

# Hartshead Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107667
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	309466
<b>Inspection dates</b>	27–28 November 2007
<b>Reporting inspector</b>	Ronald Cohen

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 category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Anthony Lee
<b>Headteacher</b>	Mr J Lewis
<b>Date of previous school inspection</b>	22 September 2003
<b>School address</b>	School Lane Hartshead Liversedge West Yorkshire WF15 8AW
<b>Telephone number</b>	01274 335221
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<b>Age group</b>	5–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This smaller than average school serves the rural community of Hartshead in West Yorkshire. The proportion of pupils with learning difficulties and/or disabilities is below average. The proportion eligible for free school meals is below average. Recently, there has been a high proportion of pupils who have entered the school at Key Stage 2. Pupils are almost exclusively of White British heritage. The school operates mixed year classes.

## 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 where pupils make good progress and grow in confidence and self esteem. They develop good academic and personal skills to succeed. The school gives good value for money.

The small and changing nature of each year group of pupils leads to varying standards and makes year on year comparisons difficult. In addition to this, the arrival of other pupils during Years 3 to 6, who have not had the benefits of the earlier education in the school, also has an effect on overall test results. Pupils arrive at school with generally below average standards. Children make particularly good progress in the Foundation Stage, where they are encouraged to develop a social maturity which underpins their learning and progress. The good start in the Foundation Stage is built upon well and, by the end of Key Stage 1, pupils' good progress results in them attaining above average standards, although writing is the weakest area of pupils' development. Those pupils who continue through the school from Key Stage 1 maintain their good rate of progress in Key Stage 2. Their standards tend to be typically above average overall by the time they leave school. Pupils' performance is stronger in science and reading than in writing and mathematics. Pupils arriving at the school part way through their education make good progress relative to their starting points.

This good progress is the outcome of several interdependent factors. First, the school has successfully created an atmosphere conducive to good learning. Parents rate the school highly and appreciate its good level of care for their children. This begins with the establishment of an outstanding, warm, caring and encouraging environment, in which pupils enjoy good relationships with the staff. Consequently, pupils have positive attitudes to learning and this helps them achieve well. Second, pupils' personal development is good and this is another key factor in their good achievement. The close attention given to their personal, social, health and citizenship education results in pupils showing increasing maturity as they go through the school. Pupils enjoy school. This is reflected in their good attendance and very good behaviour, both in class and generally about the school. Pupils work together well in pairs and teams and develop good social skills, enthusiastically carrying out a range of responsibilities well.

Pupils also make good progress because teaching is good. Lessons are well organised, conducted at a good pace and learning is fun. Many teachers give pupils clear guidance on how to improve their work. However, data about pupils' progress are not always used to best effect to plan strategies to help pupils be involved in their own learning and understand the next steps to improve their work, on a day-to-day basis, in class. A good curriculum increasingly integrates subjects well so that pupils understand the links between them. This is augmented by a wide, enriching curriculum which engages their interest, providing life experiences not otherwise accessible.

Leadership and management are good, with strong, effective teamwork which underpins all the elements of the school's work. The headteacher has led the school positively through a challenging period, including the arrival of increasing numbers of pupils, many of whom often join the school partway through their primary education. He and the staff's commitment to raising standards by providing pupils with a rich diet of experiences to ensure that they enjoy learning is supported by well organised monitoring and evaluating procedures. Consequently, the school has an accurate view of areas needing development. Governors are involved and provide good support. The team has a refreshingly open, honest approach to advice and

suggestions for improvement. This, along with the successful steps taken to promote improvement since the previous inspection, demonstrates that the school has a good capacity to improve even further in the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage is led and managed well. Children, many of whom come without prior nursery education, enter the Reception class with lower than average abilities, particularly in their knowledge and understanding of the world, their personal, social and emotional development, and their communication, language and literacy skills. They settle quickly into the school because teachers reinforce routines and expectations and the school actively encourages parents to support their children's learning. Children make good progress in all areas of development and, by the end of the year, most meet and a few exceed the standards expected. This is due to the high emphasis given to developing effective learning habits through independent and teacher-led activities. Children enjoy the activities and learn to work and play in groups. Learning is exciting because the curriculum is good and provides a wide range of interesting and varied features. Children are particularly well looked after, so they feel safe and secure in school.

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

- Improve standards, especially in writing throughout the school and in mathematics at Key Stage 2.
- Use the assessment data more effectively to provide better ways of involving pupils in their learning and helping them to understand the next steps to improve.

## **Achievement and standards**

### **Grade: 2**

All pupils achieve well during their time in school. The good start in the Foundation Stage is built on well and pupils continue to make good progress in Key Stage 1. At the end of this key stage they attain standards which are above average, though writing is, relatively, the weakest area of their development. There are significant fluctuations in the test results due to the small size of each year group and an influx of pupils arriving at the school in Years 3 to 6. Pupils new to the school do not always have sufficient time to benefit from the school's good provision. This was reflected in the test results in 2007 which were overall broadly average. Pupils' performance in mathematics lags a little behind that in English and science. Pupils with learning difficulties and/or disabilities also make good progress throughout the school.

