

Burnley Road Junior Infant and Nursery School

Inspection report

Unique Reference Number	107506
Local Authority	Calderdale
Inspection number	309415
Inspection dates	23–24 January 2008
Reporting inspector	Susan Walsh

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	204
Appropriate authority	The governing body
Chair	Mr Roger Haynes
Headteacher	Mrs Pamela Saville
Date of previous school inspection	26 April 2004
School address	Burnley Road Mytholmroyd Hebden Bridge West Yorkshire HX7 5DE
Telephone number	01422 883034
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is a little smaller than the average sized primary school and provides Nursery provision for the local community. Most pupils from the Nursery join the Reception class. The proportion of pupils known to be eligible for free school meals is just above average. The number of pupils with learning difficulties and/or disabilities is increasing but is below the national average and varies between classes. The school has a Healthy Schools Award, Activemark and Primary Quality Mark. The headteacher has been in post for just over two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that has strengths in the way it promotes pupils' personal development and looks after pupils. The school is popular with parents who typically comment on the 'nice family atmosphere'. Pastoral care is very good and parents say that 'teachers go that extra mile to care about children'. The good attention paid to personal, social and health education ensures that pupils are well informed about how to stay healthy and safe. Pupils enjoy keeping fit and eagerly join in the very varied sporting activities. Pupils and parents appreciate the wide range of school clubs and trips and these activities help to make learning interesting, relevant and fun. Very successful links with the local community further extend opportunities for pupils and make a very valuable contribution to their personal development and well-being. Pupils really enjoy coming to school and this is reflected in their good levels of attendance. They learn to get on very well together and develop into confident and mature individuals. Their behaviour is good.

Children get off to a good start in the Foundation Stage because of good teaching and a stimulating curriculum. Progress has been relatively pedestrian in Key Stage 1 but is accelerating because of improvements to the quality of teaching and learning. By the time pupils reach the end of Year 6 they achieve broadly average standards, having made satisfactory progress from their entry to the Nursery. In Years 3 to 6 pupils' progress and achievement is good in science and satisfactory in English and mathematics. Pupils' slow progress in writing holds back their achievement in English.

Pupils' progress in English and mathematics is uneven because the quality of teaching and learning is inconsistent. In some lessons teaching accelerates the pace at which pupils learn. However, the work set is not always carefully matched to pupils' needs and teachers do not always check what pupils have understood in lessons. Although pastoral care is very good, its impact on academic achievement is restricted because there are weaknesses in academic guidance. Marking does not always tell pupils exactly how to improve their work and the use of learning targets to identify where pupils' work could be better is limited.

The headteacher's leadership has been instrumental in ensuring that the school provides a positive, supportive environment where pupils can thrive. She has worked hard to make certain that governors, staff, parents and the local community work well together. There have been considerable improvements to the fabric of the building which are appreciated by both pupils and parents. Achievement in Key Stage 1 has also improved recently. While middle managers are committed and hardworking, some have not yet developed the depth of knowledge and the analytical skills necessary to help the headteacher and governors to precisely evaluate the school's performance and bring about change. Significant improvements to provision in the Foundation Stage, together with the strengthening of teaching and learning in Key Stage 1, demonstrate the school's satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Parents are delighted with provision in the Foundation Stage and often comment on the 'friendly and helpful' staff. Children really like their teachers saying they are 'a bit super!' Children are very enthusiastic about learning because of good teaching and a wide range of interesting activities. There is a very good emphasis on developing pupils' knowledge and understanding

of other cultures. The children found the Indian restaurant role-play area fascinating and enjoyed dressing up in the richly coloured clothing. Children are extremely well cared for and parents comment positively on how quickly their children settle in. Activities are carefully planned and good guidance is provided to adults who support the children, but planning does not always fully take into account the needs of individual pupils, particularly the more able. Good management of the Foundation stage has led to significant improvements in the quality of provision including more rigorous assessment procedures. The Learning Journey booklets that are shared with parents are terrific and provide a very detailed and valuable record of pupils' development. Better teaching combined with a well-thought-out curriculum, including an emphasis on linking sounds and letters, is accelerating pupils' progress; in 2007 pupils entered Year 1 with standards that were above national expectations.

What the school should do to improve further

- Improve achievement in mathematics and writing at Key Stage 2.
- Ensure that the work set is carefully matched to pupils' abilities and that teachers check pupils' understanding in lessons.
- Make sure that marking and the use of learning targets tell pupils how to improve their work.
- Develop the skills of middle managers so that they can contribute more effectively to self-evaluation and development planning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory. Pupils usually enter Year 1 with standards that are similar to national expectations. Progress through Key Stage 1 has been fairly slow and pupils have reached broadly average standards by the end of Year 2 in recent years. However, progress and achievement have accelerated lately because of improvements to the quality of teaching and learning. By the end of Year 6 standards are broadly average. Across Key Stage 2 pupils make good progress in science and satisfactory progress in English and mathematics. Pupils' slow progress in writing in Key Stage 2 holds back their achievement in English. Untidy presentation affects standards in both English and mathematics and pupils make simple mistakes with grammar, punctuation and spelling. Pupils with learning difficulties and/or disabilities make similar progress to other pupils because they receive appropriate support.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils have a very clear understanding of right and wrong and are developing empathy for others. This is reflected in the way that pupils care for and support each other. They report that there is very little bullying and say they feel safe in school. When they post their concerns in the 'worry box,' they are confident that the teacher will quickly sort out any little problems. Pupils know that their views are listened to and value the work of the school council. They like to help in school, for example by acting as play leaders, and are very involved with the local community. Pupils know how to keep fit and healthy and take part enthusiastically in sport. Pupils are satisfactorily prepared

