

Bywell Church of England Voluntary Controlled Junior School

Bendigo Road, Dewsbury, West Yorkshire WF12 7LX

Inspection dates

11–12 December 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads the school with a strong moral purpose. Her unwavering vision for all pupils in the school to succeed is adopted wholeheartedly by leaders, staff and governors.
- All leaders contribute very effectively to school improvement. This is because the headteacher has established a highly successful leadership structure where senior and middle leaders can be ambitious and innovative.
- Leaders' decisive actions have ensured that disadvantaged pupils make strong progress across the school.
- Teachers and teaching assistants are highly skilled. They know their pupils well, expecting and encouraging them to apply themselves within lessons.
- Pupils' progress across key stage 2 has improved in reading, writing and mathematics over the past three years. Progress in writing is not as strong as it is in reading and mathematics.
- Pupils' behaviour in lessons and around school is impeccable. There are effective strategies in place to promote high standards of behaviour and to help pupils become self-disciplined.
- Governors are committed to their roles and want the best for the pupils in the school. Governors know the school's strengths and provide high challenge to leaders
- The school's Christian values are of high importance to staff and pupils. Pupils demonstrate that they have a strong understanding of these and British values, relating them to many aspects of their learning.
- There is a strong culture of safeguarding that permeates the school. Pupils say that they feel safe and are taught how to keep themselves safe, including when online.
- Leaders provide a varied curriculum which promotes pupils' spiritual, moral, social and cultural development. There is a strong emphasis on pupils learning within and beyond the classroom. There are fewer opportunities for pupils to develop their writing skills across a range of subjects.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of writing across the school by:
 - providing more opportunities for pupils to write at length in subjects other than English, including, but not exclusively, for the most able pupils
 - ensuring that the presentation and accuracy of writing across all subjects is of the highest quality
 - further developing pupils' basic skills in writing.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and her senior team lead the school very effectively, with a strong principled approach and a determination for pupils to reach the best possible outcomes. Central to the success of the leadership in school is the shared leadership structure which enables all staff to drive forward their area or subject, within a shared vision for high achievement.
- Leaders have clear roles and responsibilities. They receive a wide range of opportunities to develop their leadership skills further, including high-quality professional development. The headteacher enables the senior and middle leaders to make their own decisions but also ensures consistency in their focus. This is done by overseeing all leadership actions to ensure that they are aimed at improving outcomes for pupils.
- Middle leaders are enthusiastic and confident when leading their subjects. They support teachers very effectively, providing bespoke training to continually improve the quality of teaching. Staff morale, therefore, is high. Middle leaders carefully assess the effect their actions have on pupils' successful outcomes. Changes to the way that mathematics and reading are taught have been implemented successfully. As a result, progress in mathematics and reading are strong for pupils in all year groups across the school. The curriculum is varied and is underpinned by the development of pupils' knowledge and skills in each subject. Pupils talk with enthusiasm about science experiments and their outdoor learning. For example, they relished using the Latin names of plants during a tree-planting session. All pupils learn the essential skills in French in preparation for secondary school.
- Leaders provide a curriculum which promotes pupils' spiritual, moral, social and cultural (SMSC) development extremely well. Opportunities for SMSC are threaded skilfully and naturally through the curriculum and wider school life.
- Leaders use the pupil premium funding well. As a result, disadvantaged pupils make good progress, particularly in reading and mathematics. Leaders are quick to identify any barriers to learning so that additional support can be provided. The attendance of disadvantaged pupils has also improved over the last three years to be in line with national averages.
- The leader for physical education (PE) and sports premium uses the funding well to make a positive contribution to pupils' interest and participation in games, sports and physical activity. Pupils take part in an impressive range of sports, such as taekwondo, body balance and multi-sports. Staff have developed their skills in teaching PE by working closely with the sports coach.
- The special educational needs coordinator has a detailed and thorough system in place to track the progress of pupils with special educational needs and/or disabilities (SEND). The additional funding received for pupils with SEND is used effectively to provide adult support and specific resources. Consequently, pupils with SEND generally make good progress from their individual starting points.

