

Lindley Junior School

Inspection report

Unique Reference Number	107632
Local Authority	Kirklees
Inspection number	309452
Inspection dates	12–13 May 2008
Reporting inspector	Gordon Allison

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	7–11
Gender of pupils	Mixed
Number on roll	
School	479
Appropriate authority	The governing body
Chair	Mr Tony Hibbert
Headteacher	Miss Pat Thompson
Date of previous school inspection	9 February 2004
School address	George Street Lindley Huddersfield West Yorkshire HD3 3LY
Telephone number	01484 222116
Fax number	01484 222250

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a much larger than average junior school that shares its site with a separate Church of England infant school. It serves an area of mixed housing but draws its pupils from a socially advantaged background. The number of pupils eligible for free school meals is well below average. The number from minority ethnic heritages is above average. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has Investors in People status and the Activemark. It is working toward the Investor in Pupils award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The inspirational leadership of the headteacher is key to the development of this outstanding school. Her clear vision, which has the education of the whole child and the pursuit of excellence at its heart, creates a framework in which pupils flourish both academically and personally. The strong partnership with the excellent deputy headteacher supports this sustained focus. All teachers fully support these ideals so there is a very high degree of teamwork among the staff. As a result, they are enthusiastic, proactive and determined to do their best for all the pupils. Parents are overwhelmingly supportive of the school and are appreciative of what it has done for their children.

Pupils enter the school with above average levels of attainment and make very good progress to achieve consistently well above average standards by the end of Year 6. Pupils' personal development is excellent due to the meticulous ways in which the school cares for its pupils. Pupils relish coming to school. They speak highly of how much they enjoy school. They take responsibility willingly as the school promotes an 'I can' culture. Relationships are excellent and most pupils behave well. Pupils know how to stay safe and to be healthy. Their mature approach to learning provides very good preparation for the next stage in their education.

Teaching overall is outstanding. High standards are expected of the pupils by all teachers. Activities are often challenging, yet varied, and so stimulate pupils' interest very effectively. Pupils then want to know more and often ask pertinent, probing questions. In some classes pupils' learning is further enhanced by good opportunities to collaborate with each other but this is not a consistent feature throughout the school. Pupils know what they need to do to improve because of the clear specific targets they are given. They then monitor their own progress against these. As a result, they develop very well as independent learners.

There are ample opportunities for pupils to extend their knowledge and experience through the wide ranging curriculum that the school provides. Many varied activities are provided out of school time and there is enthusiastic take-up of these. The choir is a particular strength of the school.

The school has an excellent understanding of its strengths and areas for development as its methods for self-evaluation are very well developed. Any new ideas are carefully monitored to see if they are effective in leading to improvements for the pupils. The governing body is very supportive yet offers an appropriate degree of challenge to the school. The issues identified at the previous inspection have been fully met and the school has an excellent capacity for further improvement. It provides outstanding value for money.

What the school should do to improve further

- Enhance pupils' learning and personal development by ensuring that opportunities for collaborative work are provided consistently throughout the school.

Achievement and standards

Grade: 1

Standards have been high for some time and show improvement from year to year. A particular strength is the well above average proportion of pupils attaining the highest grade in English, mathematics and science at the end of Year 6. The challenging targets that the school set for 2007 were comfortably exceeded. This illustrates the outstanding progress that pupils make.

Pupils with learning difficulties and/or disabilities make very good progress because of the effective support they receive which is tailored specifically to meet their needs. Pupils from minority ethnic backgrounds also make very good progress. Standards are exceptionally high in music due to the excellent teaching and the encouragement given to all pupils to participate. Standards in art and design and physical education are also well above average. Pupils benefit in these areas from very good specialist teaching and the use of experts such as artists in residence. Pupils are very competent users of information and communication technology (ICT).

Personal development and well-being

Grade: 1

The strong emphasis on personal development promotes maturity and a sense of responsibility among pupils, which impact resoundingly on standards. Pupils rise to the high expectations of the school and take their work very seriously indeed. Pupils' spiritual, moral, social and cultural development is outstanding; as a result, they are reflective and appreciate the world around them. The strong emphasis that is placed on the arts helps to foster spirituality and encourages courtesy and consideration. Pupils know how to live a healthy and safe lifestyle because of the good guidance they receive. Most behave very well indeed. A small minority find it more difficult to conform to the high expectations of the school and this occasionally results in inappropriate behaviour such as calling out. Bullying poses no threat to the pupils who say they are confident about what to do if it occurred. The school has numerous effective measures in place to help pupils to become responsible adults. Great attention is paid to the emotional well-being of pupils so they learn to understand their feelings and emotions, which stands them in very good stead for later life. There are numerous opportunities for pupils to undertake responsibilities such as organising playground games or raising money for charities. The school council is a very effective feature, giving pupils a say in how their school is run and allowing them to make suggestions for further improvement. Pupils' high standards in most areas of learning provide a very good foundation for success in the future.

