

Warwick Road Junior Infant and Nursery School

Inspection report

Unique Reference Number	107642
Local Authority	Kirklees
Inspection number	309455
Inspection dates	25–26 June 2008
Reporting inspector	Don Mason

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	358
Appropriate authority	The governing body
Chair	Mr A Daji
Headteacher	Mr Ayub Bismillah
Date of previous school inspection	26 January 2004
School address	Warwick Road Batley West Yorkshire WF17 6BS
Telephone number	1924 325344
Fax number	1924 325345

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Almost all the pupils in this school are from families of mainly Indian, and some Pakistani, origin and speak English as a second language. On entry to the school, approximately half are at an early stage of learning to speak English. The proportion of pupils with learning difficulties and/or disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. The quality of leadership, teaching and learning and the methods of assessing pupils' progress have improved significantly since the last inspection. These improvements and the clear evidence of improving standards illustrate the school's good capacity for further improvement. Parents have noticed the positive impact of the changes and are highly supportive of the school, making such comments as, 'My children's progress over the years has been remarkable. This is due to the hard work and effort the teachers and headteacher have put into the school'. The key to this success is the clear vision of the headteacher and deputy headteacher and their urgent drive for school improvement. With strong support from the local authority, they have built an impressive leadership team successfully focused on moving the school forward. Staff have a clear understanding of the school's strengths and weaknesses and a clear plan, with a manageable number of priorities, is in place to bring about improvements. There are comprehensive systems in Key Stages 1 and 2 to check pupils' progress and determine if the improvement measures which are being introduced are having the desired impact on raising standards. In the Foundation Stage, whilst teachers carry out regular assessments and know their children very well, this summary information is not compiled.

From well below average starting points, children make a good start during the Foundation Stage and enter Year 1 with generally below expected levels of attainment. They make good progress throughout Years 1 to 6. Standards at the end of Year 6 are average overall, but above average in mathematics. This represents good achievement and is a consequence of the good teaching and effective curriculum, which promote pupils' learning and personal development. Teachers have extended their range of teaching styles, for example, making good use of 'talking partners' to develop the pupils' speaking and listening skills. This is enhancing their enjoyment, self-confidence and achievement, particularly in writing. The curriculum provides suitably for pupils of all abilities and is well enriched by a wide variety of visits, visitors, competitions and special events. Provision for the more able pupils has improved and the school has clear evidence to show that the proportion of pupils attaining higher levels is increasing, especially in writing.

Pupils' good personal development is apparent in their positive attitudes to school life and good behaviour. Attendance, unsatisfactory at the last inspection, is now above average. The good care, support and guidance which pupils receive is enhanced by the presence of a large team of experienced, mainly bi-lingual, teaching assistants and four support staff, dedicated to providing support for pupils at an early stage of learning to speak English. Pupils make a good contribution to the community through the work of the school council, many charity fund-raising events, taking on responsibilities in school and initiatives such as running the school tuck shop.

Effectiveness of the Foundation Stage

Grade: 2

Children enjoy their learning because of the lively teaching. For example, singing and dancing to the song, 'We're going on a bear hunt' enabled very young children to extend their listening, speaking and reading skills. A good mix of adult led and child initiated activities is provided and good support from bi-lingual support staff successfully promotes the children's learning and self-confidence. A good induction programme ensures that children settle quickly and that the foundations of a close relationship with parents are laid. Children start Nursery with well below expected levels of attainment, particularly in communication and social skills. Whilst they

make good progress overall, many remain below expected levels when they enter Year 1. The relocation of the Nursery is enabling children to benefit from greater access to a safe and well equipped outdoor area. Staff have been creative in enabling Reception children to benefit from outdoor provision within the constraints of the building. Leadership is good and reflected in the strong team spirit of the staff. They know their children well and provide effectively for their next steps in learning. However, they do not have a clear summary of overall progress to enable senior staff to check easily on the impact of improvement measures.

What the school should do to improve further

- Raise standards in English and science to match those in mathematics.
- Compile summary information on the progress made by children in the Foundation Stage in order that senior leaders can use the information to check the impact of school improvement measures.

Achievement and standards

Grade: 2

Building on the good start made in the Foundation Stage, pupils achieve well making good progress through Years 1 to 6. As a result, standards at the end of Year 6 are average overall, but above average in mathematics. In the Foundation Stage and Key Stage 1, girls outperform boys in all areas. The school is taking a number of measures to remedy this situation. The impact of these is being carefully monitored, especially in Key Stage 1, using much improved assessment systems. Last year, the school won a local authority award for its success in meeting its challenging targets for attainment in English and mathematics in national tests. Staff are rightly seeking to raise standards further in English and science, by ensuring that the more able pupils attain as well in those subjects, particularly writing, as they do in mathematics. There is clear evidence of their success. Pupils with learning difficulties and/or disabilities and those at an early stage of learning to speak English make good progress because their needs are quickly identified and good support is provided by a large team of well-trained, conscientious teaching assistants.

