

# Battysford CofE (VC) Primary School

Nab Lane, Mirfield, West Yorkshire, WF14 9QH

**Inspection dates** 7–8 July 2015

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement is not good. Too few pupils make more than the progress expected of them from their starting points. Gaps remain in the achievement of pupils eligible for the pupil premium compared with other pupils. Less able pupils do not make fast enough progress. The most able pupils do not always reach their potential in reading and writing.
- Teaching is not consistently good. The needs of differing groups are not always sufficiently taken into account. Consequently, some pupils find work too hard and some find it too easy. The teaching of phonics is not sufficiently effective.
- Marking is not always used consistently to help pupils improve their work.
- Leaders do not always give teachers clear enough guidance on how they should improve particular aspects of their teaching. The school's evaluation of its performance has been too generous.
- The quality of middle leadership is inconsistent. Some are new in post. Not all middle leaders manage the data on pupils' progress which would enable them to contribute effectively to school improvement.
- Leaders have not always provided teachers with clear targets for improvement. Performance management targets have not been sufficiently linked to the progress pupils make.

### The school has the following strengths

- The senior leadership team and the governors have done much to reduce the effect of disruptions to leadership and management. They have halted a downward trend in achievement and have the capacity to improve the school.
- Children have a good start in the early years, making good progress and achieving well.
- Behaviour is good. Pupils are polite, interested and curious about the world around them. Pupils quickly develop key values such as respect, tolerance and resilience.
- The care and welfare of pupils are at the heart of the school's work.
- The curriculum is very stimulating and enhanced with specialist teaching. Pupils' work in the creative arts is exceptional. They are taught well to appreciate fundamental British values.
- High ability pupils achieve well in mathematics.

## Information about this inspection

- Inspectors observed learning in most classes and when pupils were working in smaller groups. They listened to pupils read in Years 1, 2 and 6 and attended a school assembly.
- Inspectors looked at the work in pupils' books across all year groups. They particularly focused on English, mathematics and challenge work.
- Meetings were held with senior leaders, middle leaders, members of staff, members of the governing body including the Chair and vice-chair, groups of pupils and representatives of the local authority.
- Inspectors gained the views of parents from the 71 responses to Parent View, the online questionnaire, the responses to the school's most recent parental questionnaires and from talking to parents bringing their children to school.
- The views of staff were gained from 49 responses to the staff questionnaire and conversations with individual teachers.
- Inspectors looked at a range of school documents. This included information relating to safeguarding and child protection, development planning, subject planning, tracking information on pupils' progress, performance management systems and procedures for checking on the quality of teaching and learning.

## Inspection team

Judith Straw, Lead inspector	Additional Inspector
Rosemary Batty	Additional Inspector
Lorna Elizabeth Rushton	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school. Children attend the Nursery either in the morning or in the afternoon. They attend the Reception class full time.
- Almost all pupils come from White British backgrounds. The proportion that comes from minority ethnic backgrounds is small.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is slightly below the national average. The pupil premium provides additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school occasionally uses Headlands Resourced Provision for pupils who require a specialist curriculum.
- Since the previous inspection, there has been considerable turbulence in staffing and disruptions to leadership and management caused by long-term illness or resignations. An acting headteacher has led the school since June 2014, supported since September by an acting deputy headteacher and an assistant headteacher. A new headteacher has been appointed for September 2015.

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

- Improve the quality of teaching and further raise pupils' achievement by:
  - ensuring that teaching is sufficiently challenging to meet the learning needs of all pupils and particularly high ability pupils in reading and writing, low ability pupils and disadvantaged pupils
  - reviewing how pupils learn how letters and sounds link together (phonics) so that younger pupils are helped to make rapid gains in their early reading and writing skills
  - improving the consistency of marking in line with the school's own policy so that it always provides pupils with accurate comments on their work and gives precise next steps in learning.
- Improve the effectiveness of leadership and management by:
  - ensuring that leaders, after they observe teachers at work, consistently provide clear guidance on how to improve weaker aspects of their work and provide performance targets relating to pupils' progress
  - developing the role of middle leaders so that they are fully involved in checking the quality of teaching and pupils' progress through the school
  - ensuring that governors follow up their questions so as to hold leaders even more effectively to account for pupils' achievement.

