able pupils right from the start of each lesson.
- Improve the leadership of subjects and key stages by ensuring:
  - that leaders keep a close check on their areas of responsibility and take subsequent actions to further accelerate pupils' progress.

## Inspection judgements

### The achievement of pupils

is good

- Children start the Reception Class with skills that are typical for four-year-olds. They make good progress in the Early Years Foundation Stage and exceed expectations in some areas such as in their understanding of the world around them and in reading by the time they start Year 1.
- A higher proportion of pupils than nationally attained the expected standard in the Year 1 phonics (the sounds that letters make) check in 2013. This is due to the high-quality teaching that pupils receive in this area.
- Standards at the end of Year 2 in reading, writing and mathematics are well-above average and have been so for the last three years.
- A good number of pupils make and even exceed the progress expected of them in reading, writing and mathematics from Years 3 to 5. Pupils do well here and parents think so too. However, the needs of the most able pupils are not always met. This is because they are asked to do the same tasks as others at the start of lessons before getting on with more difficult work. This slows their progress.
- The progress that pupils make is regularly tracked and any pupil who is not making the progress expected of them is quickly identified and supported. As a result all significant groups within the school including those from mixed backgrounds and pupils who are eligible for pupil premium funding achieve well. There is no significant difference in the standards reached by pupils who are eligible for free school meals and those who are not. This confirms the school's commitment to ensuring every pupil is provided with an equal opportunity and that no pupil is discriminated against.
- Pupils who are disabled or have special educational needs achieve well because they have individual plans in place which are regularly checked.
- The recent initiative where pupils throughout school read every morning at the same time is helping to give reading a high profile in the school as well as helping pupils to develop a real interest in books and a love of reading.

### The quality of teaching

is good

- Parents say that their children are taught well and inspection evidence corroborates this. Teaching has been good over time and this is demonstrated in the high standards that have been achieved at the end of Year 2. Some aspects of teaching are particularly strong, such as the teaching of phonics, which is carefully tailored to pupils' needs.
- Classrooms have high quality displays that support pupils' learning well in literacy and numeracy.
- Relationships between staff and pupils are strong and support learning very well. Teachers are very enthusiastic and this inspires pupils to want to learn and do well. Teachers set high expectations for pupils and this is evident in the high standard of presentation of work in their books.
- Support staff are experienced and guide pupils well in their learning including those who are disabled or have special educational needs, enabling them to achieve as well as their peers.
- In an Early Years Foundation Stage lesson children learnt well how to add numbers and use them to write number sentences by playing a game of skittles. The teacher ensured that the children not only became good at counting but that they could see a reason for why it is important to add numbers correctly.
- Pupils in a Key Stage 1 mathematics lesson learnt how to tell the time successfully because the teacher sequenced their learning in small steps. First the teacher went through the different parts of a clock with the class. The pupils were then given individual clocks and were asked to show specific times and then they were asked to watch the interactive whiteboard and tell the different times that were displayed. This careful structuring of the lesson supported pupils well in their learning.
- Homework is set on a weekly basis by teachers and pupils understand the importance of

completing their tasks.

- Targets have been set for pupils in reading, literacy and mathematics. However, not all pupils have a clear enough understanding about what they need to do to improve their work because sometimes the targets are too difficult for them to read or understand.
- Although teachers work hard to set activities that meet the different abilities of pupils, in some lessons the most able pupils receive the same guidance and questioning during the first part of the lesson as less able pupils. Consequently, the most able are not sufficiently challenged and this slows their progress. This was seen on a few occasions during the inspection including in a Key Stage 2 English lesson where pupils were learning about the structure of sentences.

