

## Whitcliffe Road First and Nursery School

### Inspection report

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<b>Unique Reference Number</b>	107671
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	309468
<b>Inspection dates</b>	5–6 December 2007
<b>Reporting inspector</b>	Alison Thomson

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>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Tommis
<b>Headteacher</b>	Mrs Karen Vickers
<b>Date of previous school inspection</b>	23 June 2003
<b>School address</b>	Whitcliffe Road Cleckheaton West Yorkshire BD19 3NU
<b>Telephone number</b>	01274 335262
<b>Fax number</b>	01274 335262

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Whitcliffe Road First and Nursery School is smaller than average. The percentage of pupils known to be eligible for free school meals is also average. The pupils come from a range of minority ethnic groups, but the percentage of pupils who do not speak English as their first language is slightly lower than typical. The percentage of pupils with learning difficulties and/or disabilities is very high, although there are no pupils with a statement of special educational need at present. The school has achieved the Investors in People award. It is moving to new accommodation in the autumn of 2008.

## 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 with outstanding features. The views of many parents are captured by the comment, 'Given the poor building conditions this has not prevented my children in having a first class education at Whitcliffe Road.' Pupils' excellent personal development and well-being spring from the high level of care, support and guidance that the staff provide on a daily basis. Pupils are well behaved, polite and show respect towards each other and adults. Pupils enjoy school greatly and make an outstanding contribution to their community through their willingness to help others. They have an excellent understanding of how to keep healthy and thoroughly enjoy initiatives such as 'wake up - shake up'. They know how to keep themselves and others safe, and this is particularly important given the poor condition of the school buildings. Pupils feel that their views are considered and the school council has a very active role. Pupils have many opportunities to work together and this develops their personal qualities effectively. The attention given to the basic skills in literacy, numeracy, and information and communication technology prepare them well for their future schooling.

Good teaching ensures pupils' good achievement. Teachers are enthusiastic and capture children's imagination with well thought out activities which stimulate their learning. Pupils who have learning difficulties and/or disabilities make particularly good progress because of the very good support they receive. Standards, particularly in reading, are securely average by the end of Year 2 and also at the end of Year 4. The progress and achievement of pupils in Years 1 and 2 have been improving in recent years and are now good. However, pupils' progress in Years 3 and 4 is satisfactory, because teaching is less consistently good here. The progress of the higher attaining pupils throughout the school is not quite as good as that of their peers, because sometimes they are not set tasks that are challenging enough. Pupils know what their targets are and how to reach them. They are given very good advice on how to improve their work. The good curriculum keeps pupils interested in learning and they take full advantage of what is offered. Many take part in the wide range of extra-curricular activities. The school works extremely well in partnership with parents, governors and other outside agencies. Parents' views are welcomed and they value the way they are invited into school to share in the children's education. A typical parental view is, 'It is a warm and welcoming school which listens with patience to a parent's view.'

The school is very well led and managed. The headteacher has a clear and realistic view of the school's strengths and weaknesses and is determined to get the best for the school and the children. She is ably assisted by the deputy headteacher and together they have forged a culture of self-reflection amongst the staff. The staff welcome the new management structure that allows them to share ideas well and plan for the future. The school's evaluation is reliably informed by regular checks on teaching, learning and pupils' achievement. Increasingly, this information is being shared and used by all members of staff. The steady improvements over the past few years indicate that there is good capacity for improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Good teaching and a lively curriculum ensure children get off to a very good start in the Foundation Stage. Typical of parents' comments is, 'Since my son has started full time school he has come on leaps and bounds. He loves his time at school and also loves his teachers.' Staff in the Nursery and Reception class support children very effectively and ensure that they have

a positive and nurturing start in school, although higher attaining children are not always challenged sufficiently. The children are very well cared for and, consequently, they settle quickly and enjoy being at school with their friends. The new Foundation Stage leader has carefully identified the attainment of individual children. Parents and carers are fully involved in this process, which is an effective baseline for future tracking of pupils' progress. Vulnerable children are quickly identified and receive good support. When admitted to the Nursery, most children are working below the standard expected of children of that age but by the end of Reception in 2007, most had achieved the expected learning goals. This represents good progress during the two years.

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

- Improve the progress of pupils in Years 3 and 4 by ensuring that the quality of teaching and learning is consistently good or better.
- Provide challenging tasks for pupils of higher ability throughout the school.

### **Achievement and standards**

#### **Grade: 2**

Pupils achieve well overall during their time at school. The good progress seen in the Foundation Stage continues in Years 1 and 2, so that pupils reach standards in reading, writing and mathematics securely in line with those seen nationally at the end of Year 2. Standards at the end of Year 2 in all areas have been rising for a number of years. Progress is satisfactory in Years 3 and 4 and by the end of Year 4, pupils maintain standards that are securely average. More pupils reach or exceed their targets in reading than in writing or mathematics by the end of Year 4. During their time in school, higher attaining pupils do not make quite the same progress as their peers. At the time of the inspection progress in lessons was judged to be good. Throughout the school, the achievement of pupils who have learning difficulties and/or disabilities and those for whom English is not their first language is good.

