

Kirkheaton Primary School

New Road, Kirkheaton, Huddersfield, West Yorkshire HD5 0HR

Inspection dates

4–5 May 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Children in early years and key stage 1 are not making enough progress.
- Pupils in key stage 2 are not challenged consistently well enough to deepen their knowledge and skills in a range of subjects.
- The quality of teaching requires improvement as expectations are not sufficiently high across the school. Work set is not consistently challenging for pupils to make good progress in each key stage.
- Questioning does not probe consistently well enough to ensure that pupils think deeply about their learning.
- Leaders, including subject leaders, have not ensured that teaching has developed well enough to be good across the school. They have not ensured that the school's policy for marking and feedback is implemented consistently to strengthen pupils' progress.
- Over time, leaders and governors have not ensured that pupils' outcomes and the quality of teaching are good.

The school has the following strengths

- The headteacher and governors know the strengths and weaknesses of the school and have effective plans for improvement. Previous actions have strengthened progress in key stage 2 in reading, writing and mathematics.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. The curriculum promotes British values particularly well and is preparing children to become good citizens.
- Pupils say they are safe in school and enjoy school. They are motivated well by the varied and interesting tasks teachers prepare for them. As a result, attitudes to learning are good.
- Teaching assistants are managed well and make a good contribution to pupils' learning.
- Since the previous inspection, pupils' progress in reading has been consistently strong across key stage 2.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good in all subjects and all key stages, including early years, to ensure good progress by:
 - increasing expectations of what pupils and children can do so they are consistently high
 - skilfully questioning pupils and children to draw out high-quality responses to deepen their understanding
 - challenging pupils consistently well to ensure that work is of a high standard across a wide range of subjects.
- Increase the impact of leaders, including subject leaders and governors, by making sure that:
 - the quality of teaching is consistently good in all subjects and key stages
 - pupils' and children's outcomes are good across each key stage and especially in early years and key stage 1
 - the school's marking and feedback policy is applied consistently to strengthen pupils' progress.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Over time, the work of leaders and governors has not resulted in good outcomes for pupils and children. Their actions have not led to improvements in the quality of teaching across the school to ensure it is consistently good, particularly in key stage 1 and early years. As a result, leadership and management require improvement.
- Senior leaders and subject leaders have not ensured that teachers' expectations are consistently high enough to ensure good progress throughout the school. They have not ensured that the school's marking and feedback policy is applied consistently well to develop good progress across the school.
- There are clearly focused plans for improvement that are reviewed at regular points by leaders and governors. Improvements have been made to pupils' outcomes at the end of key stage 2 in reading, writing and mathematics because of focused planning and the support of the local leader of education.
- Systems for managing the performance of teachers are thorough, with a wide range of information contributing to determining the impact of teaching. Professional development is identified and includes visits to other schools and observing strong practice from other colleagues in school. The impact of this work has yet to be seen in consistently good outcomes across the school.
- There is a system of performance review for teaching assistants that identifies professional development opportunities. This is a good example of the school's commitment to equality of opportunity for all.
- The curriculum offers a wide range of activities. It contributes particularly well to pupils' spiritual, moral, social and cultural development and pupils' understanding of life in modern Britain. The curriculum contributes effectively to the development of pupils' literacy and mathematical skills. The curriculum is reviewed regularly and the school has introduced a number of schemes of work to strengthen the development of number and literacy skills. The curriculum is based on a series of termly topics such as 'How have the Victorians shaped Kirkheaton?', as well as a good variety of topics from other cultures. There are a good number of clubs and residential activities to engage pupils.
- The primary school physical education and sports funding is used well. There are good sporting activities for pupils to engage with. Sports coaches help pupils to be enthusiastic about sport. Staff believe they are more confident in supporting pupils in physical education activities because of the training they have received. The subject leader of physical education has trained 'play leaders' who organise games and activities for other pupils.
- The pupil premium funding is used effectively as the progress these pupils are making by the end of key stage 2 is in line with expectations or better than expected. The school has identified that additional support is required in key stage 1 and has strengthened its provision. Additional teachers and teaching assistants are supporting these pupils well. The money is also used to ensure that all have equality of opportunity and can attend residential and school visits.
- The local authority has brokered good support from a local leader of education and checks the school's progress regularly. The headteacher uses the local leader of education to confirm her views about what needs to be improved. Staff at Kirkheaton Primary visit Westmoor Primary School to collaborate and work with staff to strengthen teaching and pupils' outcomes. This has supported pupils' improving progress at the end of key stage 2. The local leader of education has helped to identify practice in early years that has helped to strengthen the provision. However, more has yet to be done to ensure that the overall effectiveness of the school is good.
- **The governance of the school**
 - Governors have taken action from a review of governance recommended at the previous inspection. They have audited their skills appropriately and are in a much better position to challenge and support the leadership of the school. They understand the school's strengths and areas for improvement and check the school's progress by holding leaders to account more thoroughly than at the previous inspection. There is a clear induction procedure for new governors to help them pick up their role quickly.
 - Governors check the funding of the school and ensure that resources are allocated effectively. They check the impact of the pupil premium funding and know that improvements have been made. Governors have a clear understanding of the arrangements linking teachers' performance to pay and to pupils' achievement.