Personal development and well-being

Grade: 2

Spiritual, moral, social and cultural development is good overall. The pupils' spiritual and cultural development is particularly strong. Annual visits to an Asian day centre for senior citizens, help pupils to develop a good understanding of their cultural background. Regular, and long established, contact with pupils from a nearby Church of England school promotes their understanding of other faiths. Events such as the Year 6 visit to Manchester University reflect the emphasis the school places on developing the pupils' understanding of the wider world beyond their own close knit community and raising their expectations of what they can achieve. This awareness, their high self-esteem and their improving standards in the basic skills prepare them well for their future lives. However, pupils have relatively few opportunities to work collaboratively, discussing ideas, making decisions and developing leadership skills.

Pupils feel safe and secure. They behave well, responding positively to the high expectations of the staff. Sanctions are constructive and encourage pupils to think about, and take responsibility for, their actions. Pupils have a good understanding of healthy lifestyles and enjoy taking part in physical activities including those organised by the play-leader at lunchtime.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall, although it varies from satisfactory to outstanding. It has been particularly effective in mathematics where above average standards have been achieved through a combination of high expectations, appropriate challenge for the more able pupils and an emphasis on practical work and problem solving. This has enhanced pupils' enjoyment, motivation and achievement. Staff are seeking to replicate this success in English and science and there is clear evidence of the positive impact of their efforts. Due to lively teaching and interesting activities, pupils are becoming well motivated writers and an emphasis on practical work in science is enhancing their understanding. Lessons are generally well planned and activities are appropriately matched to pupils' needs. The purpose behind their work is clearly explained to the pupils who are developing skills in assessing their own achievements. Pupils are keen to do their best because of the very good relationships with adults in school. They are most highly motivated when involved in practical activities or working with a partner. In a minority of lessons, when the teacher is talking to the whole class, pupils are less engaged, sometimes showing signs of restlessness.

Curriculum and other activities

Grade: 2

The curriculum is carefully planned to meet the needs of pupils in the mixed age classes. There is a strong emphasis on promoting pupils' progress in speaking and listening, reading, writing and mathematics. Teachers are making good progress in making links between subjects which excite the interest of the pupils. For example, pupils in Year 3 were developing their communication and writing skills during their study of Anne Frank and the Second World War. This work also led to discussion about minority groups and the importance of people from different backgrounds living together in harmony. Opportunities, such as this, to promote the pupils' personal development are seized upon by the staff. Pupils develop good skills in the information and communication technology suite, but opportunities to use these skills independently, in the classroom, are limited. The curriculum is enriched by many visits, visitors, art and drama projects and special events, such as the archaeological dig project in Years 5 and 6. Pupils enjoy taking part in a range of after school clubs. Attendance at these is somewhat limited by the pupils' faith commitments.

Care, guidance and support

Grade: 2

The school is rightfully proud of its motto, 'Everyone Matters'. Pupils benefit from a high level of pastoral support. Policies to ensure pupils' safety are in place. Due to the complex nature of the school site and building, and frequent out-of-school visits, risk assessments are particularly rigorous. The school works well with outside agencies to promote pupils' well-being and the new community building is becoming an important factor in developing the already close partnership between school and carers in supporting the pupils.

The advice given to pupils about their achievements and what they need to do to reach the next level is satisfactory overall and improving. It is most effective in writing where it is having a noticeable impact on their achievement. Pupils are encouraged to refer to their targets when

writing and given opportunities to evaluate their own progress in meeting the learning intentions of the lesson.

Leadership and management

Grade: 2

Senior staff and effective subject leaders have a common vision, shared by all staff, to raise standards and promote the personal development of their pupils. They know how to achieve this and have a clear plan of action in place. Lessons, teachers' planning and pupils' work are regularly checked and good support and clear advice for staff have resulted in improved teaching and learning. Crucially, the detailed information the school now has about pupils' progress in Key Stages 1 and 2 has provided the evidence needed to check the impact of the improvement measures that have been introduced. There is clear evidence of rising standards, particularly for the more able pupils. However, these improvements are too new to have had an impact on national test results. Governors are strongly supportive and have the confidence and ability to ask challenging questions when necessary. They have high aspirations for the future success of the school. They are appreciative of the increasing flow of information they are receiving from senior staff which is enabling them to become even more effective in helping the school to move forward.

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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?	2
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	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	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.

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	1
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	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

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

Inspection of Warwick Road Junior Infant and Nursery School, Batley, WF17 6BS

My colleagues and I really enjoyed our inspection of your school. Thank you for being so friendly and helpful. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. We found that your school provides you with a good standard of education.

Things we found out about your school

- You make good progress in your work, and standards, at the end of Year 6, are average - although you do particularly well in mathematics.
- Your attendance is now above average, you behave well in school, you enjoy your lessons, and get on very well with all the adults.
- Your teachers have made changes to the way they teach you and, as a result, you are making better progress in English and science, and standards are beginning to rise.
- You enjoy the practical activities in English, mathematics and science, and these have made lessons more interesting.
- You feel happy and safe in school because the teachers take very good care of you.
- Your headteacher and the adults in school work very well together as a team. They are working very hard to help you do better in your work and learn as much as possible about the world outside your school.

What we have asked your school to do now

- Help you to reach standards in English and science that are as good as those you reach in mathematics.
- Make a summary of all the information teachers have about the progress made by children in the Nursery and the Reception classes so that the headteacher and governors can easily check how well they are doing.

You can help your teachers by continuing to behave well and taking good care of each other. We wish you all the very best of luck for the future.