



Kirkroyds Infant School

Inspection Report

Unique Reference Number 107686
LEA Kirklees
Inspection number 277807
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector Mr Roger Gill CfBT Lead Inspector

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

Type of school	Primary	School address	Kirkroyds Lane New Mill Holmfirth, West Yorkshire HD9 1LS
School category	Community	Telephone number	01484 222482
Age range of pupils	5 to 7	Fax number	-
Gender of pupils	Mixed	Chair of governors	Miss Dawn Whiteley
Number on roll	148	Headteacher	Mrs Christine Wood
Appropriate authority	The governing body		
Date of previous inspection	28 February 2000		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school has changed a little in character since it was last inspected. Attainment on entry to Reception is broadly average, but children's personal development is weaker than in the past; many find it hard to fit into the routines or concentrate for any length of time. Most pupils are from White British backgrounds. A minority are from other ethnic heritages and very few are learning English as an additional language. The proportion of pupils who find learning difficult is about average, but it can fluctuate annually. There has been a large turnover in staff, since 2000, including the headteacher and deputy headteacher.

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. Pupils learn effectively because there is a strong tradition in providing an enjoyable curriculum and a productive partnership with parents and others in the community. Learners get a real buzz from the dynamic things to do. For example, in history, learning through role play gives them a fascinating insight into daily life in Victorian times. The quality of provision and standards in Reception is good. Systematic teaching, laced with flair, enables children to reach the expected levels for their age. This good achievement continues. The broadly average results at the end of Year 2 represented good progress in 2005. This rate of progress has been replicated this year. However the number of pupils who attain above average results in writing and mathematics is not yet as high as it could be.

Leadership and management are fired by a common belief in providing a rounded education. As a result, pupils' personal development is good with outstanding features. Good teaching ensures that pupils achieve well, partly because the care, guidance and support they receive are superb. The school knows itself well, despite being over modest on paper regarding its curriculum and pupils' progress. Assessment of pupils' work is thorough, but the school does not evaluate formally the progress made by different groups of pupils. This limits knowledge about what works well and how to improve teaching. Improvements since 2000 have been good and the school is well placed to do even better. The school provides good value for money.

What the school should do to improve further

- Improve the proportion of pupils by the end of Year 2 reaching above average levels in writing and mathematics.
- Check formally on the progress made by different groups of pupils to improve the effect of teaching even further.

Achievement and standards

Grade: 2

Children start slowly in Reception because they take a long time to settle. Eventually, progress quickens when children learn to cooperate well and concentrate. Sometimes, their progress is very rapid, as exemplified by the speed at which they soaked up information when studying snails. Their confidence and maturity at the end of the year belies a somewhat shaky start. Good progress follows in Years 1 and 2. Standards were broadly average by the end of Year 2 in 2005, which represented good achievement, since a large proportion of pupils had learning difficulties. Current attainment is above average, owing to the in-depth work undertaken in problem-solving in mathematics and an extra emphasis on writing accurate and interesting sentences. Far more pupils are now attaining average and slightly above average levels. This is coupled with good achievement in other subjects such as science, history and music. By contrast, fewer reach the highest level for their age in writing and mathematics.

The rate of progress made by pupils who find learning difficult is good, owing to the productive educational play, the use of computers and a hands-on curriculum. Some of the progress made by those with specific disabilities, such as coordination difficulties, is exemplary.

Personal development and well-being

Grade: 2

Pupils are proud of their school. They value the positive relationships with adults and among each other, which help to increase their confidence and feelings of well-being. Lessons and school in general are enjoyed immensely, which is reflected in the good levels of attendance. As one parent stated, 'Children are encouraged to explore, imagine and think.' The frequent opportunities for imaginative play result in an outstanding capacity in most pupils to work independently. Behaviour around the school is calm and orderly. The vast majority of pupils are kind and courteous. Only some pockets of minor misbehaviour and unkindness mar an otherwise positive picture. Bullying incidents are rare, but pupils have confidence in adults to resolve these incidents, once reported. Their enthusiasm for learning about life in a multicultural world is a real strength, as part of their first-rate spiritual, moral, social and cultural development. Pupils know how to keep safe and, in such a health conscious school, they understand the importance of fruit and water in their diet. The sense of fairness and concern for others engendered by, for example, the many fundraising efforts, equips pupils for effective participation in their next school and in their community.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, detailed lessons are planned well by teams of teachers and assistants. For example, colleagues in Reception meet to rehearse how learning through play might develop and what they will do to ensure children make the most of their experiences. In all years, assessment is effective. Insightful teachers know the purpose of activities and how success will be judged. They use their evaluations of pupils' work effectively to set tasks that are well matched to their needs. Very positive relationships ensure good behaviour in lessons, and the good use of resources captures and deepens pupils' interest. Teaching assistants are used most effectively to give extra support to those, for example, who need more help with their reading.

