



Kirkheaton Primary School

Inspection Report

Unique Reference Number 107683
LEA Kirklees
Inspection number 277805
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Mr Terry McDermott CfBT Lead Inspector

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

Type of school	Primary	School address	New Road
School category	Community		Kirkheaton
Age range of pupils	3 to 11		Huddersfield, West Yorkshire HD5 0HR
Gender of pupils	Mixed	Telephone number	01484 226667
Number on roll	417	Fax number	01484 226668
Appropriate authority	The governing body	Chair of governors	Ms S Haigh
Date of previous inspection	27 March 2000	Headteacher	Mr Dye

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Kirkheaton Primary is a much larger than average sized school, which serves a mixed community to the east of Huddersfield. The proportion of pupils with learning difficulties and/or disabilities is below average, though the proportion with statements of special educational needs is higher. The number of pupils eligible for free school meals, and the number from a minority ethnic heritage, is about half the national average. A very small number of pupils do not speak English as their first language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It evaluates itself accurately and gives good value for money.

Achievement and standards are good and, because of the strong commitment to raising attainment, they are steadily improving, particularly in science. The recently redeveloped Foundation Stage Unit is an outstanding example of best practice and is already having a positive effect on the development of children's social skills.

Whilst good, overall, teaching is inconsistent in quality. Examples of outstanding practice in the Foundation Stage and in Key Stage 2 engage pupils' full attention and motivate them to want to learn, but in some lessons in Key Stage 1, teachers do not always match work closely enough to the needs of all pupils. Marking is not of a consistent quality. The outstanding curriculum exceeds statutory requirements and is very effectively enriched by a wide range of activities and good links with outside agencies. The school makes outstanding provision for the personal development of its pupils and takes good care of them. Pupils behave very well and feel both valued and safe. Parents and pupils are very positive about the school, the care it provides and all that it offers. Information gained from assessing pupils' progress is used to good effect for pupils in Foundation Stage and Key Stage 2, and is particularly good for pupils with learning difficulties and/or disabilities, but it is not yet used to the same effect for pupils in Key Stage 1. Senior leaders provide clear educational direction and are moving the school forward.

The school has improved since the last inspection and has addressed the key issues for action arising from that report. It has a clear picture of its strengths and weaknesses and is well placed to improve further.

What the school should do to improve further

- Use assessments more effectively to ensure that work set closely matches the individual needs of all pupils, in order to raise standards and improve achievement at Key Stage 1.
- Ensure that marking clearly and consistently informs pupils about what they need to do next to improve.

Achievement and standards

Grade: 2

Children enter the school with broadly average skills for their age. They make good progress over their time in school, reaching above average standards by the end of Year 6.

Children make rapid progress in their personal development in the Foundation Stage because of the outstanding provision. Pupils make faster progress in Key Stage 2 than they do in Key Stage 1 because teaching is more consistently of good quality. By the

time they leave at the end of Year 6, pupils are exceeding the standards expected of them in science and English, and meeting those expected in mathematics. These standards are reflected in the most recently published test results for 2005 for Year 6 which were above average overall, but masked the relative weakness in mathematics compared to science and English. Teachers were more confident dealing with scientific investigation and creative writing than they were with mathematical concepts. Pupils' current work in Year 6 indicates that the teachers have successfully begun to address this. Consequently, the current Year 6 pupils are on course to achieve the challenging targets they have been set in both English and mathematics.

Pupils with learning difficulties and/or disabilities receive very high quality support that enables them to make outstanding progress. Parents bring pupils from well outside the school's normal catchment area to gain access to this provision. Pupils from minority ethnic backgrounds and the small number whose first language is not English achieve as well as others because their needs are identified accurately, and expert support is then placed appropriately.