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

#### **Grade: 1**

A secure and happy environment has been established, which enables pupils to feel valued and positive about their achievements. Attendance is good and pupils enjoy coming to school. Behaviour is excellent and pupils have very positive attitudes to learning. One pupil said, 'I like this school because everyone tries hard with their work.' The spiritual, moral and social development of the pupils is excellent and their cultural development is good. Relationships are excellent and pupils have a clear understanding of how their actions affect others. They participate enthusiastically in the wide range of activities both in and out of school. Pupils feel that they have a part to play in the school, with the school council influencing initiatives such as the preparation of a DVD that highlights particular features of the 'old' school. Older children feel responsible for the welfare of younger pupils and support them well as 'buddies' and playground leaders. This involvement, and the standards pupils attain prepare them well for their future economic well-being. The school is currently, with the help of the pupils, submitting a bid for 'Investors in Pupils' award.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers' excellent relationships with pupils create a very good atmosphere for learning. One pupil said, 'I like the teachers because they are kind and help you when you get stuck.' Teachers show enthusiasm for their subjects and plan their lessons well with appropriate and varied activities. Teachers and teaching assistants know and understand the learning needs of their pupils well. As a result, all pupils, including those with learning difficulties and/or disabilities, and those for whom English is not their first language, make good progress. Most lessons, especially in the Foundation Stage and in Years 1 and 2, have good pace and the effective use of whiteboard technology promotes good learning. There are good opportunities for sharing ideas and pupils do so with lively confidence. Some teachers use skilful questioning techniques to make pupils think, but sometimes the more able pupils are not challenged enough and they find some of the work too easy. Pupils are often encouraged to assess for themselves how well they think they have done and to ask for more help if they feel they need to. In an outstanding lesson, the teacher guided pupils to explain well what they had learned about 'counting money'. Marking is carried out regularly and informs pupils clearly how to improve their work.

### Curriculum and other activities

#### Grade: 2

The school provides a good range of learning experiences. The curriculum meets the national curriculum guidelines well. The curriculum is reviewed regularly and updated with a view to improving pupil's progress. Standards in information and communication technology have improved since the previous inspection and are now good. Links between subjects enhance learning and develop pupils' basic skills, for example, the 'snowman' project in Year 2. The school has recognised the success of this and the fact that this is not as well established in Years 3 and 4. The 'ABC' club caters well for pupils who have problems linked to motor skills. Pupils appreciate the many enrichment activities, such as the choir, the drama club and the art and craft club. All pupils in Years 3 and 4 have the opportunity to learn how to swim. Involvement with 'Artists in Residence' and a local Indian restaurant help pupils understand the richness and diversity of their community. Good links with local middle schools support the transfer of pupils well.

### Care, guidance and support

#### Grade: 1

The school has a very warm and caring atmosphere and great importance is placed on providing sensitive support to all pupils, including those who are especially vulnerable. Relationships between staff and pupils are excellent and pupils appreciate the high level of care provided for them. When asked to describe the school, one pupil said, 'This is a very kind school.' Health and safety and child protection arrangements are very thorough. All members of staff have regular training in these matters and are well informed. Excellent links with a range of professional agencies support very effectively those pupils who have learning difficulties and/or disabilities, so that they make good progress. Assessment arrangements are very thorough throughout the school. Pupils' academic progress is tracked regularly and effectively. Targets for pupils' individual improvement are applied very well and help each pupil to understand how they can improve their work.

## Leadership and management

### Grade: 2

The headteacher has a clear vision for the school. She and her deputy headteacher have formed an excellent working partnership with staff in managing the difficulties of poor accommodation. The school has a very clear focus on raising standards and the headteacher has introduced a new management structure involving curriculum groups. This is much appreciated by the staff, who value working in partnership with each other. Whilst this new management system is in its infancy, there are already signs that it is having a positive effect, for example, in literacy, and information and communication technology. Subject leaders are beginning to monitor teaching and learning effectively through examination of teachers' planning, pupils' work and by seeking pupils' views about their learning. Action is very well coordinated for pupils who experience difficulties in their learning and procedures are quickly put in place to secure improvements. The school involves parents fully in the children's learning, through initiatives such as the craft club. Governors know the school's strengths and weaknesses well and they provide the school with good support and challenge. Many governors come into school to offer good help in classes, but not all are equally involved. Self-evaluation is thorough and accurate, and whole-school planning considers the views of all staff and 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?	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?	1
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?	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	2
The behaviour of learners	1
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	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?	1

<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 Whitcliffe Road First and Nursery School, Cleckheaton,  
BD19 3NU

Thank you very much for welcoming me into your school. I enjoyed talking to you and seeing all the interesting work that you do. You said that your school is a good school and I agree with you.

Here are some of the best things about your school.

- You enjoy school and your behaviour is excellent.
- You are developing good academic and excellent personal skills that will help you to have a successful adult life.
- You know how to stay healthy by eating the right food, drinking water regularly and by taking plenty of exercise.
- Adults in school ensure that you are safe and very well cared for.
- Your school provides you with interesting and varied opportunities to learn, such as school visits.
- Your headteacher and staff have improved the school and are always trying to make it better.

Here are the things I have asked the school to improve.

- Improve the progress of pupils in Years 3 and 4 by ensuring that the quality of teaching and learning is consistently good or better.
- Throughout the school, always provide challenging tasks for pupils of higher ability.

You can help here by working closely with your teachers to check how well you have learned your work and by asking for more difficult work if you find it is too easy.

I enjoyed my visit to your school. Thank you once again.