In a minority of lessons, pupils are not clear about the purpose of some activities, despite it being written in their work books. Occasionally, the higher attainers lack specific details about what is expected from them and these lessons do not possess a sense of urgency. Pupils' progress is recorded well, but this information is not yet used fully to check on how well different groups are doing.

Curriculum and other activities

Grade: 1

The high quality activities and a strong emphasis on basic skills have a major influence on academic and personal development. Provision for health education is top quality and is greatly assisted by ex-pupils from the neighbouring junior school who help with energetic playground games at lunchtime. The curriculum appeals to all pupils. They are fascinated by peering at snails under hand lenses in Reception or creating, in Year 2, a dessert for pirates in design and technology. Visits and visitors are most beneficial. For example, pupils loved the day when dozens of robotic toys came to school: their learning about technology blossomed. The school's outstanding 'creative weeks' combine subjects such as history, art, design and technology, and English. The latest one devoted to Native North Americans produced, for example, high quality totem poles and poems. Moreover, there are many engaging additional activities such as clubs for French, art, science and homework.

Care, guidance and support

Grade: 1

Every pupil is well known to all adults in school and treated with dignity. They feel safe and very well cared for. The well orchestrated support received from teachers and their assistants helps pupils to develop into interested and independent learners. Child protection procedures are in place and working well. There are very effective systems in place to assess risk and ensure that pupils' health and safety are paramount. Parents greatly value the very caring, nurturing attitudes of staff and how readily they can discuss any concerns. The quality of support for pupils joining and leaving the school is a strong feature. Pupils who find learning difficult, or who find it hard to behave well, receive high quality individual help, which can sometimes have a remarkable effect on their self-esteem. In the majority of cases, pupils have clearly defined objectives in all subjects. Their success in these is celebrated very well in teachers' marking.

Leadership and management

Grade: 2

The school has maintained its previous strengths, tackled some problems relating to attainment on entry and forged ahead with initiatives in the curriculum that make it an exemplar locally. Leadership has a good influence on teaching and achievement. Moreover, the superb level of care allows pupils to make powerful strides in their personal and social development. By the end of Year 2, pupils feel very positive about their learning. Some glowed with pride over their research about the blue whale, for example. One proclaimed, 'Look, I am so proud of my work.' This feeling of self respect is nurtured from Reception onwards.

Parents, staff and governors all rate the school highly and rightly so. The very positive headteacher sets everyone in the right direction, keeps up the momentum of steady

improvement, and works wonderfully with staff and parents. She is ably supported by the deputy headteacher and other key staff. They monitor practice well and learn much from what they find. However, the evaluations of lessons, results and assessments are not sharp enough to deduce how well different groups are achieving. This has led to, for example, the recent lack of emphasis on helping brighter pupils to achieve higher levels in writing and mathematics. Notwithstanding, leadership and management are good. Capable governors know the school well and fulfil all their responsibilities. Recent improvements bear witness to this. For example, the development of additional educational play activities for Year 1 pupils has been good. Plans for change are considered well and consulted upon widely with parents.

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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	2	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	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	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?	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?	2	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	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 for your help when we inspected your school. We thoroughly enjoyed our visit. I would like to share with you what we thought.

These are some of the things that we enjoyed.

- We loved the way that you played so well on your own such as in the middle area of the school.
- The topics that you learn about are really interesting, for example, the work on Native North Americans.
- Extra activities such as the homework and science clubs are marvellous.
- We think all the adults who work at your school care for you wonderfully and are really keen to see you learn well.
- We really enjoyed reading the many comments from your parents about how much you enjoy school and why.

I know everyone wants to do even better and we have suggested two things that will help your school to be even better.

- We would like to see more pupils in Year 2 doing even better in writing and mathematics.
- Your headteacher and teachers should check how well different groups of pupils make progress and make plans for any improvements that are needed.