

Boothroyd Junior and Infant School

Inspection report

Unique Reference Number	107598
Local Authority	Kirklees
Inspection number	309444
Inspection dates	23–24 June 2008
Reporting inspector	John Dunne

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	5–11
Gender of pupils	Mixed
Number on roll	
School	396
Appropriate authority	The governing body
Chair	Mrs A Iqbal
Headteacher	Mr K Ford
Date of previous school inspection	22 March 2004
School address	Temple Road Dewsbury West Yorkshire WF13 3QD
Telephone number	01924 325257
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a larger than average school serving a socially disadvantaged area. The proportion of children entitled to free school meals is twice the national average. The majority of children are from minority ethnic backgrounds and many are at an early stage of learning English when they join the school. The school has received the following awards: Artsmark, Activemark, Healthy Schools (Gold), Eco Award and Football Foundation Charter Status.

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. However, due to the hard work and commitment of all staff and good leadership and management, the school is improving well. It has good capacity to improve. The school knows that standards in the past have not been high enough and leaders at all levels have a clear understanding of the things that need to be done to bring about improvement. They have set about implementing effectively a range of measures with a shared vision, sharply focused on raising standards. Achievement, while satisfactory overall by Year 6, is strengthening, particularly in the Reception and Years 1 and 2. An intensive literacy programme in Reception and Key Stage 1 has been effective in increasing pupils' understanding of English, particularly for the many pupils who are at an early stage of learning English. An outstanding programme of extended activities with parents and the local community is successfully involving a large number of parents in their children's education. The impact of these measures is demonstrated in pupils' strengthening standards. However, they have not had time to impact fully on pupils' standards by the end of Year 6, which currently remain below average. Teaching is satisfactory, with examples of good practice, but planning in Key Stage 2 lessons does not always ensure that there is a range of activities which challenge all of the learners sufficiently. The curriculum is imaginatively planned, providing pupils with a wide range of opportunities, including very good provision for music, drama, art and cooking. The curriculum is successfully enriched by a good range of visits, visitors and activities designed to sustain the enthusiasm of pupils of all abilities.

The quality of care, guidance and support is outstanding. As a result, a significant number of pupils grow remarkably in confidence and self-belief. Exemplary systems for checking pupils' progress and putting in place support for underachievement are beginning to impact positively on pupils' progress. The school is a safe and secure place for all pupils and the many parents participating in the community activities. Pupils are well informed about the values and beliefs of other cultures and show a high level of tolerance, consideration and understanding for others. As a result, their personal development is good. Pupils enjoy their school and their parents are overwhelmingly supportive. However, many choose to take their children on extended holidays during term time and this has a negative effect on their progress. Despite this, attendance remains broadly average due to the determined efforts by the school.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is well led and managed and gets children off to a good start. Despite very low levels of attainment when they first join the school, children achieve well, though few reach the levels expected for their age by the time they move into Year 1. This is because most start school at an early stage of learning English. Teaching is good. Well briefed teaching assistants and other adults work effectively to support children's learning and personal and emotional development. Systems for recording ongoing observations of children and assessing their progress are effective. This enables teachers to plan wisely for the needs of individuals with purposeful activities closely matched to their needs. Classrooms are bright and stimulating, reflecting the well planned curriculum. There is a strong emphasis on language acquisition and the development of social skills so pupils settle rapidly into daily routines and they behave very well indeed. One of the reasons why children make good progress is the way in which they are grouped with others of similar levels of attainment, with good levels of adult support. There

are very productive links with the playgroup, which helps to provide good continuity when children join the Reception class. Overall, the curriculum is well planned. The provision for outdoor play is difficult to manage because of the lack of a suitable space next to the classroom. However, teachers overcome this by taking groups of children outside to work in different areas of the grounds. The school is making excellent efforts to successfully engage with parents. For example, the frequent home visits by staff are very effective in engaging parents and highlighting any potential problems before children start school.

What the school should do to improve further

- Ensure that all lessons in Key Stage 2 are planned so that they effectively challenge all learners.
- Raise the standards in reading, writing and mathematics that pupils reach by the end of Year 6.

A small proportion of 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

Overall, achievement is satisfactory, but improving particularly rapidly in Years 1 and 2, and to a slightly lesser extent in Years 3 and 4. Pupils start school in Reception with skills and abilities that are extremely low. A significant number of pupils are at an early stage of learning English. By the end of Key Stage 1, standards are below average overall in reading; slightly higher in writing and mathematics. In Key Stage 1, standards overall have risen faster than the national trend and this is due to the effective teaching of literacy and teachers' success in developing pupils' self-confidence. This represents good progress given their starting points. At Key Stage 2, standards have been significantly below average for some time. However, standards are improving in Years 3 and 4 because these pupils are building effectively on their learning from Key Stage 1. For example, they are developing a deeper understanding of English. Progress in Years 5 and 6 is not as strong for current pupils and standards are below average. However, from their starting points, this represents satisfactory achievement. Pupils from all the ethnic groups achieve satisfactorily. Pupils with learning difficulties and/or disabilities achieve well.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school. Although attendance rates are average overall, the school does its best to encourage good attendance despite the fact that many families spend extended periods of time abroad or are absent because of religious observance. Pupils behave well. They are courteous and welcoming to visitors. Their understanding of spiritual, moral, social and cultural issues is good; they have a good understanding of right and wrong. Assemblies and lessons are used effectively to promote tolerance and a good understanding of society, citizenship and cultural issues. Pupils understand the importance of healthy eating and physical activity. Participation rates in sporting enrichment activities are good. The school council and eco council enable pupils to play an active role in the school community. Pupils feel safe in school. They trust adults to take seriously any concerns they have and to deal with them swiftly. Pupils develop into confident youngsters by the time they leave school. Their preparation for

