



# Heaton Avenue First and Nursery School

Inspection Report

**Unique Reference Number** 107668  
**LEA** Kirklees  
**Inspection number** 277801  
**Inspection dates** 16 November 2005 to 17 November 2005  
**Reporting inspector** Mr James Kilner HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Westcliffe Road
<b>School category</b>	Community		Cleckheaton
<b>Age range of pupils</b>	3 to 9		West Yorkshire BD19 3EP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01274 335228
<b>Number on roll</b>	247	<b>Fax number</b>	01274 335230
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr V White
<b>Date of previous inspection</b>	31 October 2000	<b>Headteacher</b>	Mrs M Lee

<b>Age group</b> 3 to 9	<b>Inspection dates</b> 16 November 2005 - 17 November 2005	<b>Inspection number</b> 277801
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors

## Description of the school

Heaton Avenue First and Nursery School is situated in the Cleckheaton ward of Kirklees local authority. Pupils leave the school at the end of Year 4 to attend the local middle school. The school serves a mixed catchment area, with the intake of pupils reflecting the full ability range. There are very low numbers of children with learning difficulties and/or disabilities, those from minority ethnic groups, and those entitled to free school meals. Attainment on entry to the school is in line with expectations for the age of the children, but standards rise to above average at the end of Key Stage 1. The majority of the children continue to achieve above national average standards in the core subjects during Years 3 and 4.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Heaton Avenue is a good school with some outstanding features. The school's overarching aim is to ensure children are empowered 'to make their best contribution to society'. The headteacher, ably supported by the leadership team, has good strategies in place to undertake accurate self-review and subsequent effective action planning. Not all subjects are currently part of the self-review process, but the school has recognised this in their development planning.

The school makes good provision for all learners and fosters strong links with families in order to ensure pupils are safe, secure and cared for well. A wealth of outside agencies work well with the school to promote successfully the learning of less able and vulnerable pupils. All pupils are happy in school and make good progress. There are good relationships between adults and pupils and behaviour is good or better both in lessons and during break times.

Parents have confidence both in the work of the school and in the care offered to their children. They are keen to assist their children with their learning and are eager to know more about how to help at home.

The quality of provision in the Foundation Stage is outstanding. Developments in the structure of the building, the organisation of the curriculum, high quality teaching assistants combined with good teaching ensure that pupils make rapid progress.

Teaching throughout the school is good. Expectations are high and standards are good. Well qualified teaching assistants make an outstanding contribution to the pupils' learning ensuring good progress for all. Class targets for literacy are well developed. Through regular information updates, parents and older pupils have a good knowledge of the level descriptors in English. The school is well placed to develop more individualised targets to provide pupils with a clearer understanding of their next steps needed to reach the higher levels.

An active governing body provides a good level of challenge and support, fulfilling all their responsibilities well. The school provides good value for money and the school has successfully addressed all the key issues from the last inspection. There is good capacity to improve.

### What the school should do to improve further

- Continue the work on developing 'assessment for learning' techniques so that pupils have a clearer understanding of what they need to do next to achieve even higher standards. Share this information formally with parents in order that they also understand what is required of their children to succeed.
- Further develop the existing monitoring procedures to incorporate all subjects to provide a more informed view of achievement, standards and quality of teaching throughout the school.

## **Achievement and standards**

### **Grade: 2**

Children's achievement and standards are good. The high quality provision at the Foundation Stage ensures that the children make very good progress with their learning with the majority reaching above average standards by the time they enter the main school. This good start is maintained well in Years 1 and 2 and, by the end of Key Stage 1, children's standards in the three core areas of reading, writing and mathematics are above national averages. The majority of children continue to make good progress in Years 3 and 4, but the rate of learning for some higher attaining pupils is slower than it should be. The school is aware of this and has recently reorganised its classes for literacy and numeracy at Key Stage 2 to target, more specifically, the learning needs of the higher and lower attainers. However, the overall effectiveness of this curricular change on raising standards for all is yet to be monitored and evaluated fully. The school uses targeted levels in literacy, which are well known and understood by the children, and which help them to understand what they need to do to improve further in this area. The strategy is now ready to be used in more subject areas to aid children's overall progress in their learning. Children with learning difficulties and/or disabilities achieve well relative to their abilities, and make good progress overall.

## **Personal development and well-being**

### **Grade: 1**

The pupils' personal development is outstanding. Pupils make a valuable contribution to the school and wider community. The democratically elected school council are very active in working closely with the leadership team of the school. They provide advice, select equipment and plan opportunities to enhance further the quality provision within the school. Their work has recently culminated in the award of 'Investors In Pupils'. Having their own budget provides excellent opportunities to negotiate with peers and adults which assists in developing skills that will contribute to their future economic well-being. Behaviour throughout school is good. A system of playground buddies and anti-bullying policies ensures that pupils feel safe at playtimes. The school has deployed named adults to support more sensitive pupils and this is highly effective in ensuring all have access to quality recreational activities.

Through excellent links with the community and the involvement of parents, pupils have a good knowledge of cultural diversity within their own community as well as the wider issues in the country. Pupils learn about the major festivals of other cultures and faiths. Pupil's spiritual, moral and social development is also good.