Governance of the school

- The governors bring a wide range of skills and expertise to their role. They support and challenge school leaders effectively. The recently appointed chair of the governing body has quickly established her role and, together with all governors, shares the aspirations of school leaders to consistently improve outcomes for all pupils.
- Governors know the school well because they are regular visitors. They meet frequently with middle leaders to discuss how leaders' actions are making a difference to teaching, learning and outcomes across the school. Governors meet regularly with pupils to talk about their learning.
- Governors regularly evaluate their own skills and experience through a governor skills audit. They use the findings of this audit to identify governor training and allocation of specific responsibilities. For example, the governor responsible for safeguarding has attended safeguarding training courses. She uses the knowledge gained to check that leaders' safeguarding arrangements across the school are fit for purpose.
- Governors monitor the finances of the school closely and talk confidently about how they assure themselves that the school remains financially stable. For example, the governors have a strong understanding of how the pupil premium is used because they have detailed input into developing the pupil premium strategy. They make regular checks on the difference the pupil premium funding has made to the outcomes for disadvantaged pupils because they are determined that all pupils do well. Governing body minutes show that governors provide the headteacher with a high level of challenge.

Safeguarding

- The arrangements for safeguarding are effective. There is a strong culture of safeguarding across the school which focuses on everyone making the school a safe place to be. The school site is safe and secure with appropriate risk assessments carried out where additional adult supervision or safety measures are required.
- There are clear and accountable safeguarding practices embedded in the school. Staff attend regular training so that they know how to keep pupils safe. They understand that safeguarding is everyone's responsibility, take all safeguarding concerns seriously and follow the correct procedures. Highly trained leaders of safeguarding liaise positively with staff and governors as well as with professionals from external agencies. Safeguarding leaders manage the detailed system for recording concerns and follow-up actions effectively. They ensure that they make relevant and timely checks on all staff, governors and volunteers as well as visitors to the school.

Quality of teaching, learning and assessment

Good

- Teachers and teaching assistants are skilled and have secure subject knowledge. They constantly seek to improve their practice. They work effectively together. They are supported by skilled subject and senior leaders who create many opportunities for staff

to share expertise and develop their teaching skills.

- Relationships among pupils and between adults and pupils are honest, open and kindly. The atmosphere in the school's attractive classrooms and around the school is vibrant, with pupils responding very promptly and enthusiastically to staff requests and questions. Pupils work well together.
- Pupils take real delight in learning. They rise to the challenge of high staff expectations. There is a culture of collaboration and exploration in lessons. Pupils want to do well. Generally, pupils take pride in their work and the presentation of work is good, particularly in Years 5 and 6. In Years 3 and 4, the quality and accuracy of writing is more variable.
- Staff use questioning well to elicit detailed responses from pupils and address misconceptions. Inspectors saw examples of staff using questioning skilfully to develop pupils' knowledge and understanding. For example, in a Year 5 class, an inspector saw a pupil speak at length, and in depth, about the ways in which the writer of the text they were reading created literary effects. The teacher encouraged this lengthy and interesting response through deft, yet short, interjections. The rest of the class listened intently.
- Teaching assistants are deployed effectively. They have a positive impact on learning and pupils' well-being. Teaching assistants help remove barriers to learning by keeping pupils on track and focused on the task in hand. Teaching assistants show high levels of skill, particularly in their use of questions. Inspectors saw examples of teaching assistants teaching whole classes with flair and great effect.
- Mathematics is taught well. Teachers and teaching assistants use carefully structured work and focused questions to test out pupils' knowledge and skills and deepen their understanding. Pupils respond with enthusiasm. The diet of mathematics is varied, with an appropriate emphasis on problem solving that uses and tests out pupils' number and logic skills. Teachers promptly identify and address any misconceptions pupils have about an aspect of mathematics.
- Reading is a strength across the school. The whole-school approach has resulted in reading having a high profile. Pupils spoke with real enthusiasm about their reading and about the ways in which the school encourages them to read. Staff encourage not only a love of reading in pupils, but also a focus on developing young readers' skills in identifying the ways that writers use language to create effects and explore ideas.
- The whole-school approach to writing is having a positive effect on improving pupils' skills and confidence as writers across the school, especially in English. Teachers use a range of strategies to help ensure that pupils, especially in Years 3 and 4, have a firm grasp on basic writing skills. Staff move promptly to address issues such as the ways pupils hold their pens and form their letters. Leaders are aware, however, that there is still more work to be done so that pupils continue to develop their basic skills in writing to improve the quality and accuracy of writing for these pupils.
- As pupils move up the school, staff give pupils opportunities to develop their skills as writers in a range of genres, consciously suiting their written style to the purpose of their writing and the needs of their audience. These approaches are often linked to the class novel. However, there are fewer opportunities for pupils, including those who are

