



# Horbury Bridge Church of England Voluntary Controlled Junior and Infant School

## Inspection Report

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Better  
education  
and care

**Unique Reference Number** 108245  
**Local Authority** Wakefield  
**Inspection number** 288051  
**Inspection date** 12 December 2006  
**Reporting inspector** Marie Cordey

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

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<b>Type of school</b>	Primary	<b>School address</b>	Bridge Road
<b>School category</b>	Voluntary controlled		Horbury Bridge, Wakefield
<b>Age range of pupils</b>	3-11		West Yorkshire WF4 5PS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01924 302800
<b>Number on roll (school)</b>	111	<b>Fax number</b>	01924 302802
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr P Osborne
		<b>Headteacher</b>	Mrs J Skinner
<b>Date of previous school inspection</b>	20 January 2003		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a very popular, small school in a village near Wakefield. Following a period of staff changes and temporary staffing the school will be fully staffed from January 2007. The vast majority of the pupils are of White British heritage. The proportion of pupils who have learning difficulties and/or disabilities is average. A well below average proportion of the pupils is eligible for free school meals. The school holds the Healthy Schools Award.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Horbury Bridge is a good school. The pupils are welcoming and articulate because the school creates a happy, moral and spiritual environment. Pupils receive good quality support for their personal development so that they become responsible members of their community. Their behaviour is good and attitudes to learning are positive - all of which helps to accelerate their progress. Effective partnerships with parents and outside agencies contribute to the good care and support that the pupils receive.

Standards overall are above average by the end of Year 6 and pupils make good progress from average starting points. Achievement is good. Pupils are taught to develop their investigational and practical skills and this pays off to a very significant extent in the high standards pupils attain in science. Standards in mathematics are broadly average because assessment is not used as well as it is in other subjects and because pupils enter school with slightly lower levels of numeracy. Pupils with learning difficulties and/or disabilities make the same good gains in their learning as their classmates because of careful planning and support for their learning.

The quality and standards in the Foundation Stage are good. Children settle into school life well, are taught well and make good progress. There is, however, a lack of outdoor cover and children's learning through outdoor play is dependent upon the weather.

The school's aim of 'developing attitudes and skills of enquiry, awe and wonder through experiencing a broad and balanced curriculum' is achieved. The curriculum is planned to match pupils' needs and provides a rich mix of out-of-school events. Visits and visitors are deliberately included into the curriculum to extend the experiences of the pupils. Pupils are encouraged to take part in a wide range of external activities and 'to have a go'. As a result, they become well-rounded learners.

Overall, teaching and learning are good and pupils enjoy their lessons. Teachers know how to get the best out of the pupils because they know them well and understand their needs. This is not always translated clearly to the pupils as some are not sure how they are doing in mathematics or precisely what to do to improve.

The vast majority of parents support and value the school. A small minority are concerned about bullying but although there is some boisterous behaviour no evidence was found of bullying. However, the school is keen to allay parents' worries and is working to improve its communication with parents further still. Systems are in place so that pupils know who to talk to and approach if they are troubled.

The school is led and managed well by the headteacher. Leadership is distributed successfully; consequently, recent changes to staffing and a period of temporary staffing have not been felt as keenly as they might have been. This is because there are effective systems in place for managing the school. The school is aware of its strengths and knows what it wants to do to keep improving. School evaluation is accurate. Governors are very involved in evaluating the school's work. As a result, they are successful in holding the school to account and providing effective support. There

has been good improvement since the previous inspection and good capacity to develop further. The school provides good value for money.

### **What the school should do to improve further**

- Involve pupils more in the assessment of their work so that they are aware of their standards and precisely how to improve their work.
- Raise standards in mathematics to an above average level.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and standards are above average overall by the time pupils leave school. Pupils' skills are broadly typical for their age when they join the Reception class, although they are slightly lower in numeracy. In the Foundation Stage, pupils make good progress because of the good teaching and care they receive. Similarly good teaching and care for the pupils' personal development throughout the school ensures that pupil's achievement is good. The main priority of the school is to raise standards in mathematics to reach those in English. This is beginning to show in an improvement in pupils' skills at solving mathematical problems. Pupils are particularly fluent readers and speakers. They reach, and in some cases exceed, challenging targets.