Quality of provision

Teaching and learning

Grade: 1

The excellent teaching is a major factor in accounting for the outstanding progress made by pupils. Lessons are very well planned to enable a clear build-up of skills and knowledge. Teachers are aware, because of the excellent tracking system, of the needs of each pupil and are able therefore to intervene and help appropriately.

Pupils evaluate their work themselves and use an effective 'traffic light' system to inform their teachers of how well they understand. Constructive marking, particularly in writing, provides good feedback to pupils and identifies the next steps in learning. Encouragement, and an enthusiastic approach by teachers, is the norm and pupils respond very well to this. They want to make progress. Classroom activities are varied and questioning is used very effectively to engage and stimulate responses from all pupils. Where collaborative learning takes place between pupils they engage in high quality discussion but this is not a consistent feature throughout the school.

Curriculum and other activities

Grade: 1

Pupils really enjoy the extensive curriculum which provides well planned activities and opportunities to extend their learning, develop self-esteem, confidence and independence. The nationally acclaimed choir exhibit singing of exceptional quality. Very good opportunities are provided for extending pupils' knowledge and understanding of their locality and the wider world through, for example, theme weeks on specific countries. A wide range of visitors and visits are firmly embedded in the curriculum and bring learning alive for pupils. The strong focus on science through links with local universities has impacted strongly on all pupils but especially upon girls' interest in the subject and future possible studies. French is well established with pupils demonstrating good vocabulary and accents. Pupils enthusiastically take up the wide range of activities provided outside the school day in activities such as dance, sport, textiles, environmental awareness and ICT.

Care, guidance and support

Grade: 1

The school is outstanding in the way it takes care of pupils, who are guided and nurtured exceptionally well. There are robust systems in place for the recruitment of all adults who work in the school and for safeguarding pupils. There are highly effective systems for assessing pupils and tracking their academic progress. This contributes significantly to the high levels of achievement in the school. The progress made by each individual is tracked carefully so no one slips through the net. Pupils know their targets well and work hard to reach them. The excellent links with the neighbouring infant school enable pupils to get off to a flying start when they join the school. Those pupils who need additional help are quickly identified and a range of strategies put in place, which enables them to make very good progress. Very good provision is made for those pupils who are deemed to be gifted and talented so they are able to shine. Recognising that good attendance is crucial to learning, the school continues to strive to improve attendance levels, even though they are already above the national average.

Leadership and management

Grade: 1

There is outstanding leadership at all levels in the school which is reflected in the excellent results achieved by the pupils. The headteacher's determination to enable the school staff to lead and manage has resulted in an atmosphere of collaboration and the encouragement of initiative. As a result, teachers feel confident in undertaking new directions and teamwork permeates the school so that healthy professional dialogue is the norm. The very effective deputy headteacher provides excellent leadership and support both to the headteacher and to the school as a whole. All aspects of the school are carefully monitored so that the school is a truly self-evaluating institution. This is the case at all levels. For example, the monitoring of teaching and learning is thorough, rigorous and supportive. The excellent tracking system enables school leaders to have a clear picture of pupils' progress at all times so that effective intervention can be targeted. School development planning is very secure and links clearly to improving outcomes for pupils. The governing body is very effective and holds the school rigorously to account.

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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?	1
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 capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Inspection of Lindley Junior School, Huddersfield, HD3 3LY

Thank you very much for the warm welcome we received when we visited your school. We enjoyed talking to you about your work, listening to what you thought of the school, looking at the excellent displays on the walls and seeing you work hard and enjoy your lessons.

We were very sorry that, because of the SATs, we were unable to see as much of Year 6 as we would have liked. However, the school provided us with examples of your work so that we could see the very good progress you are making.

I have made a list below of the main things we found out about your school.

- You make very good progress as you move through the school.
- The atmosphere is warm and friendly and staff make sure you feel safe and happy.
- The teaching you receive is excellent.
- You are polite, you help others and your behaviour is good.
- You learn to play safely and know how to keep fit and healthy.
- You help other people through what you do for charity.
- You take responsibility and make a very good contribution to the running of the school.
- You take part enthusiastically in the excellent activities that the school provides outside lesson time.
- Your choir is excellent, standards in physical education are high and the work in art is first-class.

You attend an outstanding school. In order to make it even better we have asked the school to give you more opportunity in lessons to work with other pupils so that you can learn from each other.