



Newsome Junior School

Inspection Report

Unique Reference Number 107630
LEA Kirklees
Inspection number 277789
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Mr Tony Thornley CfBT Lead Inspector

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

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|------------------------------------|--------------------|---------------------------|---|
| Type of school | Primary | School address | Castle Avenue |
| School category | Community | | Newsome |
| Age range of pupils | 7 to 11 | | Huddersfield, West Yorkshire HD4 6JN |
| Gender of pupils | Mixed | Telephone number | 01484 226689 |
| Number on roll | 235 | Fax number | 01484 226689 |
| Appropriate authority | The governing body | Chair of governors | Mrs J Dorrington |
| Date of previous inspection | 20 June 2000 | Headteacher | Mrs Jean Farmer |

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Introduction

The inspection was carried out by a team of two additional inspectors.

Description of the school

Newsome Junior School serves a mixed community on the outskirts of Huddersfield. It shares a green field site with a high school, to which many of the school's pupils transfer. The school's intake contains pupils of all abilities, including an above average proportion of pupils with learning difficulties and/or disabilities and more boys than girls. Pupils come from a range of ethnic backgrounds, although few require additional support with English. The school population is very stable; few pupils enter after the start of Year 3.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

Newsome Junior is a good school with a number of outstanding features. Pupils are very well cared for and make good progress. Their enjoyment of learning and the excellent environment in which they learn is evident to any visitor to the school. It is reflected in the overwhelmingly positive views of their parents.

Teaching and learning are good. Pupils of all abilities, including those with learning difficulties and/or disabilities, achieve well. They are taught a broad and balanced curriculum which develops their emotional and thinking skills as well as their knowledge and understanding. Pupils are given very good opportunities to make choices about how they use their time. They respond enthusiastically to this and, as a result, develop their independence. Their behaviour is good; it is well-managed by staff.

Leadership is outstanding. The school knows its own strengths and the areas on which it needs to focus very well. There is a strong learning culture at all levels, supported by thorough analysis and evaluation of practice. Links with other partners are an important aspect of the school's work. They are used to enrich the curriculum, to provide additional support for pupils who need it and to let other schools benefit from the good practice at Newsome.

Governors are well-informed and supportive. The school provides good value for money and its capacity to improve still further is also good. It has made excellent progress since the last inspection.

What the school should do to improve further

The school knows that it needs to:

- continue to develop pupils' abilities to learn independently
- extend the use of information and communication technology (ICT) by staff and pupils
- consider how pupils' excellent progress in science can be matched in English and mathematics.

Achievement and standards

Grade: 2

Achievement and standards are good. When pupils enter school in Year 3, their levels of attainment are similar to the national picture. At the end of Year 6, in recent years, attainment in English and mathematics has been above average and attainment in science has been well above average. In 2005, attainment in Year 6 in all three subjects was broadly in line with national averages and with the school's targets. The changes from year to year are mainly due to differences in the groups of pupils taking the tests. In line with its usual practice, the school has undertaken a rigorous examination of test results and has already incorporated strategies for improvement in its teaching.

Pupils make good progress throughout school. This is based on good teaching, a rich curriculum which includes a wide range of opportunities for pupils to develop their own interests, and very high quality care and guidance. Pupils from different groups, including those of higher ability and those with particular gifts or talents, get good support and achieve well. The school is particularly effective at helping pupils with learning difficulties and/or disabilities to succeed.

Personal development and well-being

Grade: 1

Pupils speak in glowing terms of their enjoyment of school, and of the safe and secure framework which it provides for their learning. Parents are overwhelmingly supportive about what the school does; many reported individual examples of how their child had been helped at school. Relationships are very good between all those in the school community. Pupils know that the staff care deeply about their welfare and progress.

Pupils' enjoyment of school is reflected in their good attendance and behaviour. Some pupils behave badly at times, but the school manages the challenges they present very effectively and bullying is very rare. Pupils are given significant responsibilities, both for their own learning and to help others. The school council has a high profile; their views are taken seriously and are acted on. Members have interviewed prospective teachers and helped to improve lunchtime arrangements.

The school's programme of personal, social, citizenship and health education provides an excellent foundation for pupils' understanding of right and wrong, of healthy lifestyles and of each other. Pupils talk with passion about the opportunities which the school has provided for them to reflect on others' needs and on their own feelings and values. They work well together and, increasingly, are developing skills to be independent and successful learners.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because teaching is good overall and, at its best, outstanding. Teachers work together to share expertise and plan lessons that are stimulating and which pupils enjoy. Relationships between pupils and staff are very good and the school provides a well managed and supportive environment in which pupils can learn. The school uses teaching strategies based on the development of thinking skills and successfully involves pupils in the assessment of their own work. It sets challenging but appropriate targets for all of its pupils. Nearly all respond positively; the school's high expectations help pupils to learn. The needs of pupils with learning difficulties are met well, with an important contribution from teaching assistants.

