

South Hiendley Junior Infant and Early Years School

George Street, South Hiendley, Barnsley, South Yorkshire , S72 9BY

Inspection dates 27–28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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. It is not good because

- Pupils' progress in Key Stage 2 requires improvement. Standards are below average when they leave school in Year 6. The school has not consistently met the current floor standard, the government's minimum expectation for pupils' attainment and progress.
- Teaching has not been consistently good enough to help pupils make good progress.
- Initiatives introduced by the school's leaders to address poor achievement have not yet had sufficient time to demonstrate a sustained improvement in pupils' progress.

The school has the following strengths

- Pupils make a good start in the Early Years Foundation Stage. They exceed national averages at the end of Key Stage 1 in reading and writing, but not in mathematics.
- The headteacher and senior leaders, with active, well-informed support from the governing body, are vigorously driving a programme of improvement that is raising the standard of teaching and pupils' achievement. They are making good use of assessment information to plan for improvement.
- Pupils' behaviour is good; they are safe and cared for well. Their parents agree. They show positive attitudes to learning that mean that no time is wasted in lessons.
- Attendance has improved as a result of firm, decisive action.
- The school provides a broad experience for pupils through a curriculum that is enriched with a range of artistic and sporting clubs and activities. The school's ethos is strongly inclusive and shared by all, including pupils who are recently enrolled.

Information about this inspection

- The inspectors observed all class groups in 14 lessons or parts of lessons, including four observed jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms and other parts of the school. Inspectors looked at pupils' work and listened to them reading both in class and in two groups specially assembled for the purpose.
- Inspectors spoke informally with pupils and talked with them in two groups. Inspectors met the Chair of the Governing Body and other governors, a representative of the local authority and members of staff, including senior leaders and others with particular responsibilities.
- Inspectors took account of the 33 responses to Ofsted's online questionnaire (Parent View) and the school's own survey of parental opinion.
- Inspectors observed the work of the school and looked at a range of documents, including information on pupils' current progress, improvement plans and information about the management of staff performance. Documents concerning behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Paul Copping, Lead inspector

Additional Inspector

Pamela Hemphill

Additional Inspector

Full report

Information about this school

- South Hiendley Junior, Infant and Early Years School is of average size for a primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are eligible for the pupil premium funding 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.
- Almost all pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is very small.
- The school does not meet the current government's floor standard, which is the minimum expectation for pupils' attainment and progress.
- A large majority of members of staff, including a number in leadership roles, are new to the school since the previous inspection; few have been in the school for more than two years.
- A higher than average proportion of pupils join the school at times other than the usual time of entry.

What does the school need to do to improve further?

- Secure good achievement by improving the quality of teaching to at least consistently good through:
 - establishing a sharper and more effective focus on key skills in mathematics, spelling, punctuation and grammar
 - setting more challenging work for the most able pupils
 - explicitly developing pupils' fluency in writing, especially for imaginative tasks
 - using the outstanding teaching that exists in the school as a model for all teachers.
- To continue to develop middle leadership by ensuring that all teachers, particularly those with subject responsibilities, make good use of information about progress to plan better provision for those pupils not doing as well as they should.

Inspection judgements

The achievement of pupils

requires improvement

- The majority of children who join the Nursery class have skills that are below those expected for their age, with some children working well below that expectation. Children make good progress and, by the time they finish the Reception Year, the proportion reaching a good level of development is the same as that seen nationally. This represents an improving trend in the school.
- At the end of Key Stage 1, pupils' attainment is above average in reading and writing but below average in mathematics. By the end of Year 6, pupils attain below the national average in all subjects; performance in the tests for mathematics and for English grammar, punctuation and spelling showed a significantly large deficit. In 2013, the school did not reach the government's floor targets expected of pupils in Year 6; this was also the case in 2011. Floor targets were met in 2012. Year 6 pupils' work indicates improved standards and is at the level required to at least meet the floor standard.
- Progress and attainment in mathematics are recognised by the school as a long-standing concern. Below average performance by pupils in the Key Stage 1 assessments is not remedied during Key Stage 2 and pupils leave Year 6 with attainment well below average.
- Pupils' reading skills are not sufficiently developed. The result of the test of Year 1 pupils' understanding of letters and sounds (phonics) was well-below average in 2013; this represented a large drop in attainment from 2012 when the proportion of pupils achieving the national threshold exactly matched the national average. The school is taking urgent measures to address the poor attainment. The inspection's sampling of teaching in lessons and scrutiny of pupils' work and assessment data provided by the school, indicate that current performance is on track to be significantly improved.
- Disabled pupils and those who have special educational needs are showing improved rates of progress. Standards attained have previously been variable but current tracking data indicates higher proportions of pupils making expected or more than expected progress.
- Pupils are supported by the pupil premium, including those known to be eligible for free school meals are attaining standards close to other pupils in the school and making similar progress.
- The most able pupils do not make enough progress. Not enough pupils achieve the higher levels available in both the Year 2 and Year 6 tests.