## Inspection judgements

### The leadership and management requires improvement

- School leaders are ambitious and want the best for their pupils. However, the effectiveness of leadership and management is not good because leaders do not always have a sufficiently accurate view of the progress and attainment of pupils across the school. Inconsistencies remain in the quality of teaching and not enough pupils are making good progress.
- Leaders are too generous in their judgement of the quality of teaching. However, leaders clearly demonstrate their capacity to improve teaching because of the rapid improvement in the teaching of mathematics, the improvement in pupils' reading in the current year and the halting of the downward trend in attainment over the last three years.
- The management of staff performance requires improvement because staff performance targets do not always relate to pupils' progress. Some targets lack challenge and are not measureable.
- Middle leaders, including the special educational needs coordinator, the leader of early years, phase leaders and subject leaders are helping to improve teaching so that some pupils are beginning to make good progress. These leaders have had extra training and are becoming much more involved in school improvement than previously. Some middle leaders are new in post and some do not manage their own progress data so the effectiveness of middle leadership is inconsistent.
- The curriculum is exciting. Subjects are taught through learning challenges which are designed to develop skills through many different topics. Pupils enjoy the many opportunities for enrichment through sporting, musical and artistic activities. Pupils' work is currently being displayed in national galleries and there are regular musical extravaganzas to display pupils' talents and achievements. Pupils are keen film makers and their work is currently being shown in other schools and galleries. A recent development to enhance the school grounds has led to raising pupils' interest in, and enjoyment of, gardening, woodcraft, hen keeping and wildlife. An old bungalow in the school grounds has been renovated so that it is now well equipped as a centre for outdoor activities for all pupils.
- The school is successful in promoting British values through its own core values which include respect, tolerance, kindness and honesty. Pupils in Year 6 have worked through some of the British citizen test and have gone on to create their own version, deciding what they thought was most important for British citizens to know and appreciate. Debate and discussion are encouraged in many lessons. The subjects taught are effective in promoting pupils' good spiritual, moral, social and cultural development.
- The school has used the sports premium funding to good effect by investing in a local sport's partnership and employing specialist physical education coaches. There have been increased opportunities for pupils to take part in sporting competitions with other schools as a result.
- Good relationships are fostered and discrimination is tackled but, as yet, not all pupils have an equal opportunity to be successful. This is because there remains some underachievement among different groups of pupils.
- The school uses the pupil premium funding to provide eligible pupils with extra teaching in English and mathematics where necessary and full participation in all extra-curricular activities, including residential trips. The gap in the achievement of disadvantaged pupils and others in Key Stage 1 is narrowing but this is not yet the case in Key Stage 2 where the gap widened in 2014. The school has an action plan to address this urgently in the coming year.
- The school provides parents with useful information on their children's progress and offers interesting ways to help them support their children's learning. For example, parents enjoy and benefit from a range of courses in art and design.
- Safeguarding procedures are robust and effective. Arrangements for safe recruitment, child protection, risk assessments and site security are rigorous. Staff are well trained in safeguarding matters, including those at the alternative provision that is used occasionally. School leaders carefully monitor the attendance, safety, behaviour and progress of the small number of pupils attending alternative provision.
- The local authority has provided good support for the school during the time of staffing turbulence. The acting deputy headteacher was seconded from another school and the acting headteacher has had support from the leader of a nearby outstanding school. The local authority has also provided additional expertise in mathematics and reading.
- **The governance of the school:**
  - Governors are ambitious for the school and want to improve it as rapidly as possible. Governors ensure that safeguarding procedures are robust and effective. They have recently appointed a new safeguarding link governor to visit the school regularly. Link governors for each key stage are in place, as well as for disadvantaged pupils and those who have special educational needs.

- Governors manage the budget effectively and have a sound understanding of how the funding for disadvantaged pupils is being used. However, they do not have a sufficiently clear, accurate and up-to-date awareness of how well pupils are achieving in the current academic year. They have asked the right questions but have not always held school leaders rigorously to account.
- Governors know about the quality of teaching and are involved in the performance management of staff. They monitor the links between salary progression and staff performance. They have ensured that higher targets are set for staff next year. In order to increase their effectiveness, governors recently undertook a self-review day and skills audit. Members of the governing body have a wide range of expertise which enables them to discharge their duties with increasing effectiveness.