Teachers know their pupils well. They collect a wide range of data about how well pupils achieve, particularly in English, mathematics and science. They make good use

of this information to determine what pupils need to do to make progress, and which teaching strategies to use to achieve this.

Curriculum and other activities

Grade: 2

The school provides a rich and stimulating curriculum which meets the learning needs of all pupils. Statutory requirements are met. Provision for English and mathematics is good and for science is outstanding. The use of information and communication technology (ICT) is much improved since the last inspection. The programme of topic work and the development of links between subjects are strong. Pupils' different heritages are drawn on to promote understanding of different cultures. The school has achieved several external accreditations, for example Sportsmark, Artsmark Gold and the Basic Skills award, which reflect the quality of its provision.

There is a wide range of enrichment activities. The wildlife garden in the school grounds and the sports facilities shared with the secondary school are well used. The school welcomes visitors to broaden pupils' experiences. These include actors, artists and members of the local community. There is a good programme of visits and residential trips and a very wide range of extra curricular activities which include clubs for various sports, arts and science, and an excellent choir. The activities involve all the staff and a very high proportion of pupils.

Care, guidance and support

Grade: 1

The quality of care provided by the school is outstanding. Every pupil's progress matters to every member of staff. High standards are set and consistently applied throughout the school, both for progress and for behaviour. Pupils' feelings are valued and encouraged. Any misbehaviour is dealt with very effectively, with clear, progressive sanctions which are understood and supported by pupils.

The school takes pupils' safety very seriously. Risk assessments for the many visits which the school arranges, child protection arrangements and health and safety matters are all managed well.

Pupils are encouraged to think for themselves and to develop independence. At breaks, lunchtimes and for half an hour before school, pupils are able to choose from a range of activities in safe and secure situations. They value this, as they value 'choosing time' on Fridays when they can select from a wide range of activities, some of which are pupil initiated and run. Staff have created a close and caring community, summed up by a pupil: 'It's a bit like a family'.

Leadership and management

Grade: 1

The school is very well managed and leadership is outstanding. The headteacher and other senior leaders know how good the school is, what it does well, and how it can do better.

Leaders are also learners, and inspire a learning culture at all levels. They model the skills that the school is trying to teach its pupils. For example, critical thinking analysis is part of the school's evaluations as well as the pupils' work. New ideas are welcomed, but are only adopted where they will make a difference for pupils. The school reviews its work regularly, taking good account of the views of pupils, parents and staff.

Leaders have a sharp focus on standards, and on the importance of teaching and learning, and teachers and learners, in setting priorities. This focus is shared by all teachers. It is evident in the high quality of teaching and its impact on pupil achievement. The staff form a hard-working, supportive and self-critical team. Middle leadership is strong, although short-term absences have led to some, temporary, loss of expertise whilst other staff adapt to new roles. These changes have been well managed and have not deflected the school from its determination to fulfil each pupil's potential.

Leaders have established very supportive partnerships with others. For example, pupils and staff work with other schools to share the good practice which exists at Newsome.

The governing body fulfils its statutory responsibilities well. Governors are well informed about the school's progress. They have good individual links with classes and with subjects and provide constructive support to the headteacher. The school has made excellent progress since the last inspection. It knows what needs to be done to continue to improve pupils' achievements.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | NA | NA |
| The effectiveness of the school's self-evaluation | 1 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 1 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 1 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 1 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming Mr. Howard and me when we inspected your school. We both enjoyed the time we spent with you, especially the chance to talk to some of you and to see your work and activities.

What we liked most about your school:

- you told us that there are many good things in your school; we agree with you
- you and your parents told us how much you enjoy school
- you do well in lessons and achieve hard targets
- your teachers and their assistants are very good: they teach well and care about you and your work
- you have a really good school council which helps the school to run well
- the choices you have in school at Choosing Time and the way the school helps you to behave your best, including Sorry Club, are very good
- you take part in a wide range of activities; we particularly enjoyed the chance to hear many of you singing in the choir
- your school is very well run; your headteacher and her staff know what to do to make it even better.

What we have asked your school to do now:

- help you to be able to learn on your own as well as with your teacher
- think about how you can do even better in English and mathematics
- encourage you and your teachers to use computers and digital whiteboards even better than you do now.

We wish you all the very best for your future at Newsome Junior School.