



Highburton Church of England Voluntary Controlled First School

Inspection Report

Unique Reference Number 107715
LEA Kirklees
Inspection number 277818
Inspection dates 21 September 2005 to 22 September 2005
Reporting inspector Mr Frank Ravey CfBT Lead Inspector

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

Type of school	Primary	School address	Northfield Lane (off Moor La)
School category	Voluntary controlled		Highburton
Age range of pupils	5 to 10		Huddersfield, West Yorkshire HD8 0QT
Gender of pupils	Mixed	Telephone number	01484 222730
Number on roll	177	Fax number	01484 222733
Appropriate authority	The governing body	Chair of governors	Mr K Wigglesworth
Date of previous inspection	31 October 2000	Headteacher	Mr R Hobbs

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Highburton First School is on the southern fringes of Huddersfield in West Yorkshire. It caters for 172 pupils from reception to Year 5. The number of pupils eligible for free school meals is low and few pupils are identified as having learning difficulties or disabilities. The school also has few pupils from minority ethnic groups. Attainment when pupils start reception is broadly average. The school has recently achieved a Healthy Schools Award and also an Activemark Gold award for physical education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its overall effectiveness to be good. Inspectors agree and also find that the school has some outstanding features. Performance is strong across almost aspects of its work. Standards are above average and all groups of pupils make good progress, although insufficient use is made of information from test results to help raise standards still further. Pupils achieve well because of good teaching and a very good climate for learning. They enjoy school very much and behave very well. Pupils are valued greatly by all staff and as a result they relate very well to adults and develop good levels of self-esteem. All this helps them to become effective learners and to benefit greatly from their education. Links with parents, other schools and the community are good. Purposeful leadership and well organised management ensure that issues for improvement are generally identified quickly and the necessary action taken. Quality and standards in the Foundation Stage are good. The school provides good value for money. It has made good improvement since its last inspection, sustaining standards above national averages and successfully addressing issues for improvement raised at that time. It has good capacity to further improve its performance.

What the school should do to improve further

Inspectors found nothing in the school that was inadequate. However, further improvement in standards could be achieved by:

- sharpening the analysis of performance data to gain as accurate a picture as possible about standards and progress throughout the school;
- using this information to help build future learning programmes.

Achievement and standards

Grade: 2

Children make good progress in the reception class and many reach the nationally expected levels in their learning by the start of Year 1. Progress continues to be good to the end of Year 2, when pupils reach standards that are significantly above national averages in reading, writing and mathematics. The school's provisional results for the 2005 Key Stage 1 national tests show a fall from 2004. This is due at least in part to differences in the groups of pupils taking the tests. However, the school has undertaken a rigorous examination of errors pupils made in the tests and is developing a programme for improvement based on this.

Pupils continue to make good progress in Years 3 to 5. Yearly test results show that they make better than expected progress in English, mathematics and science from the end of Year 2 to the time they leave the school and that a significant minority make very good progress. All groups of pupils progress well because teachers provide them with work that challenges them to learn.

Year 6 national test results from the local middle school to which many Highburton pupils transfer show that they reach high standards.

Personal development and well-being

Grade: 1

The school judges personal development to be good, but in the inspectors' view it is outstanding. Strong Christian values underpin its work. Spiritual, moral, social and cultural development are promoted very well. This is evident in pupils' very good behaviour and in the very positive way they relate to others. They are confident and eager learners who take pride in their achievements. They very much enjoy coming to school and attendance is well above average.

The school seeks out many opportunities to promote a healthy lifestyle. This has resulted in it gaining the Healthy Schools and 'Activemark Gold' awards. Pupils are taught sensible attitudes to diet and are encouraged to take part in sport and exercise. A wide range of extra-curricular sports activities also reflects the school's strong commitment.

Pupils are encouraged to contribute to the local community through choir performances in church, involvement with the Parish Council and more widely through regular fund raising events to support national and international charities. The high levels of basic skills achieved in school and initiatives such as the school council help pupils prepare for adult life and the world of work.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning are good quality. Teachers plan well and provide all groups of pupils with work that challenges them to learn. Work is stimulating and this contributes strongly to pupils' enjoyment of school. A buzz of learning is evident in all classes.

