



Upper Whitley Junior and Infant School

Inspection Report

Unique Reference Number 107664
LEA Kirklees
Inspection number 277800
Inspection dates 24 May 2006 to 25 May 2006
Reporting inspector Mrs Linda Murphy CfBT Lead Inspector

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

Type of school	Primary	School address	Liley Lane
School category	Community		Grange Moor
Age range of pupils	5 to 11		Wakefield, West Yorkshire WF4 4EW
Gender of pupils	Mixed	Telephone number	01924 326804
Number on roll	61	Fax number	01924 326804
Appropriate authority	The governing body	Chair of governors	Mr T Lyles
Date of previous inspection	27 November 2000	Headteacher	Mrs L Wigelsworth

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small village school serves the former mining village of Grange Moor to the west of Huddersfield. The percentage of pupils with learning difficulties and/or disabilities, and those entitled to free school meals is average. Most pupils are of White British heritage. A few are from minority ethnic heritages but all speak English fluently. The school has been an Investor in People since 2003.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory with some good aspects. Standards are broadly average and have been for the last three years. Children make satisfactory progress. Strengths are in the children's good behaviour, attitudes and relationships and the good level of care the school provides. The quality of teaching and learning is satisfactory overall although it varies between year groups. It is based on a broad and balanced curriculum which is enriched well through a range of visits and visitors. The quality and standards in the Foundation Stage are satisfactory. A newly established class for the Reception children has been set up although it is too early for its impact to be seen in raised standards. The arrangements to check how well pupils are progressing are established, but insufficient use is made of the information to really challenge the children who have special gifts and talents. The headteacher sets a clear lead for the staff and children and has successfully improved links with parents. Parental views of the school are very positive. The school understands its strengths and areas to be developed but over-estimates its overall effectiveness. It too favourably judges standards, achievement, the curriculum, teaching, learning and leadership. It is in part over reliant on the headteacher who has a particularly large work load. Because the school is small each teacher has a range of subject responsibilities and not all are fully developed. The support role of other senior managers is at an early stage of implementation. Governance is satisfactory. Since it was last inspected, the school has made steady progress showing a satisfactory capacity to improve. It provides satisfactory value for money.

What the school should do to improve further

- Fully implement the role of subject leaders and senior managers to ensure that all aspects of pupils' learning are led effectively.
- Make sure that the skills of the gifted and talented children are developed well.
- Improve the quality of teaching and learning to that of the best in the school.

Achievement and standards

Grade: 3

Children's attainment when they enter school is generally at the level expected for their age. By the end of the Foundation Stage, Year 2 and Year 6 standards are broadly average. Children's achievement is satisfactory throughout the school. This includes children with learning difficulties and/or disabilities who make sound progress due to the diligence of the class teachers. Although children who are gifted and talented mostly reach levels higher than expected for their ages they are not always fully challenged in the areas where their gifts and talents lie. Standards in writing and information and communication technology (ICT) have improved since the last inspection. By the end of Year 6 standards in writing have been raised to an average level. This is as a result of improvements in the teaching of writing and by showing parents how to help their children. Standards in ICT are higher than expected for

children's ages. In mathematics pupils reach broadly average standards. They are able to apply their skills at computation to tackle a sound range of mathematical problems. The school meets its targets.

