

# Norristhorpe Junior and Infant School

School Street, Norristhorpe, Liversedge, West Yorkshire, WF15 7AW

**Inspection dates** 4–5 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is led by an inspirational headteacher who is relentless in her drive to bring about lasting improvements. Her absolute determination to provide pupils with the very best education has led to the many improvements made since she was appointed.
- The deputy headteacher and other senior leaders, including governors, support the headteacher well and share her drive and ambition for the school. As a result the school is well placed to continue its journey of improvement.
- As a result of strong leadership, the quality of teaching has improved and is good overall.
- Pupils make good progress in reading, writing and mathematics and standards are continuing to rise.
- Pupils' behaviour is outstanding. Pupils are very proud of their school and are extremely polite and hard working. They enjoy learning at school and as a result, attendance has improved.
- Provision for children in early years has improved since the previous inspection. Children get a good start to their education. From slightly below typical starting points, by the end of Reception the majority reach levels of development appropriate for their age in most areas of learning.
- The school's work to keep pupils safe is outstanding. Pupils say they feel completely safe; a view which is shared by all staff and almost all parents.
- The curriculum is good with a strong emphasis on promoting pupils' understanding of values to prepare them well for life in modern Britain. Pupils' social, moral, spiritual and cultural development is a strength of the school.

### It is not yet an outstanding school because

- Pupils are at times over-reliant on adult support and are not enabled to take responsibility for their own learning.
- Boys' attainment, particularly in writing, in the early years is not good enough.
- Teachers' expectations are not consistently high for pupils to write extensively and to the best of their ability in their topic work.

## Information about this inspection

- Inspectors visited all classes and observed lessons, heard pupils read and observed pupils being taught by teaching assistants outside of classrooms. The headteacher and deputy headteacher joined inspectors for two separate observations. A range of other school activities was also observed, including assembly, playtimes and lunchtimes.
- Inspectors looked at a range of information about pupils' attainment and progress and were joined by the deputy headteacher to look at a range of work in pupils' books. Inspectors also looked at pupils' work displayed around the school.
- Meetings were held with pupils, school leaders, members of staff, members of the governing body and representatives of the local authority.
- Inspectors took account of the views of 92 parents who completed Ofsted's on-line questionnaire, Parent View, and the views of a sample of parents who contacted inspectors or who inspectors met during the inspection. They also took account of the 32 questionnaires completed by staff.
- A range of school documents was studied including the school development plan, the school's own evaluations of its work, policies, records and procedures for safeguarding children, minutes of meetings and information on the school's website.

## Inspection team

Lesley Bowyer, Lead inspector	Additional Inspector
Barbara Martin	Additional Inspector
Jennifer Platt	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school and most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils eligible for support through the pupil premium funding is below the national average. (Pupil premium funding is additional funding for pupils who are known to be eligible for free school meals and those in local authority care.)
- The proportion of pupils who are disabled or who have special educational needs is below average.
- The early years provision is for children who are in the Reception classes, who attend full-time.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve achievement in the early years so that by the end of Reception the gap between boys and girls, particularly in writing, is narrowed.
- Further improve the quality of teaching to ensure the highest levels of pupils' achievement by:
  - ensuring that expectations are consistently high for pupils to apply their writing skills and produce extended pieces of work to their highest standard, not just in English but in other subjects too, such as topic work
  - ensuring that adults support learning in such a way as to enable pupils to take responsibility for their own learning.

