



Bywell Church of England C Junior School

Inspection Report

Unique Reference Number 107706
Local Authority Kirklees
Inspection number 287894
Inspection dates 14–15 February 2007
Reporting inspector Ross Parker

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

Type of school	Primary	School address	Bendigo Road
School category	Voluntary controlled		Dewsbury
Age range of pupils	7–11		West Yorkshire WF12 7LX
Gender of pupils	Mixed	Telephone number	01924 325261
Number on roll (school)	370	Fax number	01924 325262
Appropriate authority	The governing body	Chair	Mrs Sylvia Connor
		Headteacher	Mr Paul Tonner
Date of previous school inspection	14 January 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

In this larger than average junior school situated on the outskirts of Dewsbury, 90% of pupils are of White British heritage. A small proportion of pupils use English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is average. The school is an Investor in Pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Bywell Church of English Controlled Primary School provides a satisfactory standard of education and gives satisfactory value for money.

Strengths are in pupils' personal development and well-being which are good. Pupils' behaviour in lessons and around the school is outstanding. They clearly enjoy their time in school and attendance is above average. Pupils have a good understanding about the importance of staying safe and keeping healthy. Their healthy diet at school and good range of physical activity such as the before-school dance class enable them to adopt healthy lifestyles. Team-building initiatives and activities stemming from Investors in Pupils enhance their emotional well-being. They have good opportunities to contribute to the school and the wider community through their work as school councillors and playtime buddies, and in raising money for charity. An emphasis on literacy and numeracy combined with opportunities to work independently and in groups give a sound foundation for pupils' economic well-being.

Since the last inspection, standards declined to below average in 2006. This was because teaching did not always take fully into account the needs of different groups of pupils. Long-term staff absences also had an impact on achievement. The decline in standards has been halted due to swift action by the senior leaders. As a result, standards are average and pupils' achievement is satisfactory.

The governors and senior managers have worked sensitively to bring about extensive improvements while maintaining the high quality of care the school provides. Changes are becoming established. Although the quality of teaching and learning is satisfactory, some exemplary practice is leading the trend of improvement and expectations of pupils are rising. For example, pupils in a low ability group in mathematics in Year 5 are coping with work which in the past was given to the most able pupils in Year 6. The use of day-to-day assessment, including marking, is inconsistent. Many pupils get really helpful feedback about how well they have absorbed and used new ideas and techniques, but this does not always happen. Alongside improvements to teaching there have been substantial improvements to pupils' safety, the effectiveness of middle leaders, links with parents, and the provision for information and communication technology (ICT). These have strengthened the school's capacity to improve further.

The curriculum is satisfactory, with a good range of extra-curricular activities which particularly enhance the enjoyment and self-confidence of older pupils. The need to radically improve the teaching of basic literacy and numeracy has diverted attention away from broader curricular improvement over the last two years. National guidelines on enhancing pupils' achievement and enjoyment have yet to be implemented. Senior managers have a clear vision of what needs to be done and how they are going to work with staff to achieve it. With the strengths of the senior leadership, the developing effectiveness of middle leaders and the clear examples of what constitutes good teaching and learning, the school has good capacity to improve further.

What the school should do to improve further

- Improve the consistency of teaching so that lessons include high levels of challenge, and all pupils can learn more effectively.
- Improve day-to-day assessment, so that teachers can quickly spot how they can push individual pupils on more quickly.
- Develop the curriculum to incorporate recent national guidelines which place emphasis on pupils achieving and enjoying at the same time.

Achievement and standards

Grade: 3

Pupils come to the school with average attainment, but with more pupils performing above the expected level for their age than is the case nationally. The school's results in national tests at the end of Year 6 were above average until 2003. Standards in English began to fall in 2004 and in 2005. Results were below average and achievement inadequate in 2006. Standards were particularly weak for the most able pupils. Work seen during the inspection shows that pupils are now progressing steadily towards the challenging targets based on their assessments in Year 2. Achievement is satisfactory for all groups of pupils, including pupils with learning difficulties and/or disabilities and those who speak English as an additional language.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Their spiritual development is evident from their response in assemblies and lessons where they show good appreciation of the less material qualities in their lives. They have a good awareness of other people's needs and feelings. Strong social development is seen in the playground and in class as pupils work and play very effectively together. Relationships across all groups of pupils are good. The school has invested heavily in strategies to support the small number of pupils who are less confident at playtimes. Working as playground buddies is one of many areas where pupils are able to contribute to the community, and their involvement is having a positive impact. Moral development shows in pupils' outstanding day-to-day behaviour. Pupils are fully in tune with the school's expectations and attendance is above average.