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

### **Behaviour**

- The behaviour of pupils is good. This includes those pupils attending alternative provision. Pupils enjoy school and are enthusiastic about their lessons and what they are learning. In class, when the pace is brisk they concentrate, work hard and listen with attention to what teachers are saying. Behaviour for learning can be less positive if the pace is slow. Pupils take pride in their work and their books are usually neat and tidy.
- The working relationship between pupils and adults is good. Pupils say lessons are not disrupted by bad behaviour. They respect their teachers and appreciate all the many interesting activities, trips and outings that are planned for them. Pupils enjoy gaining rewards for good work.
- Conduct around the school is orderly, friendly and well mannered. Pupils wear their uniform with pride.
- The school council is effective so that pupils feel that they are consulted on many aspects of school life. Pupils take part in conservation reviews, ensure that energy is saved by turning off lights and support the recycling strategy. Pupils are involved in the recruitment process for new staff and provide their own questions at interviews.
- Attendance is above average because pupils enjoy school. However, not all pupils are punctual in arriving at school in good time for the start of the school day.

### **Safety**

- The school's work to keep pupils safe and secure is good. The school site is secure. Rigorous procedures are in place to check and monitor visitors to the school.
- Pupils report that bullying is not a problem in school. They feel very safe and have confidence in the adults to deal with any issues which might arise. The school's records confirm that bullying incidents are rare. Pupils know that racist or homophobic language is unacceptable. Swift action is taken on the rare occasions that such language is used.
- The curriculum provides pupils with a good understanding of the importance of leading a healthy lifestyle.
- Pupils are well aware of how to keep safe in different situations. Pupils as young as those in Year 2 are able to explain the rules for safe use of the internet clearly. They understand that extremist teaching of any kind can be dangerous.
- The school sees safeguarding as a core duty of everyone in school. Staff are vigilant in all safeguarding matters, including ensuring that pupils attending alternative provision are kept safe.

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

- Observations of pupils' learning over time, including scrutiny of the work in their books, indicate that the quality of teaching requires improvement because of inconsistency in its quality.
- The work given to pupils does not always stretch them sufficiently and this slows the progress they make. Teachers' expectations for the work pupils will complete in lessons are sometimes too low. Very often, pupils of all abilities are doing exactly the same work. When the pace of learning is too slow, pupils lose interest, do not concentrate and start to chat and distract each other.
- Learning is rapid when teachers use questioning well to make pupils think deeply and explain their answers. Pupils respond well to regular learning challenges. Most teachers have good knowledge of their subjects and many plan interesting and enjoyable learning activities which pupils enjoy. For example, in Year 6 lessons, planning successfully ensures challenge for high ability pupils and a good pace of learning for all pupils.

- The teaching of reading is not always effective because phonics (letters and the sounds they make) is not always taught well. Some staff are not trained well enough in teaching phonics to pass on the necessary skills to pupils. Group reading sessions, when adults help pupils understand what they read, generally provide good opportunities for pupils to develop their skills but teachers are not always precise enough in identifying which skills need improving.
- Standards in pupils' writing are slowly rising. The emphasis teachers have put on the importance of accurate spelling, grammar and punctuation has resulted in a rise in the proportion of pupils making good progress in these areas. The school is aware of the need to address further spelling, which is currently the weakest area.
- The quality of teaching of mathematics is improving rapidly because of good leadership in this subject. Teachers are knowledgeable and organise the teaching of mathematics well. Pupils enjoy their work in mathematics and have plenty of opportunities to solve mathematical problems.
- Specialist teaching in art, music and physical education is effective so that pupils achieve well in these areas. The school is rightly regarded as an example of good practice in the promotion and development of art in primary schools.
- Teaching assistants make a positive contribution to pupils' learning in lessons and in small group work. They provide encouragement, extra explanations and build pupils' confidence.
- Marking is inconsistent across the school. Some marking is good and leaves pupils knowing exactly how to improve their work or reach the next level. Too often, marking is celebratory, praising pupils for what has been done well but not helping them to increase their basic skills. The school's marking policy is not adhered to by all staff. Occasionally, incorrect work has been marked as correct.