most able, to write at length in subjects other than English.

- Parents and carers receive regular and detailed updates about how their children are doing at school. As well as the regular written reports, staff are readily available if parents wish to talk about a particular issue. Parents said that they welcomed this.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Christian values are at the heart of the school's work. These values of respect, friendship, compassion, peace and justice permeate all aspects of school life. Pupils talk enthusiastically about what the values mean and why they are important. Staff and pupils have exceptionally strong relationships rooted in mutual respect. This is because staff know individual pupils well and want the very best for all pupils. Pupils say that they know that adults care about them and will listen to them.
- Pupils say that they feel safe and can talk confidently about how to keep safe, including when online. They say that bullying is very rare. Parents agree that their children are safe. Both parents and pupils say that they know what to do if they have a concern. This is because there is a wealth of information about staying safe for parents, pupils and staff around the school and on the school's website.
- The school's carefully planned curriculum encourages pupils to enquire, act and speak with others in mind. It also offers a wide range of opportunities to take on responsibilities. Pupils talked with pride and enthusiasm about their roles as playground buddies, e-cadets or British values representatives. Pupils could articulate their ideas and views well to inspectors because they have regular opportunities within the curriculum to consider the importance of communication, respecting individual differences, self-regulation and empathy. Pupils could demonstrate a mature understanding of how their actions have a positive effect on others and how this impacts upon pupils' well-being.
- Pupils could explain clearly how and why they are ready for the next stage of their education. They are well prepared for life in a modern, democratic Britain. Pupils are confident, self-assured and exhibit positive attitudes to learning. The focus that leaders have placed on developing pupils as successful learners has had a positive effect on pupils' progress.
- Pupils are proud of their school, themselves and each other. They also show an appreciation of different cultures and religions.
- Pupils understand the importance of staying healthy through strong self-esteem, regular exercise and healthy eating. Many pupils engage in extra-curricular activities, both in and out of school hours. For example, outdoor learning supports pupils to use science, mathematics and ecology skills in a real-life context, while assisted playtimes support pupils with vulnerabilities to develop their self-esteem and interpersonal skills.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct and behaviour around school is exemplary. They are polite, well mannered and considerate to others. Older pupils view themselves as important role models for the younger pupils and take that responsibility very seriously. They work together cooperatively in lessons and play amicably on the playground. The mature attitudes of pupils impressed inspectors. Pupils are confident and articulate. During the inspection, inspectors saw no disruptive behaviour at all. Pupils were engaged with their learning almost all the time. These positive attitudes to learning contribute to the strong progress that they make.
- Leaders recognise that self-discipline is vital to pupils having exceptional conduct. Leaders ensure that the curriculum offers a structure to address any emotional or behaviour needs that pupils may have. As a result, pupils develop strong self-regulation skills.
- Pupils' attendance is above the national average for all groups of pupils and continuing to improve securely. Leaders have been successful in reducing the proportion of pupils who are regularly absent from school.