- Governors are more challenging than in the past and are keen to find out the impact of leadership and management on pupils' performance. They challenge the headteacher and subject leaders to find out the impact of their work and to strengthen pupils' learning. Very occasionally, the response of leaders to governors' questions is not recorded in detail to ensure governors have a complete record of the response to their questions.
- The arrangements for safeguarding are effective. Staff are appropriately trained and vigilant. Governors check the quality of the school's work and know that links with parents and external agencies ensure that pupils are safe.

Quality of teaching, learning and assessment requires improvement

- The leadership of the school has made a concerted effort to improve the quality of teaching through a partnership with a good school in the locality and by providing training opportunities for staff to share best practice. Over time, teaching has improved in key stage 2 and there have been improvements in pupils' progress in reading, writing and mathematics. However, more is yet to be done to make sure that teaching is consistently good so that pupils' outcomes are good across the school. There are pockets of inconsistent teaching across a range of subjects in key stage 2 and, over time, teaching in key stage 1 has not been good enough to ensure good outcomes for pupils.
- Expectations are not consistently high across the school and pupils are not challenged well enough to ensure that they are making better than expected progress in their work. This does not contribute well to pupils gaining good knowledge and understanding of what is being learned. Additional challenge is not used sufficiently well to ensure that pupils gain a detailed understanding of topics and subjects. When challenging work is set, pupils 'rise to the occasion' and make good progress.
- Checking pupils' learning through questioning is inconsistent across the school. There are times when teachers and teaching assistants are too ready to provide answers to their questions and do not probe pupils' understanding well enough. When pupils provide detailed answers, the learning of others is not checked before moving on and some are left not understanding and their progress slows.
- Interesting tasks are well planned and capture pupils' imagination. Teachers link pupils' prior learning well to the varied tasks that are set for them. This supports effective learning. However, tasks can be too easy for some pupils and not challenging enough.
- Pupils' work showed that there are good opportunities for them to use their mathematical skills across a wide range of subjects. This makes a good contribution to their understanding of how to apply their mathematical skills in a variety of contexts. There are good opportunities for pupils to read a variety of materials to support their learning.
- Teachers focus well on developing pupils' ability to write for a specific audience and purpose. Examples of high-quality writing are clearly evident in pupils' work across the school. However, there are not enough opportunities for pupils to write at length to deepen their knowledge and understanding across a range of subjects. Expectations of the quality of English grammar, punctuation and spelling are not consistently high in topic work. There is good practice emerging, but the school is aware that further work has yet to be done.
- In pupils' work, and in lessons, there are examples of high expectations, strong challenge, highly effective checking of pupils' understanding through questioning and good adjustment of work to challenge pupils well. When these occur, pupils make strong progress and all groups of pupils achieve well, including the most-able pupils.
- Teaching assistants are well informed about the work they are expected to do and make a good contribution to pupils' learning, including those pupils with special educational needs or disability. Teaching assistants are well respected by pupils.
- Good relationships and mutual respect are strong and this helps lessons flow smoothly.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils are confident when speaking with adults. Many pupils hold doors open for adults and politely say, 'Hello, how are you?' The school is a welcoming place where children treat adults and each other with respect. Pupils listen well to the opinions of others.
- Pupils told inspectors that they enjoy school and they are safe. The police and fire services support the school in ensuring that pupils are knowledgeable about road safety, fire safety and aspects of personal safety when out of school. Pupils are clear about how to adopt safe practices when working with technology and using the internet. This is promoted well through computer lessons and other subjects.
- Pupils have good opportunities to participate in activities that will keep them fit and healthy. They have good opportunities to be active at lunchtimes and breaktimes, using a wide selection of play equipment. Sports coaches organise daily lunchtime activities such as tag rugby and football. Pupils have good opportunities to participate in additional clubs after school.
- Usually, pupils take pride in their work. However, the quality of presentation and spelling can vary when teachers' expectations are not high.
- Pupils enjoy the large number of opportunities available to them to take on responsibilities such as those of play leaders and members of the school council. Pupils know that they are listened to. For example, the school council suggested and designed the trim trail that was bought by the school's parent teacher association.
- Pupils are clear about what constitutes bullying and say that it is rare; school records confirm this. Pupils are confident that staff deal with bullying appropriately.
- The guidance pupils are given and the responsibility they readily take on give them a very good understanding of British values and prepare them well for life in modern Britain. There are good opportunities throughout the curriculum for pupils to learn about and discuss the values of respect, tolerance, law and democracy. The school's debating society considers questions such as, 'What is good about living in the UK?' and 'Are manners important?' Pupils are generous in supporting the work of charities and organising fund-raising events.
- School leaders have good systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils.
- Parents are confident that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- The school is a calm and orderly place where pupils manage their conduct well both inside and outside the classroom. They know what is expected of them and behave well. Very occasionally, when they are not challenged well or the pace of the lesson slows, a few pupils can lose concentration.
- Pupils know what is expected of them and behave well. They say that they believe behaviour is good around the school and in lessons. Most parents agree.
- Pupils enjoy opportunities to work together in class and to share ideas with others. Their attitudes to learning are good as they are keen to learn.
- Attendance is above average, with few pupils regularly absent from school. With the support of their parents, pupils are punctual to school. The attendance of disadvantaged pupils has improved and is now average.
- Pupils conduct themselves well in the school's dining area. They move safely around the school in an orderly manner. In the playground, pupils line up quickly at the end of lunch- and breaktimes to arrive punctually to their lessons.
- The school environment is well cared for and is litter free. Displays of pupils' work and other educational displays interest pupils and promote good learning.