Pupils certainly enjoy their education; they get along together well and relationships between pupils and adults are mutually respectful and harmonious. A calm and purposeful working atmosphere permeates the school. Much is done to promote attendance from the outset and the school has a variety of successful, firmly-established strategies which ensure excellent attendance.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning across the school is good. Teachers' planning is thorough and well focused on key learning activities for pupils. In the most effective lessons, teachers use their detailed subject knowledge to engage the children enthusiastically in a range of challenging tasks that extend and progress learning. The most successful teaching is seen in those lessons when the pace of work is brisk and well matched to the needs of the children. Occasionally, however, some teaching is insufficiently differentiated to stretch the learning of the children, especially those capable of achieving the very highest standards. Assessment of children's learning is good, and is providing accurate information for teacher's future planning of lessons. The work of teaching assistants is managed well and contributes very positively to the high quality of provision in lessons. The support for children with learning difficulties and/or disabilities is good. The relationships between teachers and children are outstanding, and reflect well on the caring and supportive attitude of all staff in the school. Children respond well to teachers and other adults, maintaining high levels of concentration in lessons and an ability to talk confidently in whole class and group work. Behaviour in classrooms, and around the school at breaks and lunch times, is good. Children use the accommodation and resources safely and sensibly.

### Curriculum and other activities

#### Grade: 2

The school's curriculum and provision of other activities is good. At the Foundation Stage, high quality provision ensures that the children have a range of valuable educational experiences that develop key skills and knowledge very effectively. Good quality accommodation and resources, in keeping with the needs of nursery and Reception children, ensure that the children receive an outstanding start to their education at the school. The curriculum at Key Stages 1 and 2 complies fully with National Curriculum requirements, and builds very well upon the Foundation Stage. All subjects get adequate curriculum time, and the school plans its' teaching well to ensure that the educational needs of the children are met fully. The use of computers in classrooms and in the specialist information and communication technology (ICT) suite greatly enhances and extends the learning experiences for the children. The vast majority of children are very competent users of a range of different software programs, including the use of the internet for research purposes. The curriculum is enhanced through links to external partners and agencies, and extra-curricular provision in music and sport is good.

## Care, guidance and support

### Grade: 2

The standard of care and support which the pupils receive is outstanding and guidance they receive is good.

There are exemplary arrangements in place for child protection procedures. All staff have received appropriate training and know where to go for assistance and advice. The headteacher is well trained and experienced in all procedures. A recent development has been the distribution of the Area Child Protection Committee's check list which has been circulated to all adults working in school.

The views of pupils are sought not only through the school council but also through the use of a pupil questionnaire. Results from these are analysed and actioned appropriately. The school monitors all racial incidents and deals with them appropriately. There are many opportunities for the pupils to learn about safe practices. Pupils are encouraged to adopt healthy lifestyles through the curriculum, assemblies and extracurricular activities.

Those identified by the school as 'vulnerable' receive excellent, effective care and support through well coordinated use of outside agencies. The good quality of individual education plans and highly effective support from teaching assistants ensure good progress is made by pupils with learning difficulties and/or disabilities Pupils and parents receive guidance on what to do next to reach higher standards but these are currently not specific to the individual. The school is working with 'assessment for learning' techniques and recognises this as an area to develop further.

## Leadership and management

### Grade: 2

Leadership and management of the school are good. The headteacher and the leadership team have provided a clear direction for the school, with a firm commitment to raising standards. There is an overarching aim, shared by all, to empower pupils 'to make their best contribution to society'.

The leadership team have a good knowledge of the school's strengths and weaknesses through rigorous self-evaluation and subsequent action planning. However, not all subjects receive the same rigorous scrutiny as that given to English and mathematics. Consequently, there is less detailed information about standards and quality of teaching in other subjects across the school.

Good systems are in place to track and monitor pupils' progress. The generic elements of this information are known and shared with pupils and parents. Targets are not always related specifically to individual pupils and, as a result, not all pupils are clear about what they need to do to improve their work.

Through their development of 'assessment for learning' techniques the school is devising ways to use this information to greater effect. Parents and older pupils have an understanding of the standards of work required to reach each National Curriculum

level. Parents and older pupils are at an early stage of understanding what individuals need to improve on to reach the higher levels.

The governing body provides good quality support and challenge to the school. They fulfil all their responsibilities well and have an informed view on standards and performance throughout school.

Views of parents and carers are regularly sought with a thorough analysis of their views, which leads to follow up action planning. Parents' forums are held regularly where matters ranging from curriculum to school meals are open for discussion. Equal opportunities are an integral part of the working of the school. Parental responses to an inspection questionnaire are generally positive. A small cohort of parents is seeking more in-depth consultation with the school in relation to the progress of their children. Proposed action to address this already features within the school improvement plan.



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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	2	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	1	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 the Ofsted inspection team into your school last week. We appreciated the welcome you gave us and the time many of you gave to talk with us and to let us know your views.

These are our main findings from the inspection.

- Heaton Avenue is a good school and you all enjoy the exciting learning which takes place there. You are proud of your school and all the adults who work there look after you very well indeed.

- Your behaviour is good and you look after each other well. You told us that the 'playground buddies' help you to feel safe at playtime. The school council's work in providing playground equipment helps you to really enjoy your recreational times.

- From the moment you start school in the nursery adults are helping you to achieve well. You work well in your lessons and can get on with your studies for long periods and produce work of high standards.

We asked your parents and carers for their views of your school. Nearly all said how much they appreciate the work that your headteacher and the staff do for you. Some of your parents would like to know what more they can do to help you to achieve even higher standards. Fortunately, the school has already begun to work on this. You already understand a lot about targets in your work. We think that the school can tell you and your parents how you can improve your work individually so that you are all able to reach even higher standards.

We know that you have lots of really good ideas so you can probably think of ways you can help in reaching these targets.

Once again, may we thank you for your warm and friendly welcome to your school. There is much for you and your teachers to be proud of at Heaton Avenue First and Nursery School and we wish you every success for the future.