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

- The behaviour of pupils is good. Pupils are polite, courteous and welcoming. The vast majority have positive attitudes to their learning and waste little time in lessons because they want to do well.
- The pride that they have in their learning and work is clearly demonstrated in the presentation of their work, which is of high quality.
- Pupils respect their teachers very much and feel that they are well cared for. As one parent said, reflecting the views of many, 'I know that my child is in a place where everyone looks after each other and strives to get everyone to reach their full potential.' The strong caring atmosphere created by all staff makes this school a very happy place to be part of.
- Pupils whose circumstances make them vulnerable are well supported and cared for so that they achieve as well as their peers.
- Behaviour over time is good. Parents and pupils alike say that behaviour is good. There have been no exclusions. Pupils say that bullying is not an issue for them and if it happens on rare occasions then it is quickly dealt with. Racism is not a concern and as one pupil said, 'Everyone gets along well.' Pupils say that on very rare occasions the term, 'gay' has been used to hurt the feelings of others, staff again have dealt with this swiftly.
- Pupils say that the new behaviour system which rewards good behaviour and allows them to reflect when things go wrong is helping them to stay on track. In addition, the new house system is helping pupils to work together. Pupils get very excited when they receive house points for their team.
- There are a good range of opportunities for pupils to show responsibility. Pupils cherish these roles. The school council have designed anti-bullying posters to raise awareness. Play leaders help to resolve minor incidences in the playground. 'Befrienders' are trained counsellors who support younger pupils with any worries that they may have. Year 5 pupils support reading in Reception and Year 1.
- Developing the pupils' social, moral, spiritual and cultural understanding is at the heart of all that this school does. Pupils are taught to think about issues such as 'good and evil' in the world and learn the difference between right and wrong during their religious education lessons. Pupils visit different places of worship to learn about world religions, for example the Sikh faith.
- Although behaviour in school is good there is a minority of pupils who cause low-level disruption because, as their peers say, they sometimes 'back chat' teachers and 'don't listen to the teacher' during the lesson.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe in school and know about how to keep safe in different situations, such as when using the internet, as well as the steps to take if they are approached by a stranger.

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

- The new headteacher has raised expectations, improved staff morale and won the trust of all. In this school staff are very supportive of one another and work as a team. The headteacher provides reflective leadership and all staff are encouraged to develop so that they can make the best impact on pupils achievement.

- The headteacher works hard to include everyone in the school's development. For example, she has consulted staff, parents, pupils and governors in establishing a vision for the school.
- Tracking and assessment is now robust and regular checks on progress are made to ensure that no pupil is left behind in their learning.
- The performance of teachers is regularly checked. Challenging targets, which reflect whole-school priorities, as well as those relating to pupils' progress, are set. Effort has gone into ensuring that teachers' training needs are accurately identified so that teaching can move from good to outstanding.
- The school-development plan is fit for purpose and has the correct priorities to take this school to the next level.
- The school's view of its own performance is accurate and honest because it explains the strengths of the school as well as what still needs to be done.
- Senior leaders are developing relationships with parents further so that they are better able to participate in their children's learning. The informative website and weekly newsletters, as well as information events for parents in reading and E-Safety, are helping to ensure parents are kept up-to-date. However, a small minority of parents feel that they are not kept informed about their child's progress. Senior leaders have plans in place to address this.
- The curriculum makes a good contribution to pupils' literacy and numeracy development. Pupils are able to apply their information, communication and technology skills in different subjects. Music is a real strength of the curriculum and makes an excellent contribution to pupils' social and emotional development. For example, the school choir sings at a very wide range of events, pupils learn to play a range of instruments, including the ukulele and recorder, as well as brass instruments.
- The sports funding is used effectively to participate in the local sports partnership and inter-school competitions, as well as to develop the skills of teachers. Pupils do currently have a wide range of sports opportunities such as in rugby, handball and football.
- The local authority provided support to the acting headteacher when the school did not have a substantive headteacher. It also provided a National Leader of Education to support the school during this time.
- Leaders of subjects and key stages, some of whom are new to their post are developing their understanding of pupils' progress and teaching in their areas of responsibility. They are developing their monitoring and evaluation activities so that they can make a greater impact on pupils' progress.
- Safeguarding meets statutory requirements.
- **The governance of the school:**
  - Governors have improved their monitoring and evaluation roles since the last inspection. For example, they contribute to the school's evaluation of itself as well as checking that whole-school priorities are implemented and are successful. Governors are linked to classes so that they have a secure understanding of what is happening in school. They attend meetings regularly, visit classes and share their own expertise, for example in arts. Governors set challenging targets for the headteacher, are kept up-to-date with the performance of teachers and know that strong teachers are rewarded through increases to their salaries. Governors also know that teachers are receiving the training they need to move their good teaching to outstanding. Governors have a good understanding of achievement and the quality of teaching and are both challenging and supporting leaders so that the school moves to the next level. They know that the pupil premium funding is being spent wisely, for example, on reading books, training for staff and additional support when needed, to help those pupils who are entitled to it to make good progress. School finances are in good order.

## 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>	107715
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	430887

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>	Voluntary controlled
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Glyn Phillips
<b>Headteacher</b>	Gaynor Leadbeater
<b>Date of previous school inspection</b>	22 March 2012
<b>Telephone number</b>	01484 222730
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