Outcomes for pupils

require improvement

- Over time, the quality of teaching has not been good enough to ensure that pupils make good progress in key stage 1 in reading, writing and mathematics. In key stage 2, progress in a wide range of subjects is not consistently good.

- Since the previous inspection, attainment in key stage 1 has been broadly average in reading, writing and mathematics from broadly average starting points. In 2015, overall attainment at the end of key stage 1 slipped from average to below average because attainment in mathematics fell. Pupils have not made enough good progress in key stage 1 because of variations in the quality of teaching they receive.
- Leadership has focused its efforts on improving outcomes for pupils at the end of key stage 2 and this has worked well. Pupils' progress across key stage 2 has improved over the past two years and in 2015 it was strong in reading, writing and mathematics. From their low starting points, pupils reached average standards of attainment in reading, writing, mathematics and English grammar, punctuation and spelling. A small number of middle-ability pupils made the progress expected of them in mathematics, but did not make good progress. An analysis of pupils' work completed by inspectors showed that progress in key stage 2 remains better than in key stage 1 although there are some pockets of inconsistent progress in writing and mathematics. In key stage 1, expectations of what pupils can do are not high enough and although pupils are making expected progress, they are not challenged well enough to do better than that.
- The analysis of pupils' work showed that in key stage 2, in subjects other than English and mathematics, pupils are not challenged well enough to deepen their understanding of the topics they are studying. There is good work in art. In other subjects, there are times when pupils are challenged well but this is not consistent across subjects and year groups. As a result, more is yet to be done to ensure that pupils make good progress in a wide range of subjects.
- The most-able pupils are challenged well in English and mathematics and by the end of key stage 2 they have made similar progress to others nationally. Across the school, these pupils generally make better progress than others in English and mathematics. In mathematics they are challenged well through the use of resources from the National Centre for Excellence in the Teaching of Mathematics.
- There are too few pupils who have special educational needs or disability to make meaningful comparisons between their outcomes and those of others in the school and nationally.
- Disadvantaged pupils are making better progress than others in school because of the good support they receive and attainment gaps are closing in most year groups. Those disadvantaged pupils leaving Year 6 in 2015 made strong progress, but gaps in attainment between others in school and nationally did not close because of their low attainment at the end of key stage 1. The school is tackling gaps in attainment at key stage 1 and indications are that they are narrowing.
- Reading is a strength of the school. Inspectors found that pupils in Year 6 read well. The school has a good range of interesting books that pupils enjoy. Pupils say they read a lot at home and they enjoy reading because, 'You can imagine what is happening and picture it'. The school promotes reading strongly. Many parents and 'reading friends', who are other adults, volunteer to listen to pupils read. Year 5 and 6 pupils, 'reading buddies', listen to younger pupils read and say they enjoy this. They say that the younger pupils read well. Pupils in Year 2 enjoy reading and read well. However, as in their other subjects in key stage 2, pupils would benefit from more challenging texts to strengthen their progress. In 2015, the proportion of pupils attaining the expected standard in the screening check for reading was above average. School information indicates that it is expected to be above average this year.