Quality of provision

Teaching and learning

Grade: 3

Although satisfactory overall, the quality of teaching and learning is inconsistent. The school's very accurate evaluation of teaching and learning is based on rigorous monitoring by the headteacher and deputy headteacher. There is some outstanding

teaching which includes exemplary planning to meet the different abilities and learning styles within the class. Pupils' learning is brisk and fun because teaching is based on developing an excellent rapport with the class. Tasks are distinctive, such as the 'Kung Fu punctuation' activity seen in Year 5 where pupils fully engage in their work and remember what they have learned. Teachers focus their assessment on how much pupils have learned in the lesson. They judge their own performance as well as that of the pupils by the quality of the work that is finally produced. However, some teaching does not sufficiently challenge the pupils to do as well as they could. Where this happens, teachers are satisfied if pupils are busy and enthusiastic, but do not check well enough how quickly pupils are learning. Aspirations and expectations for the pupils' learning are not uniformly high. Questions and answers are sometimes dominated by the more enthusiastic pupils so that the teacher is unaware of pupils' misconceptions or of those losing concentration.

Curriculum and other activities

Grade: 3

The school judged the curriculum to be good, but inspectors judge it to be satisfactory. This is because the school's focus on literacy and numeracy, where standards have dipped in recent years, has meant that recent national initiatives have not been embraced and the curriculum is relatively narrow. Nonetheless, it is balanced and relevant to pupils, including those who have learning difficulties and/or disabilities. Pupils make sufficient progress in ICT but its use as a tool for learning in different subjects is still developing. Pupils' experience is enriched by outings to places of local interest and exciting residential visits. Visitors to the school such as artists and musicians help pupils to develop an appreciation of different cultures. Pupils value the strong emphasis on promoting healthy lifestyles and especially individual self-esteem. There are good opportunities for pupils to enjoy sports in particular, and also music and French out of school. There are opportunities for pupils to develop enterprise skills such as through the fundraising of the school council.

Care, guidance and support

Grade: 2

Teachers know pupils very well. They consistently acknowledge each individual's strengths, and the warm rapport makes learning enjoyable. Child protection arrangements are in place and the school meets the latest guidelines on safeguarding children. There is a good range of additional support for pupils who find work difficult. Adult supervisors and pupil buddies are trained to give good support for pupils outside lessons. The least confident pupils feel happy because play activity is organised and constructive and everyone has plenty to do. Academic guidance is satisfactory. There is a good system to set targets and track pupils' progress over time. However, the quality of day-to-day assessment is inconsistent, so pupils do not all have clear guidance about what they need to do next to improve their work.

Leadership and management

Grade: 2

The headteacher and deputy headteacher have a very clear grasp of how well the school is performing. They quickly recognised the declining trend. They understood the reasons for the decline, and the most effective way of putting things right. With a sharp assessment of the quality of teaching, they have helped to create in staff a determination to improve. They have supported subject and year leaders to make progress from organising their teams to leading them. As a result, they are poised to take a stronger role in monitoring the quality of teaching and learning. Good use of resources has improved the learning environment. A focus on developing the whole pupil, highlighted by Investors in Pupils, has effectively sustained an established strength of the school. There are good links with outside agencies. A project with local schools is helping to overcome an apparent dip in performance as pupils settle into Year 3. A strength of the leadership is the way in which all those with an interest in the school influence the direction the school takes, for example in the effective way the outcomes of parent questionnaires have been used to influence the improvement of pupils' behaviour. The governing body has undertaken extensive training so that they are better informed to provide good support and challenge to the school through this difficult period of development. The school's financial management is good.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you all for the friendly welcome you gave us when we came to visit your school recently. We really enjoyed meeting you, and having the chance to talk to you.

The school gives you a satisfactory education.

Here are some of the really good things about your school

Your behaviour is excellent, and reflected in the friendly atmosphere in the school. The grown ups know you very well, and take good care of you and there are lots of interesting activities to keep the older pupils busy and active. The headteacher and teachers are working hard to make sure that the school gets better for you.

What we have asked the school to do to make it even better

We have asked the school to make all the teaching as good as it is in the very best lessons. When teachers mark your work we have asked them to concentrate on making sure that you know how well you are doing and what you need to do to improve. We hope they will use the information they have about your work to help them plan better what you need to do next. We have also asked them to find ways to make your work even more enjoyable whilst pushing you on to reach higher standards.