Personal development and well-being

Grade: 1

The personal development and well-being of all pupils is outstanding. They are happy to say how much they enjoy school. They are very confident and courteous when talking to adults. Attendance is well above the national average. Pupils are thoughtful and considerate of others, and many are very serious about their roles as helpers, befrienders and buddies. They have a consistently positive attitude to learning throughout the school. Behaviour in lessons and around the school grounds is good. Pupils contribute to school development through an active school council, which meets weekly and has even been part of the interview process when the school appoints new staff. Visits by a range of civic leaders, including the mayor and a local member of parliament, mean that the children have been given a good grounding in citizenship. They show a good awareness of the need for a healthy lifestyle by very active involvement in competitive sport and through enjoying healthy school meals. Children's spiritual, moral, and social development is very good. Cultural development is good. Pupils are well aware of, and understand the different beliefs and customs of, other cultures through regular visits to temples, synagogues and churches. Pupils have made a positive contribution to the community through, for example, the work of road safety officers and by raising funds for charities. Very effective links with secondary schools and other agencies have a good impact on ensuring that pupils are well prepared for the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Some outstanding lessons were seen in the Foundation Stage and in Key Stage 2. Teachers use a variety of strategies in the Reception Class to make learning exciting, for example, in a phonics lesson, children had to help Boris the Bat sound his word endings. Learning for pupils in Year 6 is also exceptional on occasions, particularly when the quality of the teachers' planning, high expectations and challenging tasks ensure all are fully and actively engaged in the lesson. Learning is less effective in the few lessons where the pace slows and tasks do not cater well enough for the range of abilities within the class. This inconsistency occurs mostly in Key Stage 1. Pupils who have learning difficulties and/or disabilities are extremely well supported, often by skilled teaching assistants who are able to challenge pupils thoroughly whilst remaining sensitive to their particular difficulties. Relationships are good and consequently, pupils behave well and are willing to learn because they know that teachers value the contribution they make. The quality of marking is inconsistent, and apart from work in science and English in Key Stage 2, does not provide pupils with sufficient guidance on what they need to do to get better.

Curriculum and other activities

Grade: 1

The quality of the curriculum is outstanding. There is good breadth to pupils' learning and the inclusion of Spanish and French, which are taught by a languages specialist, means that statutory requirements are exceeded. Creative and very detailed planning in most lessons take account of the different ways pupils learn and enables them to achieve well. Provision in the Foundation Stage is outstanding because of the way challenging activities constantly stimulate curiosity and independence. Another outstanding feature is provision for pupils who have learning difficulties and/or disabilities, which results in their exceptional progress. There is good emphasis on basic literacy, numeracy and information and communication technology skills throughout the school. Curriculum enrichment through visits and visitors is outstanding. The school provides an extensive variety of sporting, cultural, and other activities outside of lesson time, in which most pupils engage. This helps to improve their personal skills and interests. 'Golden Time' on Friday afternoons is held in particular high esteem by pupils of all ages.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils' safety and well-being are effectively catered for by those working at the school. Pupils feel safe from bullying and discrimination. Child protection procedures meet requirements and the health and safety of children is given appropriate attention. Pupils with learning difficulties are

identified quickly and are extremely well supported. The school's procedures for tracking progress are good. Assessments are accurate, but the information is not always used well enough to improve the quality of teaching experienced by the children, particularly in Key Stage 1. The guidance given to pupils through the marking of their work is inconsistent and does not always help them to learn from their mistakes. The school works exceptionally well with outside agencies and is well supported by parents. This was recently demonstrated in a drug awareness evening which was extremely well attended.

Leadership and management

Grade: 2

The school accurately evaluates leadership and management as good. There has been some disruption of leadership caused by secondments and promotions, but the school is now regaining its stability. The school has a good capacity to improve because there is a shared sense of purpose among all who work in the school. The school development plan is well focused on pupils' needs and sets a clear direction for the school's continued progress. All staff and subject areas are involved in creating the plan.

At middle management level, the system of subject leadership is helping to raise standards. Good joint planning works particularly well in promoting good teaching and learning. Inconsistencies in the quality of teaching, due to lack of staffing stability in Key Stage 1, have not been addressed robustly enough. The school is now looking more closely at how it can help new or inexperienced teachers to settle more quickly into their roles and support them. It has made the necessary changes to systems, but these have not yet had sufficient time for their full impact to be seen.

Parents are strongly encouraged to be more involved in their children's education and to work in partnership with the school. Responses to questionnaires show clear support for the school. Extremely good use is made of links with education and other partners in the community to provide additional opportunities that enhance pupils' learning and promote progress, particularly in personal development.

Governance is good. Governors are well informed and provide effective support and increasing challenge for the work of the school. The school manages its finances effectively and gives good value for money.

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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?	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	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

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	1	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	1	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?	1	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?	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

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 very much for making us so welcome when we visited your school recently. We were really impressed with your friendliness and good behaviour, the many examples of your good work on display, and your outstandingly sensible and grown up attitudes.

Here are some more of the excellent things we found about your school:

- the curriculum you follow in class is excellent, and it contains lots of interesting things for you to do
- the help given to pupils who have difficulty learning is very skilful and helps them to make exceptional progress
- your new Foundation Stage area really helps younger children to get off to a good start in school.

However, we feel that some of you could do even better than you already do. We think the school can help you to do this by:

- checking closely on your learning and setting tasks to challenge you more, particularly in Key Stage 1
- being more consistent in marking your work so that you know clearly what you need to do next to get better.

Please continue to work hard. Thank you once more for the help you gave us and for your warm welcome.