Personal development and well-being

Grade: 2

Children's personal development, including their social, moral, spiritual and cultural development is good. This is the same as the school's evaluation. The family atmosphere and sense of community is strong. Children are enthusiastic about school and as a result their attendance is good. Older pupils enjoy taking on responsibility and there are good opportunities to involve pupils in decision-making and in contributing to the life of the school. The school forum regularly brings together groups of pupils across the age range to discuss pertinent school issues. From this the buddy system has been established which has improved the quality of playtime for the children. Older children show much care towards the younger children and take delight in their successes. Older children set a good example to others. Children work hard to earn the much sought after 'well done awards' presented for good work and good deeds. Children acquire good skills in ICT and satisfactory skills in English and mathematics which they will find useful in later life. Children have a clear understanding of the importance of a healthy lifestyle including how to keep safe. An award winning cook helps to ensure that children enjoy a good range of healthy food. Children contribute well to the school and local community.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Some teaching of good quality was seen during the inspection which reflected the school's evaluation of this aspect. However, some inadequate teaching was also seen. The variability in quality means that the children's learning is satisfactory overall. Strengths are in the strong relationships and the good classroom organisation. Time is used well. Questioning is of good quality and extends pupils' thinking. It provides plenty of opportunities for speaking and listening. Early morning activities prior to the start of lessons 'gets the cogs going' and give a good start to each day. Not all teaching is of this quality. The weaker teaching lacks pace and challenge especially for those capable of attaining highly. Expectations are insufficiently high. Teaching assistants give satisfactory support - often to groups of children requiring extra help. Assessment is satisfactory overall but the information is not always used well enough in the teaching to take account of the needs of the gifted and talented pupils.

Curriculum and other activities

Grade: 3

The school correctly judged its curriculum to be satisfactory. In the Foundation Stage the practical curriculum promotes the children's personal development and enjoyment in learning. The curricular planning at this stage is building up term by term. The constraints presented by the building are overcome as much as possible to provide outdoor learning for the children in the Reception class. The school addresses the needs of the mixed age classes through satisfactory planning. It has yet to formally plan links so that the skills developed in literacy and numeracy are used to the fullest extent in all subjects. Children study a broad range of subjects but there is too little challenge built in for those with special gifts and talents. The curriculum is extended well through visits to the locality and a good range of visitors such as bakers, dancers and musicians. These contribute well to the children's enjoyment. Most children benefit from a residential visit where they have good opportunities to further develop their social skills and improve their physical fitness.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good and promotes the children's personal development well. This judgement matches the school's evaluation. Arrangements for child protection and for ensuring pupils' health and safety are good. Pupils say they feel very safe and have an adult to go to if they have concerns. The atmosphere in school is calm and orderly. It promotes a happy family ambience which results in the school meeting its aim to enable children to be 'happy, confident and ready to learn'. Children are aware of the targets set for their progress and on the whole know what they need to do next to improve. Children who need extra support to help them learn are identified early and individual plans are made for them. These are satisfactory overall although at times the targets are too broad to ensure quick success.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory with strengths in the leadership of the headteacher. Children's personal development and the care the school provides are all well led and the mentoring of newly qualified teachers is effective. Management responsibilities have been delegated but other senior staff do not always provide the necessary level of timely support required to raise standards quickly. Depending on the number of staff in this small school subject leadership may change year to year. As a result some subject leadership has yet to take a full lead on standards. This results in a heavy work load for the headteacher who is determined that the quality of education does not suffer. The school has satisfactory arrangements to track children's progress. The information is mostly used to set challenging targets although the gifted and talented children are not always well catered for. Plans for improvement are well considered on the whole and the implementation is led with resolve by the

headteacher. The pace of development is steady. Governance has improved in terms of monitoring and this provides a clear picture of the school's strengths and areas to develop. Nonetheless the school overestimates its effectiveness and views the majority of aspects too favourably. The school gathers the views of parents and pupils and takes appropriate action. For example, developing good links with the local secondary schools after taking account of what the children and parents had to say. Financial management is prudent and ensures that resources are used to the best advantage for pupils.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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 your help when I inspected your school. You were very polite and told me a lot about your work and the school. The inspection shows that:

- your behaviour is good and you get on well and listen carefully to others
- the adults in school care well for you and this helps you to feel safe and to know about the importance of keeping healthy
- your attendance at school is good and you have good attitudes to learning
- your writing has improved and your skills at information and communication technology are higher than usually seen
- the school forum works well. Older children look after the younger ones and set a good example for them to follow
- you have lots of opportunity to go out on visits and to welcome visitors to your school.

I have asked the school to make improvements to help you learn faster. These are to:

- help those of you who have special talents in particular subjects to reach your full potential
- to make sure that teaching is always of the best quality in all year groups so that you all learn as quickly as you can
- for teachers with extra responsibilities to give more help to the headteacher in leading and managing the school.

You can help by continuing to work hard. I wish you well for the future.