While teachers expect hard work from their pupils, they also give them plenty of encouragement. Staff work well together to provide all pupils with the help they need. Pupils with learning difficulties are particularly well supported by teaching assistants and this helps them make good progress. Children in the Foundation Stage, for example, learn well because they are given lots of interesting tasks that seem just as much fun as they are work. In this class, as in all others, learning with a smile is the order of the day.

In the best lessons, an extra element of urgency and enthusiasm is created to inspire pupils to excel in their learning. Teachers take great care to assess their pupils' progress, but are not yet as sharp in analysing performance data to help plan the next precise steps in learning.

Curriculum and other activities

Grade: 2

The school curriculum meets statutory requirements and provides well for the learning needs of all pupils. Key skills in literacy and numeracy are being developed soundly in other subjects. Good opportunities are provided to develop pupils' skills in personal, social and health education. The previous inspection found weaknesses in provision for outdoor play in the Foundation Stage. This has been addressed successfully.

The curriculum offers many opportunities for pupils to enrich their learning through educational visits and a very good range of activities outside lessons. The achievement of the 'Activemark Gold' and 'Artsmark Silver' awards the school's commitment to physical education and the arts. Pupils benefit from the teaching of French in reception to Year 5. Provision for music is a strength of the school.

The school works well with neighbouring schools to extend curricular opportunities. This is evident in sporting links and, more recently, in a partnership where local schools are working together on improving provision in mathematics.

Care, guidance and support

Grade: 1

Care, support and guidance are outstanding. The school cares very well for its pupils. Relationships are excellent. As a result, pupils become confident learners and progress well. The needs of pupils with learning difficulties are met very well. Pupils feel safe in school and know they can rely on adults to help resolve any problems. Procedures for child protection and health and safety arrangements are good. Parents appreciate the care given to their children. As one wrote, "There is a real warmth about the school and you feel your children are in very safe hands."

The school finds many ways to encourage good behaviour. For example, each Friday two children who have behaved exceptionally well during lunchtimes are rewarded by dining in style at a table complete with tablecloth and flowers.

Leadership and management

Grade: 2

Leadership and management are good. The governing body has successfully addressed a key issue from the last inspection and now keeps itself well informed about the work of the school. It offers a wealth of experience to support school managers. The school's success is built upon values that ensure each pupil is treated with equal importance, care and respect. The headteacher is outstanding in the way he exemplifies these values. To use his own phrase, "Self-esteem is the number one priority in this school"- and as a result it is noticeable how well these happy, confident pupils become confident and successful learners.

The school's evaluation of its own performance is accurate. It also acts effectively to make improvements, with all staff playing their part well. Some of the teachers'

professional development targets are related to the areas of the school's development plan for which they have responsibility. This, together with good use of time outside lessons, enables subject leaders to manage their subjects well.

Staff work effectively as a team: this is a happy school in which everyone plays their part. The support of parents is valued and the vast majority speak highly of the school. The good quality of its management means that the school is well placed to improve further.

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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?	2	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	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	2	NA
The behaviour of learners	1	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	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?	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?	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

I am writing to you to let you know the findings of the two inspectors who recently visited your school? Thank you very much for the very friendly welcome you gave us - it was a real pleasure to meet you and be part of the very happy atmosphere in your school.

Our job was to find out how well your school is working for you, your family and the community. You told us how much you enjoy school - and we believe you have good reason to do so. Here are the things we especially liked:

- The good standards you achieve in your work and the way you so clearly enjoy learning.
- Your very good behaviour and the way in which everyone in your school is so kind and helpful.
- How hard your headteacher, teachers and everyone in your school work to give you a good education.

Yours is such a good school that we did not find many things needing much improvement! However, we have asked your teachers to take even more care than they do already in checking out how well you are doing in order to find ways to help you do even better.

Thank you once again - and keep up the beautiful singing we heard when you performed 'Shine, Jesus, Shine!' during assembly.