The quality of teaching

requires improvement

- Over an extended period of time, national test results and evaluation of a range of data, made internally and externally to the school, indicate that teaching has not been good enough, particularly in mathematics. Inspectors saw that in the current academic year, the school's many well-judged initiatives have begun to improve teaching quality. Inspectors observed teaching that was much stronger than suggested by previous test results and by earlier assessments made by the school and local authority advisers.
- Pupils' writing shows the benefit of increasingly consistent teaching in the formal aspects of expression. Many older pupils of all abilities are able to distinguish between types of clause, for example, and to draw on their understanding with practical benefit when writing. Guidance in imaginative expression is not as strong: few pupils yet write fluently when a task is not closely directed.
- Lessons start promptly and pupils of all abilities are quickly involved in learning. Classrooms are orderly and well organised with displays that are linked to and reinforce key messages about the themes being studied or the standards expected in, for example, writing or attitudes.
- Teaching assistants are well trained and directed. Because overall planning is clear, they have confidence in their role in each lesson and are able to work with independence in assisting pupils who need additional support, including disabled pupils and those with special educational needs.

- Homework is set that supports classroom learning through close links to what pupils are currently learning.
- Children in the Early Years Foundation Stage are well taught. They develop as confident learners with the balance between taught sessions and personal exploration carefully arranged and adjusted, session by session.
- The teaching of physical education is good. Good use is made of specialist coaches. Physical activity, in the context of sport, dance and other physical activity is encouraged and makes an effective contribution to pupils' health and well-being.
- Pupils' work shows increasingly effective marking that includes such features as an on-going dialogue between pupils and teachers to confirm that suggestions for improvement have been understood and implemented. However, teachers are not always accurate in modelling best practice (in the use of the comma, for example) when writing their own commentary on pupils' work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This was the case in all contexts and at all times of the school day.
- All members of the school community, school staff, pupils and governors, are rightly proud of the high standards of behaviour that are the norm in and out of lessons. The school has absolute confidence in its ability to quickly imbue recently enrolled pupils with its ethos; something very necessary given the frequency with which new pupils join.
- The school's work to keep its pupils safe and secure is good. Pupils feel safe and their parents fully agree they are right to do so.
- Poor behaviour, including bullying and racist incidents, is so rare that pupils, when interviewed by the inspectors, struggled to think of examples. Pupils were, however, clear about how they would recognise it in its different forms and very confident that any issue would quickly be addressed by school staff. There are rigorous procedures to record and address any concerns. Pupils showed an awareness of internet safety appropriate to their age.
- The nationally validated statistics show no exclusions by the school and there have been none in the current recording period. The principles of restorative justice to which the school adheres are understood and appreciated even by younger pupils. One very young girl declared, 'We talk about things in this school' 'when asked about the consequences of any misbehaviour. The shared principles of talking through actions and consequences have contributed to the school successfully helping pupils with behavioural, emotional or social to learn to manage their own behaviour.
- Pupils' attendance is improving and broadly in line with the national average, following a very effective sustained initiative by the school that included robust use of formal enforcement. Persistent absence figures are very low.

The leadership and management are good

- Leaders are taking decisive action to address deficiencies in teaching and subject leadership that contributed to the school's poor performance in national tests last year and in previous years. A reconstituted senior leadership team (including a new deputy headteacher, a new subject leader in mathematics and a new lead in the Early Years Foundation Stage) have, during the course of this academic year, already made a positive impact on pupils' achievement.
- The staff group has a large majority of teachers who have been at the school for two years or fewer; they enthusiastically subscribe to the school's improvement programme, as their response to the staff questionnaire during the inspection confirmed. Predictions for this year, securely founded, indicate much improved pupils' progress.
- The process of ensuring that leaders at all levels take appropriate responsibility for pupils'

progress has begun but is at an early stage of development. However, pupils' performance information is increasingly comprehensive and is consulted and utilised by staff more readily.

- The school has received some good support from the local authority. Its view of the school's performance has been accurate and uncompromising in judgements, helping to drive the school's improvement. The school has benefitted from the additional support entailed in its inclusion in a dedicated programme for schools working to raise their standards.
- Increasingly, teachers are held accountable for the progress pupils make; salary progression is linked to outcomes for pupils.
- Pupils' spiritual, moral, social and cultural development is promoted well by the curriculum, which is extended by a programme of cultural and sporting after-school and lunchtime clubs that are much appreciated by pupils.
- The new primary school sport funding has been well used. It contributes, via a partnership with other schools, to the employment of a coach who runs after-school activities that represent a distinct addition to the sports menu available to pupils.

■ **The governance of the school:**

- The governing body is organised and led well. It has been reflective after a dip in standards and governors are taking a number of well-considered actions to address historic under-performance by pupils. The governors benefit from increasingly accurate and comprehensive reports from the headteacher and senior leadership team and combine their scrutiny of these with frequent, well-focused visits to the school. Governors rigorously analyse data about pupils' performance. Governors take advantage of available training from the local authority and have engaged in a review of all aspects of governance that has greatly increased their capacity to offer challenge to the senior leadership team of the school. Governors have a full overview of decisions as to whether teachers should be rewarded with salary increases; they review targets for the headteacher accurately with the support of appropriate professional advice. The governing body manages the school's finances well: resources are allocated in line with identified priorities and the spending of funds for the support of those eligible for the pupil premium is becoming more effectively targeted.

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	130971
Local authority	Wakefield
Inspection number	431783

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	E Wigglesworth
Headteacher	Lisa Corson
Date of previous school inspection	22 November 2010
Telephone number	01226 711485
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