Outcomes for pupils

Good

- In 2018 tests, the proportion of pupils reaching the expected and higher standards in reading, writing and mathematics was above the national average. Progress was above average in reading, well above average in mathematics and average in writing. As a result, pupils are well prepared for the next stage of their education.
- By the end of key stage 2 in 2018, disadvantaged pupils made well-above-average progress from their respective starting points in reading and mathematics. Progress made in writing by disadvantaged pupils was average.
- The school's own assessment information for current pupils shows that most pupils, including those who are disadvantaged, make good progress in reading and mathematics across the school. This assessment was supported by work seen in pupils' books. Pupils' progress rates in writing are not as strong.
- Assessment information shows that pupils with SEND are generally making good progress from their starting points. In 2018 tests, the progress measures of pupils with SEND were well above the national average in reading and mathematics and average in writing. This is because of the effective support that pupils with SEND receive and the extensive systems that are in place to make relevant checks of their learning.
- Leaders took decisive action to change the way that reading is taught. Pupils say that they enjoy reading. They are confident and can use their phonic skills to read books which are matched to their reading ability. A new approach to the teaching of reading has inspired pupils to respond enthusiastically to class novels and extracts from books, with growing confidence and precision. Pupils complete reading comprehension exercises regularly. Teachers use these to assess pupils' inference and deduction skills as well as to identify what pupils need to learn next.
- Work in pupils' books demonstrates that outcomes in mathematics across the school

are strong. There are examples of mathematical skills being applied in different subjects, for example in science and geography. By the time pupils reach the end of Year 6, work in pupils' books indicates that pupils take a pride in their work and write competently. However, the standard of writing is not as strong in subjects other than English and opportunities to write at length in these subjects are limited.

- Leaders place a high priority on learning the basic skills of writing. They are aware that this priority should continue so that achievement in writing is closer to that of reading and mathematics.
- The creative curriculum helps pupils to develop a range of life skills and knowledge. For example, in outdoor learning, pupils study first aid and learn many aspects of health and safety. In science, geography and mathematics lessons, pupils have opportunities to develop their enquiring and investigative skills. This prepares pupils well for their secondary education.

School details

Unique reference number	107706
Local authority	Kirklees
Inspection number	10053756

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	Zoe Birkin
Headteacher	Zaheda Adam
Telephone number	01924 460666
Website	www.bywelljuniorschool.co.uk
Email address	office.bywell@kirkleeseducation.uk
Date of previous inspection	31 January 2018

Information about this school

- This school is larger than the average-sized junior school.
- Most pupils are White British.
- The proportion of disadvantaged pupils eligible for the pupil premium is broadly average.
- The proportion of pupils with SEND is below average.
- The proportion of pupils who speak English as an additional language is below average.
- The school offers a breakfast club and a range of other sessions before school. The school also offers a range of clubs and activities after school.

Information about this inspection

- Inspectors observed teaching and learning in all classes. In most of these sessions, senior leaders accompanied them. The quality of pupils' work in a wide range of subjects and in all classes across the school was scrutinised.
- Inspectors observed behaviour at breaktimes and in the dining hall.
- The lead inspector spoke to members of the governing body, the school improvement partner from the local authority and the school improvement adviser from the Church of England diocese of Leeds.
- Inspectors considered the 23 responses to Ofsted's online survey, Parent View, including parents' free-text responses. Inspectors also considered 22 responses to the staff questionnaires and one response to the pupil survey. Inspectors met with parents at the start and end of the school day. Two meetings were held with parents of pupils with SEND.
- Inspectors listened to pupils read.
- Inspectors met with groups of pupils to listen to their views about the school. The views of the other pupils were gathered during lessons and at lunchtime.
- A range of documentation was examined, including a summary of the school's self-evaluation, the school development plan, safeguarding information, pupil premium documents, sports premium documents, the school's assessment information and governing body meeting minutes.

Inspection team

Alison Aitchison, lead inspector	Her Majesty's Inspector
Mark Evans	Her Majesty's Inspector
Paul Plumridge	Ofsted Inspector

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