## Inspection judgements

### The leadership and management are good

- The headteacher and deputy headteacher provide clear drive and ambition for the school and as a result it has improved hugely over the past two years. Governors and the local authority describe the headteacher's leadership as 'inspirational'.
- The management of teaching is good and there are rigorous procedures which are used to check the performance of all staff. Consequently the quality of teaching is improving and staff say they feel valued and are proud to be part of a successful team.
- Middle leaders are all committed to their roles and understand the key strengths and areas for improvement in the school. However, some action plans and advice following lesson observations lack the sharpness needed to increase the rate of improvement further.
- The school has planned carefully and effectively for the implementation of the new National Curriculum and has developed thorough systems for checking pupils' progress against the new expectations. Leaders have been forward-thinking in the development of new assessment procedures and ensure the accuracy of assessments through rigorous systems and through the involvement of external partners. Information is regularly shared with governors who check and challenge any underperformance.
- The school curriculum is interesting to pupils and there is a strong emphasis on promoting pupils' personal development. Pupils learn about modern British values such as democracy and tolerance of people from other faiths and they are well-prepared for the next stage in their education and for adult life.
- Pupils' spiritual, moral, social and cultural development is a strength of the school and permeates through all aspects of school life. For example, the use of a specialist music teacher has a significant impact on pupils' enjoyment of, and willingness to participate in, artistic opportunities. Similarly Year 4 pupils were observed making rapid progress in reading music and playing Beethoven's 'Ode to Joy' on the French horn.
- The leadership of provision for disabled pupils and those with special educational needs is highly effective. The school knows individual pupils well and ensures that their needs are well met. Senior leaders are committed to equality of access, they promote good relations and tackle discrimination with determination. However, despite changing the curriculum to be more appealing to boys in the early years, the gap in attainment between boys and girls remains.
- The school's systems to safeguard children are robust and statutory requirements are met.
- The pupil premium funding is used effectively to support pupils of all ages. It enables the school to provide additional support for academic progress, including for most able pupils, along with support to develop pupils' self-esteem and to have increased opportunities to take part in after-school clubs.
- High value is placed on physical education and sport, with the primary sport funding being used imaginatively to provide a wider range of sports and activities, including employing a part-time specialist sports coach. This has led to increased opportunities for pupils to take part in competitive sport, along with activities to promote healthy lifestyles such as a cooking club.
- The local authority has provided effective support, including additional help at the request of the headteacher.

#### ■ The governance of the school:

- Governance has improved since the previous inspection and the governing body is an effective partner in leading the school. Governors keep their own performance under review and they have a range of expertise that they use effectively to hold the school to account. Governors play an active role in the school's systems to safeguard pupils, for example working with the pupil health and safety ambassadors to understand issues from pupils' perspectives.
- Governors regularly visit the school and have developed a highly effective system where governors and members of the senior leadership team work together to monitor and evaluate school improvement work on a regular basis. As a result, governors know the school well and have a good understanding about the quality of teaching and school data.
- Governors manage the performance of the headteacher well and ensure that the performance management arrangements for other members of staff are robust. Governors ensure that the performance of staff is reflected in decisions about pay progression and know what is being done to tackle any underperformance.

**The behaviour and safety of pupils are outstanding****Behaviour**

- The behaviour of pupils is outstanding. They take a great pride in their school and say that they all work together, as it says on their school logo. They recognise that while behaviour is excellent, there are occasional problems and some pupils find it more difficult to manage their behaviour than others. However, they are confident in the school's behaviour systems and recognise the extensive support for those pupils who need it and how it is helping them to improve.
- Pupils have a very good understanding about different types of bullying and say that it rarely happens at their school, although when it does it is dealt with very quickly. They recognise the need to be tolerant of people from different faiths, saying that by showing respect to others they earn respect back.
- Pupils' behaviour in class and around school is impeccable, particularly for pupils in upper Key Stage 2 where their attitudes to learning are incredibly positive. The pride pupils have in their work is evident in the excellent standard of presentation and their very neat, well-formed handwriting.
- The school works hard to promote modern British values, for example through the curriculum with the Year 4 topic of 'crime and punishment', where pupils learn about the rule of law and democracy. Assemblies and displays are also used to actively promote such values.

**Safety**

- The school's work to keep pupils safe and secure is outstanding. Thorough and detailed checks are in place and extensive records are detailed and precise. The school seeks and follows the advice from external agencies when appropriate.
- Pupils learn how to keep themselves safe in different situations and understand how to manage risks. They have a good understanding of how to stay safe when using the internet and the school also provides information for parents about internet safety at home.
- Pupils say they feel safe and this view is shared by all staff and the overwhelming majority of parents. Parents of pupils with disabilities or special educational needs talk about the highly effective care, guidance and support provided for their children.
- Pupils have responsibility as health and safety ambassadors, working with senior leaders to recognise and manage risks and as a result they develop a very good understanding of how to keep safe.