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

### **Grade: 2**

Pupils' moral, social and cultural development is good, largely because of the effective personal, social, health and citizenship education programme. There is a very strong spiritual atmosphere in the school, reflected through the curriculum. Pupils' attendance is above average and they enjoy being at school. They know how to keep safe and adopt healthy lifestyles. An effective school council makes pupils more responsible, although some pupils say that they want to be more involved in it. Pupils and staff talk about belonging to the school 'family' because they feel they are a significant part of each other's lives. Pupils gain in confidence and develop good social skills, which prepare them well for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils learn quickly because they are motivated and challenged. Teachers plan work that matches their needs accurately and challenges them intellectually, particularly in science. Learning is made exciting and pupils are attentive. High expectations result in pupils handling scientific equipment responsibly as well as using specialist vocabulary as a matter of course. However, pupils could be more involved in setting their own

targets and in knowing exactly what to do to reach higher standards. This is particularly the case in mathematics where marking is less informative than in other subjects. Good teaching in the Foundation Stage is based on planning focused on individuals. This enables children to settle down quickly and make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The school plans very carefully and thoroughly to meet the needs of the pupils in the mixed age classes. A lot of effort and planning has gone into creating a challenging and exciting curriculum. This is not as well developed in mathematics and the school is tackling this in order to match work more closely to pupils' needs. Those pupils who have learning difficulties and/or disabilities are well supported. Provision for information and communication technology (ICT) has improved since the previous inspection and pupils benefit from improved teaching through effective use of ICT. The use of new laptops has developed pupils' computer skills and their ability to retrieve useful information.

Enrichment activities are good, especially in music and sport. Sporting teams have been very successful despite the size of the school. For example, their skilful football team consists of Years 3 to 6 and they mostly compete against Year 6 teams. Pupils double up in sporting competitions and in swimming galas, often finishing one race only to take part in another straight away. In the Wakefield choir competition this month, Horbury Bridge won the cup for best efforts.

## **Care, guidance and support**

### **Grade: 2**

The school provides a welcoming environment for its pupils and knows its individual pupils well. Appropriate arrangements for safeguarding pupils, including child protection, are in place. Vulnerable pupils and those with additional needs are provided with good support. Some pupils are insufficiently aware of their standards in mathematics. The school has begun to involve the pupils much more in their assessment. Tracking pupils' progress in all subjects has improved significantly since the previous inspection and this provides reliable information for the school and the parents.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and contribute to above average standards and good quality care for the pupils' well-being. The headteacher works with all staff and governors to check and improve the performance of the school. Responsibilities are shared and all staff are involved in the running of the school. The vast majority of parents praise the headteacher's contribution to the school although a small number feel that their voice is not sufficiently heard. The school has made significant headway in improving its communication with parents since the previous inspection and takes

these concerns very seriously. Staff want all parents to feel welcome and involved in their child's education. Governors are very involved in the day-to-day life of the school and so they develop a good knowledge of how to best give support and challenge to aid further improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
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	2

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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 for the warm welcome you gave me when I came to your school. You were very friendly and clearly enjoy being at school. I think your school is good. The best things about it are how well you are looked after and the good attention you all get: your attitudes are good. Your headteacher, other staff and the governors work hard to make school as good as possible for you. You have made a difference by planning the adventure playground and the activities in the playground but in rainy weather the children in the Foundation Stage have limited opportunity to play and learn outside.

You should be proud of the high standards you reach in science, the above average standards you reach in English and the good progress you make in your work. With help from the staff I am sure you will improve even more because you are very good pupils and keen to do well in your subjects. You will need to try to remember your levels in your work and try to reach your targets. This will also help to raise standards in mathematics to the high standards achieved in other subjects.