Early years provision

requires improvement

- Over time, teaching and leadership both require improvement. Expectations have not been high enough to ensure that most children make more than expected progress.
- Very recent changes in the management structure of the early years provision have been made. The local leader of education has helped to identify some areas for improvement and changes have been made to strengthen the provision. The leader of the provision is clear about what needs to be improved, although it is too soon to see the full impact on children's outcomes.
- Most children enter Nursery with skills that are typical for their age, with some children slightly above. Over time, they leave Reception with good levels of development in line with national expectations. Children are not given sufficient extra challenge to make better than expected progress. Higher expectations from adults are required so that more children can attain skills that are above those found nationally.
- Over time, there have been exceptionally too few children who have special educational needs or disability to make meaningful comparisons with the progress of others in the provision.

- Disadvantaged children are making at least the same progress as others because of the good support they receive. The proportion of these children attaining a good level of development in 2015 was average.
- Children's progress is checked regularly and recorded in the school's tracker system. This enables staff to identify any gaps in provision. These are swiftly addressed and plans for learning are adjusted to strengthen children's progress.
- The classrooms and outdoor areas are arranged creatively for imaginative play. Children were very keen to invite the inspector to their party, and share their shopping lists created in the writing area.
- Children have good concentration and listen well. They concentrated for long periods of time when they were sorting and ordering materials and experimenting with which ones made the biggest splash in the puddle.
- Recent developments have included further enhancement of the learning opportunities in the outdoor area, particularly with regard to mathematical skills. However, many of the leading questions displayed, and those used by staff during activities, do not challenge children to think critically to strengthen their understanding.
- Reading skills are taught well. A love of reading is embedded in the early years. Homework is set to develop reading skills and this makes a good contribution to children's progress.
- Children's behaviour is good. They cooperate with adults and with each other. They follow instructions and know the routines to follow throughout the day. They sit, listen and respond well to questioning. They wait to take their turn in adult-led activities, watching and learning from other children. Their personal development and welfare are good.
- Children are well looked after and there are secure procedures for safeguarding. They are taught effectively how to keep themselves safe. They understand what makes something dangerous because it is 'sharp or hot'. Road safety is taught in the outdoor area with children taking on different roles such as a crossing patrol warden. Children and adults discuss safe behaviours, such as what to do when crossing the road and why it is necessary to hold an adult's hand. There are occasions when adults do not intervene swiftly enough in outdoor play to ensure that children benefit fully by using resources correctly.
- There is a high level of parental involvement. Parents contribute to their child's learning journal and are kept well informed about their progress. The school runs a variety of workshops to help parents support their children's learning and has put links to additional resources on its website for parents to use at home.
- Children leave the Reception class ready to start their work in Year 1 with positive attitudes to learning.

School details

Unique reference number	107683
Local authority	Kirklees
Inspection number	10011990

This inspection 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	426
Appropriate authority	The governing body
Chair	Michael Benn
Headteacher	Samantha Gallant
Telephone number	01484 548049
Website	www.kirkheatonprimary.com
Email address	office.kirkheaton@kirkleeseducation.uk
Date of previous inspection	19 February 2014

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are of White British backgrounds. Almost all pupils speak English as their first language.
- The proportion of pupils who have support for special educational needs or disability is well below average.
- The proportion of pupils with a statement of special educational needs an education, health and care plan is average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- Children in the early years provision receive part-time education in Nursery. In Reception, they receive full-time education.
- The school holds the Kirklees Inclusion Quality Standards award.
- A local leader of education from Westmoor Primary School, Dewsbury, supports leaders and managers with the development of teaching and learning.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with the headteacher.
- Throughout the two days of the inspection, inspectors spoke with pupils about learning and safety.
- Inspectors listened to pupils read aloud. They reviewed pupils' work in lessons and analysed samples of work in pupils' books with middle leaders.
- An inspector held meetings with the chair of the governing body and three other governors. Inspectors also held meetings with senior leaders and other staff. An inspector held a meeting with a representative of the local authority and the local leader of education.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors spoke with parents during the inspection and analysed 100 responses to the online questionnaire for parents, Parent View. They also analysed a school questionnaire completed by parents.
- The lead inspector analysed the 80 responses given by pupils to the online questionnaire.
- Inspectors analysed 10 questionnaires completed by staff.

Inspection team

James McGrath, lead inspector	Ofsted Inspector
Geoffrey Dorrity	Ofsted Inspector
Peter Heaton	Ofsted Inspector

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