the next step in their education is only satisfactory, because their levels of basic skills in English and mathematics, although improving, are not yet as high as they could be.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory but improving because of the sharp focus on improving pupils' English language skills. The greatest impact has been in Reception and Key Stage 1 where pupils make good progress. Progress in Key Stage 2 is not as good because it is taking longer to overcome the legacy of pupils' weaker English language skills, although progress is beginning to pick up in Years 3 and 4. Teaching is never less than satisfactory and there are examples of good practice. In all classes, teachers manage pupils' behaviour well and relationships are good. Teaching assistants successfully support pupils in small-group work, but are sometimes deployed less effectively during whole-class teaching. Pupils are keen to learn because lessons are made interesting. Teachers make good use of information and communication technology to add variety to learning. Occasionally, too much time is spent on whole-class teaching, resulting in some pupils losing concentration, and the pace of learning slows. On occasions, in some Key Stage 2 classes, tasks are not varied enough to enable pupils of different ability to learn and progress equally well. Teachers mark pupils' work regularly and their comments help pupils understand what they need to do to improve.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that meets statutory requirements. The school has recently taken effective steps to strengthen literacy provision further in order to raise attainment in reading and writing. The impact of this is being seen in the higher standards in Key Stage 1 and with younger Key Stage 2 pupils. Similarly, the improved provision for speaking and listening is helping to raise standards in writing. The school provides a range of interesting enrichment activities which are making learning more enjoyable, such as residential visits, Spanish, and the popular Kite club (Kids in the Environment). One of the good features of the curriculum is the teaching by specialists from within the school and also from local high schools, in Spanish, music and physical education. Pupils' work on display reflects the variety, breadth and practical nature of the curriculum.

Care, guidance and support

Grade: 1

Outstanding care, guidance and support are at the heart of the school's work. It is extremely effective in boosting the confidence, independence and social skills of many pupils. Parents are almost unanimous in praising the school for the levels of care and support the school provides. Many pupils join the school with significant barriers to learning. The work of the learning mentors, language support teachers, community support officer and special needs coordinator, among others, is outstandingly effective in enabling pupils to get off to a good start and encouraging the participation of parents in supporting their children. Pupils with learning difficulties and/or disabilities are identified at an early stage and they achieve well due to the highly effective support they receive as they move up through the school. Procedures for the safeguarding of pupils are in place. Transition arrangements for children joining the

school and for those moving on to secondary education are effective and ensure a smooth transfer. Highly effective links with outside agencies have been forged to support pupils and families when necessary. Procedures for checking pupils' progress are now exemplary and are beginning to be very effective in identifying underachievement and dealing with it successfully.

Leadership and management

Grade: 2

The headteacher and deputy have a clear vision for the school which is embraced by all. Everyone is committed to removing language barriers to learning, working with the community to encourage parents to become more involved in their children's learning, and raising standards. Leaders at all levels recognise that standards in the past have not been high enough and are sharply focused on putting in place measures which are now having impact. As a result, the school has a rising trend in achievement. Middle leaders have a very good understanding of what needs to be done to raise standards and work effectively both as a team and individually. They have developed robust systems for using assessment information to identify pupils who would benefit from additional support. In the past, governors have not always provided the necessary level of challenge to the school, but this is now improving. Newly introduced policies and procedures are enabling governors to have a greater impact on school improvement. Leadership and management are held in high regard by the overwhelming majority of parents.

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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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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	2

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	3
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?	2
How well are learners cared for, guided and supported?	1

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?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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

Text from letter to pupils explaining the findings of the inspection

We enjoyed meeting you when we visited your school recently. Thank you for the friendly welcome you gave us.

We think your school is satisfactory but is getting better each day. It is extremely good in the way it looks after you and cares for you. It is getting better at improving your learning, especially in reading and writing.

These are the things we liked most.

- You are polite, well behaved and treat the adults you work with and each other with respect.
- The teachers are working hard to improve the way you learn and are helping you to make even better progress.
- There are lots of interesting clubs for you to take part in and things to do.
- You like the interesting lessons and listen carefully to your teachers.

We have asked Mr Ford and the staff to help you make even faster progress in reading, writing and mathematics. We have also asked teachers to give different pupils different tasks, so that all of you can do as well as you can.

Thank you for making our two days with you enjoyable and we will take away lots of good memories about your school. We wish you the very best for the future.