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

### **Grade: 2**

Pupils feel valued and safe. They willingly take on responsibilities as playground buddies and this helps their moral and social development. Pupils develop good social skills and become independent by taking part in residential outward bound trips in Years 5 and 6. Pupils have a voice through the school council, whose members display good levels of initiative and responsibility. Their decisions have had an impact on school life, for example, in the refurbishment of the boys' toilets.

Behaviour is good. Pupils are polite, helpful and talk enthusiastically about school and how much they enjoy being there. Attendance is good. Pupils make a contribution to the community by raising money for charities at home and in Africa. Pupils develop good skills such as teamwork which provide a strong foundation for future learning and work. By the end of Year 6, pupils acquire good skills in information and communication technology (ICT), in basic skills and qualities that will equip them for their future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good. Many classes are taught with a 'buzz' which enthuses the pupils. The marking of pupils' work is clear and gives clear guidance on how to improve further. The school has mixed year classes, and teachers plan different activities which closely match pupils' abilities and maturity. In the best lessons, ICT is used well. Independent learning is fostered by giving pupils challenging tasks and pupils' progress throughout the lesson is monitored well. Teaching is less effective when the checking of pupils' learning is not frequent enough. Pupils with learning difficulties and/or disabilities are very well supported. Small group teaching and in-class support are effective in helping them make good progress. Teaching assistants are particularly effective in this regard and support all pupils professionally yet with sensitivity and a very caring attitude. Assessment, and the data arising from it, are good. However, they are not always used by teachers to work out even more successful ways of encouraging pupils' involvement in their learning and helping them to understand the next steps to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

A good curriculum provides a broad range of classroom and other activities which extend pupils' limited life experiences. The curriculum increasingly breaks down barriers between subjects to make learning more interesting, relevant and sometimes exciting. Years 5 and 6 pupils attend a residential visit to Robinwood outdoor centre and there is a good range of extra-curricular activities, such as sport, art and clubs. As well as adding to their enjoyment of learning, these rich experiences help to develop healthy and varied lifestyles. Recent improvement in ICT resources is starting to raise achievement in that subject and in literacy. Teachers use electronic whiteboards well to stimulate learning, and pupils are actively involved in using them.

The school successfully encourages a curriculum which is outward viewing. French is taught and used throughout most of the school. Pupils are successfully made aware of the world beyond school, and the school effectively uses its strong links to Africa to augment the curriculum's width and variety.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. Pastoral care is outstanding because a high priority is placed on the quality of care of pupils to ensure their well-being. Incidences of bullying are rare and pupils are confident that they are dealt with effectively by teachers. The school is a close-knit and harmonious community and pupils feel valued. Every adult working in the school is committed to pupils' welfare and to helping them to develop into confident and responsible

young people. Child protection procedures are well established and understood and used appropriately by all staff. Rigorous risk assessments, particularly when out-of-school visits are planned, demonstrate a strong commitment to pupils' safety. The small number of pupils who have learning difficulties and/or disabilities, who are vulnerable or who require help with a particular problem are well supported. The school has good systems for tracking pupils' progress but these are not yet being used fully to impact on supporting pupils' involvement in their lessons.

## **Leadership and management**

### **Grade: 2**

The headteacher has forged a strong, thoughtful and reflective team which sets positive direction for the school. There is a sharp focus on improving pupils' learning, progress and standards. This is set alongside the firm commitment to ensuring the highest levels of care and personal development. The headteacher has led the school positively through a challenging period, including the arrival of increasing numbers of pupils, many of whom often join and leave the school partway through their primary education. He has coped with this effectively and efficiently. Governance is good. Governors ask the right questions to hold the school to account for its performance and check regularly for themselves how well it is doing. Monitoring and evaluation are increasingly thorough and rigorous. Strong links with the local community and other schools successfully enhance the learning opportunities presented to pupils.

Given the quality of management and teaching, the pupils' improving progress, and the successes in dealing with the issues raised in the last inspection, the school has good capacity to improve further.

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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 <sup>1</sup> 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

<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.

## Annex A

**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 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

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Hartshead Primary School, Liversedge, West Yorkshire, WF15 8AW

Thank you for being so friendly and helpful during the inspection this week. You told me that you thought Hartshead Primary is a good school and I agree with you. It is very caring and makes sure that you are safe and secure. You enjoy learning because you have good teaching, and you are also learning how to work with other children. I really liked being in your classrooms and I particularly enjoyed all the displays around the walls which told me about the work you are doing in your links with Africa. Your good behaviour, politeness and willingness to take responsibility prepare you well for the next stage of your education in high school.

Although you make good progress, I feel that, at times, you could do even better, particularly with your writing, both in your handwriting and in the way you write exciting and imaginative stories. I have asked the school to help you to do this. I have also asked them to help you, especially the older children, to get even better standards in mathematics.

The school has gathered lots of information about how well each of you is doing in all your classes. This is a good thing because it helps your teachers to give you the help that you need. I have asked the school to make sure that the information is used even better to help you gain a clearer understanding of your next steps in learning and how to improve.

Thank you for helping me so much with the inspection of your school. I hope that you will continue to work hard in school and help the teachers so that your school becomes even better in the future.