**The quality of teaching is good**

- The quality of teaching has improved since the previous inspection as a result of strong leadership and management. There is a clear commitment to training and staff development and the school has worked with an outstanding school to learn from best practice.
- Pupils' work and their improving attainment shows that teaching over time is usually at least good and at times is outstanding, particularly in upper Key Stage 2.
- Teachers have good subject knowledge and use questions effectively to deepen pupils' understanding.
- The school has increased the number of teaching assistants through effective use of pupil premium funding. At times, teaching assistants provide high quality support and make a significant contribution to pupils' learning. However, on occasions some teaching assistants intervene too quickly and do not enable pupils to develop resilience or to take responsibility for their own learning. As a result, pupils are sometimes over-reliant on adult support.
- Teachers generally have high expectations and provide effective marking and feedback to help pupils to understand how they can improve their work further. As a result, the work in pupils' books is usually of a very high standard. However, teachers' expectations are not always as high for work in topic lessons where opportunities are missed for pupils to write extensively and their resulting work is of a lower standard.
- The teaching of phonics, where pupils learn about letters and sounds, has improved and standards are rising. Pupils are able to use their knowledge of phonics to help them in their reading and writing. Pupils develop a love of reading and use a range of strategies to read well. They say that reading 'is the best thing in the world!' Teachers, dressed as book characters, shared their own love of reading during a special World Book Day assembly which was greatly enjoyed by pupils and staff alike.
- Mathematics is taught well, with additional opportunities to raise aspirations for most able pupils. Teachers plan interesting lessons and deepen pupils' understanding through investigations and opportunities for pupils to apply reasoning. For example in a Year 6 lesson, pupils used their knowledge of circles to

investigate the relationship between the circumference and the diameter. They made rapid progress and quickly found patterns which helped them to understand the formulae to calculate the circumference and area of a circle.

### The achievement of pupils

is good

- Pupils assessed at the end of Key Stage 1 in 2014 made good progress from starting points which were below those typical for their age to reach above the national average at the end of Year 2, in reading, writing and mathematics.
- The proportion of pupils meeting the expected standard in the Year 1 phonics screening check increased in 2014 to be in-line with the national average and focussed work has resulted in standards improving further.
- Pupils made better progress through Key Stage 2 than pupils nationally in writing and significantly better progress in reading and mathematics.
- The proportion of pupils reaching the highest levels was above the national average in reading and mathematics for both key stages and also in writing at Key Stage 1.
- The small proportion of disadvantaged pupils who took the end of Key Stage 2 tests in 2014 made progress that was at least as good or better than other pupils nationally and therefore narrowed the gap in their attainment. In reading they were just over one and a half terms behind other pupils nationally, in writing just over two and a half terms and in mathematics just under two terms behind. Compared to their peers in school they were just less than three terms behind in reading, two and a half terms in writing and two terms in mathematics. Carefully planned intervention is resulting in the gaps for disadvantaged pupils currently in school being narrowed even further.
- Disabled pupils and those with special educational needs also made good progress because their teachers know them well and ensure that their needs are appropriately met.
- Because the quality of teaching has improved across the school, almost all pupils are making at least the progress expected of them and increasing proportions are making more progress than this.

### The early years provision

is good

- Provision for children in the early years has improved since the previous inspection and children now make good and improving progress from levels of development that are mostly slightly below those typical for their age when they join the school. As a result, they left Reception in 2014 with development typical for their age, although boys' attainment in writing was below that of girls. The proportion of children who are already working at a good level of development is greater than that found at the end of 2014.
- Children behave well and are kept safe. They learn to cooperate well, take turns and help each other. They develop resilience to keep trying at activities, for example some girls made a long snake of cubes and spent considerable time accurately counting them, counting to over 60 several times.
- The learning environment, inside and out, is well planned and carefully resourced to encourage children to develop their use of imagination, their creativity and to solve problems. Some boys were engrossed in making a game using some guttering, crates, balls and wooden blocks. They worked together to find ways to make the game work and did not give up when they had difficulties.
- Senior leaders have brought about improvements with the support of the local authority and have identified further actions needed to ensure continued improvements are made. The curriculum has been reviewed to ensure it is interesting to boys and engages them in learning. However, boys' attainment, particularly in writing, remains below that of girls by more than the gap between boys and girls nationally.
- Teachers and other adults support learning well, guiding children while encouraging them to be independent. As a result, the quality of teaching is good.

## 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>	107685
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	453625

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Parsons
<b>Headteacher</b>	Claire Lyles
<b>Date of previous school inspection</b>	19 March 2013
<b>Telephone number</b>	01924 325720
<b>Fax number</b>	Not applicable
<b>Email address</b>	office.norristhorpe@kirkleeseducation.uk



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