### The achievement of pupils

### requires improvement

- Attainment at the end of Year 6 in 2014 was average. From their different starting points, the proportions of pupils making the progress expected of them in reading, writing and mathematics were average. The proportions exceeding the progress expected of them were just below average in reading and writing, and average in mathematics. In the current academic year, attainment remains average overall. While progress is stronger, not enough pupils are yet making good progress from their starting points and so achievement requires improvement.
- At the end of Key Stage 1, attainment has declined in all subjects over the last three years. The biggest decline has been in reading, which was significantly below average in 2014. The school is addressing this in a number of ways so that standards are starting to rise again.
- Attainment in phonics is inconsistent. In 2014, pupils at the end of Year 1 achieved just above average results but fewer have reached the expected standard in 2015. Just under half of the pupils who took the assessment at the end of Year 2 were successful.
- Attainment in reading is slowly improving because the school is promoting the value and pleasure of reading more effectively. A new library space has been created in an imaginative design decorated by staff and pupils with images of favourite characters from books and its own 'Hobbit house'. Book reviews are displayed all over the school. As well as celebrating World Book Day in March, pupils took part in a readathon in June. Leaders have recognised that the teaching of phonics needs reviewing because it is not ensuring that pupils learn to read quickly.
- Achievement in writing is starting to improve. The school provides stimulating visits and experiences which inspire pupils to write. In the current year, more pupils have made good progress than in 2014.
- In mathematics, standards are higher in both key stages than in reading and writing. High ability pupils do well in mathematics.
- Although disabled pupils and those who have special educational needs are well supported in school by teaching assistants, their progress requires improvement. The school has entirely reorganised the provision for disabled pupils and those who have special educational needs but new systems have not been in place long enough to accelerate progress. Some better progress is starting to be evident in books.
- The most-able pupils are not always given work that stretches them to do their best and this limits their progress at times. The proportion of pupils reaching the higher Level 5 in national tests has been below average. However, early results this year show that in mathematics, a higher proportion of pupils than average have achieved Level 6; this represents good achievement.
- The funding for disadvantaged pupils has been used to provide small group and individual support to improve literacy and numeracy skills. At Key Stage 1, the gap in their achievement and that of others is successfully narrowing but this is not the case in Key Stage 2. In 2014, disadvantaged pupils in Year 6 were eight months behind other pupils in school in reading and 10 months behind all pupils nationally. In

writing, they were eight months behind others in school but 12 months behind others nationally. Disadvantaged pupils are making the same rate of progress as pupils nationally in writing but slower progress in reading and mathematics. In the current year, early indications are that the gap has not yet narrowed.

- Just occasionally, pupils are educated at alternative provision which better meets their needs. They make similar progress to those pupils educated full time in the school.

### The early years provision

is good

- Children start in the Nursery class with the skills and abilities which are typical for children of their age. They settle quickly into the stimulating and supportive environment, and soon begin to make progress. By the time they enter Year 1, the proportion of children who have achieved a good level of development is above average and has increased regularly in the last three years. Children make good progress in Nursery and Reception so that they are well prepared for Year 1 work. Girls made stronger progress than boys last year, but boys have caught up and both girls and boys have done equally well in the current year.
- Teaching is good because learning is well planned so that the needs of children of all abilities are met. Adults rapidly assess learning and adjust their teaching to take children quickly on to the next steps. This was evident in sessions on letters and sounds and in the progress in writing seen in children's work.
- Pupils who may have special educational needs or who are not making enough progress are identified early so that effective support can be provided.
- Good use is made of the outside areas to stimulate children's imagination and natural curiosity to encourage them to explore learning in depth and to develop their social and communication skills. Adults use questioning effectively to help children communicate well.
- Children have a good sense of right and wrong and are keen to behave well. They are given clear routines to follow, enabling them to settle quickly into school life. They show good levels of cooperation with adults and other children.
- Links with parents are good. Parents are encouraged to involve themselves in their children's learning from the outset. There are home visits, 'stay and play' events and parent information days.
- Children are safe and secure in the early years setting.
- The leadership of the early years provision is effective. Leaders have good knowledge and use data well to check on children's progress. Training for the team is effective in improving provision. The school is aware that moderation with other providers would develop the team's understanding even further.

## 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>	107728
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	461864

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	488
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Pollard
<b>Headteacher</b>	Phil Sunter (Acting Headteacher)
<b>Date of previous school inspection</b>	19 May 2011
<b>Telephone number</b>	01924 326530
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