for the next stage of their education. Pupils are gaining confidence and develop good work habits but the quality of their writing currently holds back their progress.

Quality of provision

Teaching and learning

Grade: 3

There is a good proportion of lively teaching that captures pupils' interest but sometimes teachers talk for too long and pupils do not have sufficient opportunities to work independently. Interactive whiteboards are used well to illustrate lessons and to help develop understanding. Teachers are skilled at managing pupils' behaviour. Relationships are often very warm and encourage pupils to develop confidence. The quality of teaching and learning is improving in Key Stage 1 with work being more carefully matched to pupils' needs; consequently, pupils' progress is starting to speed up. However, in Key Stage 2 assessment information is not always used effectively to ensure that the work set provides suitable challenge for pupils. This is particularly true in mathematics where work can be too easy for the most able pupils and too difficult for the least able. The end of lessons can be rushed and pupils' learning is not always checked. Marking of pupils' work is sometimes cursory and the use of learning targets is both limited and inconsistent.

Curriculum and other activities

Grade: 3

The introduction of linking letters and sounds in the Foundation Stage and Key Stage 1 is helping to boost achievement. Although there are lessons in Key Stage 2 that allow pupils to practise basic skills such as handwriting, opportunities to reinforce these skills in other lessons are sometimes missed. As a result, standards of presentation slip. Strong links with the local community, including very effective links with the local high school, broaden pupils' opportunities. Activity weeks inject fun into the curriculum and have helped to improve pupils' knowledge of other cultures. Pupils are enthusiastic about the diversity of school clubs and they have good access to many sporting activities. Opportunities for making music are improving and all Year 5 now have access to violin tuition. A good range of local and residential visits makes learning more relevant and enjoyable.

Care, guidance and support

Grade: 3

Very good pastoral care contributes significantly to pupils' enjoyment of school and personal development. The school is a caring community where relationships between adults and pupils are usually very good. Consequently, pupils feel valued and secure. Child protection and health and safety arrangements are in place. More rigorous systems for identifying pupils with learning difficulties and/or disabilities are helping to ensure that support is carefully targeted. The school works well with external agencies to ensure that vulnerable pupils are well supported. Checks on pupils' progress have improved since the previous inspection and tracking processes are being further enhanced by the introduction of more regular assessments. Whilst personal care is good, academic achievement is satisfactory as pupils receive insufficient advice about how to improve their work.

Leadership and management

Grade: 3

Leaders, including governors, have created a very friendly school where pupils can flourish in a safe and supportive environment. Parents appreciate the approachability of senior staff, especially the headteacher, and hold her in high esteem. They are very pleased with the recent developments in the accommodation and the huge improvements in the Foundation Stage. Self-evaluation and development planning are satisfactory. The school is aware of its main strengths and weaknesses; however, it tends to view itself in a rather positive light. This is because the school's rich data are not always analysed robustly enough and not used in conjunction with regular and rigorous monitoring and evaluation of teaching and learning in order to hold staff to account. Although middle managers are very committed and hardworking, they do not always have the skills needed to rigorously investigate data or to check the quality of teaching and learning.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and polite when we came to inspect your school. The inspection team really enjoyed talking to you all and listened very carefully to what you had to say. You go to a satisfactory school with lots of good things to celebrate such as the way you are cared for and the way you grow into such delightful young people. It's clear that you have a fun time at school because of all the interesting things you have to do. We thought you were very well informed about how to keep healthy and safe. We were impressed by your good behaviour and the way you care for one another. You have good manners and make visitors very welcome.

You told us that your teachers look after you well and that they always try to help you. Younger children have a great time at school and are doing well because of good teaching. You are making satisfactory progress and by the end of Year 6 you are reaching standards that are similar to those reached by other children. In Years 3 to 6 you are doing well in science and we have asked your teachers to help you make more progress in your writing and mathematics. You can help by always trying your best and making sure that your work is neat and that you carefully check your spellings and punctuation.

It is clear that you enjoy your lessons. Teachers have been asked to make sure that those of you who find learning straightforward are not set work that's too easy and those who find learning more challenging are not set work that's too hard. We have also asked them to check your understanding more in lessons and to make sure that you always know exactly how to improve your work.

We know that managers are working hard to make your school a better place but we have suggested that some of the other teachers develop their management skills so they can help the headteacher even more.

I wish you well for the future.