

Wooldale Junior School

Inspection report - amended

Unique Reference Number	107676
Local Authority	Kirklees
Inspection number	309471
Inspection dates	11–12 June 2008
Reporting inspector	Ken Valentine

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	208
Appropriate authority	The governing body
Chair	Mrs S Palmer
Headteacher	Mrs Susan Horsley
Date of previous school inspection	26 April 2004
School address	Royds Avenue New Mill Holmfirth West Yorkshire HD9 1LJ
Telephone number	01484 222490
Fax number	01484 222490

Age group	7–11
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Amended Report Addendum

The school has gained Artsmark Gold, Activemark and Healthy Schools Gold Awards.

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Introduction

This inspection was carried out by two Additional Inspectors.

Description of the school

Wooldale Junior School is situated in a semi-rural community near Huddersfield. The school is of average size and most pupils are of White British heritage, none of whom speak English as their second language. Standards on entry are average. Pupils are from relatively advantaged socio-economic backgrounds and the proportion eligible for free school meals is lower than that found nationally. The percentage of pupils with learning difficulties and/or disabilities is broadly average. The school has gained Artsmark Gold, Activemark and Healthy Schools Gold Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wooldale Junior School is a good school with outstanding features. It has maintained above average standards and pupils achieve well. The care, guidance and support of pupils are outstanding and this is reflected in their outstanding personal development.

Pupils really like this school and respond with well above average levels of attendance and excellent attitudes and behaviour. Pupils show exceptional interest and enjoyment in their education as seen, for example, in the excitement of the Years 3 and 4 pupils preparing for an educational visit to Whitby. The well-being of pupils is a very high priority of the school. Governors are keen that Wooldale promotes pupils' good health and have encouraged the introduction of the school allotments. Pupils consequently develop well their knowledge of the environment and healthy eating. The teaching of the importance of good health and relationships is very successful and draws a sensible and mature response from pupils.

There are many strong features to the good curriculum. Music, modern foreign languages and physical education are of particular note. The school offers an extremely wide range of extra-curricular activities with many pupils showing a high level of interest in sporting and creative activities. Provision for a variety of interests extends to large play equipment, such as outdoor chess. Music is of interest to many pupils and their skills are greatly enhanced by the high quality of teaching provided in this subject.

There are excellent links with other agencies in support of individual pupils. Arrangements to support pupils as they move to secondary school are very good. Many parents and pupils agree with inspectors and describe the care provided by the school as outstanding.

The quality of teaching and learning is good, although there has been some variation in the progress made by pupils. Pupils' achievement has been most notably good in science. Efforts by the school to improve pupils' writing and to attain high levels in English have been successful. However, in mathematics teachers do not always use their assessments of pupils' progress to provide them with challenging enough work, especially those who are more able. Consequently, they do not all achieve as well as they could.

The good leadership and management have been highly successful in creating a caring school where pupils develop with confidence and with a wide range of experiences. All school leaders and governors work well together to evaluate how well the school is doing in most areas of the school's work. Nevertheless, the monitoring of teaching and learning is not sufficiently developed to ensure that pupils' especially the more able, are challenged sufficiently in their work.

The school has clearly demonstrated improvement since the last inspection, especially in the development of the curriculum and maintenance of above average standards. The school gives good value for money and has a good capacity for improvement.

What the school should do to improve further

- Improve the use of assessment data by teachers in mathematics when planning to meet pupils' learning needs in order to raise standards and improve achievement.
- Improve the monitoring of teaching and learning to ensure that pupils receive appropriately challenging work, especially those who are more able.

Achievement and standards

Grade: 2

Pupils consistently reach above average standards by the end of Year 6. While the achievement made by pupils has been less consistent, overall it is good. There is no significant difference in the achievement of different groups of pupils and pupils with learning difficulties and/or disabilities achieve at least as well as their peers. Pupils' achievement in mathematics is less good than that in English and science. This arises in part from the lack of higher levels attained by some pupils because they are not always given work that is effectively matched to their needs. Pupils currently in school show good progress in their lessons. This is clearly shown by the Year 6 pupils who have achieved their challenging targets. Pupils' progress is greatly enhanced by their good personal development and by generally high levels of speaking and listening skills.

Personal development and well-being

Grade: 1

Pupils speak very highly of the school. They are thrilled by many of the additional activities that make them feel confident and proud. For example, drumming groups, orchestra and rock school sessions give older pupils, in particular, enormous poise and self-discipline. Spiritual, moral, social and cultural development is outstanding partly because pupils are so kind to each other and are keen to learn about local, national and international issues. For example, outstanding links with two other local schools offer superb opportunities for pupils to learn about life from a disabled perspective or different cultural background. The benefit of helping others through the school council or links with the nearby infant school demonstrates clearly the outstanding contribution to the community made by pupils. Pupils have an exceptional understanding of how to live healthily and keep safe. They are proud to say that bullying does not take place at Wooldale. Overall, pupils are well prepared academically for their next stage in education and especially so in terms of the very valuable life skills they need.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers demonstrate a good level of subject knowledge and relate this well to pupils. Consequently, pupils progress well and enjoy their learning. Relationships between pupils and with adults are strong. Teachers are well organised and generally plan their lessons well, giving pupils a clear sense of purpose in their learning. However, while the marking and feedback pupils get on their work help them to improve; assessment data is not always used well enough by some teachers when planning to meet pupils' learning needs in mathematics. This leads to a lack of challenge at times, particularly for the more able.

Good use is made of questioning to ensure that pupils understand their learning and pupils are very willing to respond with well thought through answers. Pupils are attentive and willing learners and contribute well in class, staying on task and working at a good pace.

Curriculum and other activities

Grade: 2

The good curriculum contributes greatly to pupils' performance in English, mathematics and science, as well as to their outstanding personal development. Programmes of work help to create socially adept, healthy and safety-minded pupils. The valuable residential visit gives older pupils good opportunities for social development. The school has recently revised its plans for literacy and numeracy, which has created greater flexibility in teaching methods. Pupils' learning has benefited from this approach. At the heart of the curriculum are frequent opportunities for pupils to excel in physical and creative subjects. Working with artists and specialist staff for music and sports is a powerful aspect of provision. Among others, talented pupils benefit greatly from this approach. The school has recently begun a programme of improving provision for the more able and academically gifted pupils. However, this development is too new to have had major benefits to date.

Care, guidance and support

Grade: 1

Outstanding care and support provides pupils with a strong foundation for their personal development. The school is particularly successful at supporting pupils who need extra encouragement to join in and flourish as well as the rest. The partnership created with educational and medical support services is excellent in this respect. Furthermore, the very strong links forged with the local infant and secondary schools are most beneficial in settling pupils in and preparing them for their next steps. For example, master classes in information and communication technology and various sporting activities at the high school are a distinct advantage. Child protection arrangements are very effective and meet legal requirements. The school's routines for assessing risks and keeping pupils safe are meticulous. Academic guidance is good. Older pupils can almost recite, in conversation, their targets and the next steps needed in their learning because they are clearly communicated.

Leadership and management

Grade: 2

The leadership of the school sets a good clear direction for improvement. This has resulted in the good quality of education pupils receive and the outstanding personal development they make. School governors are closely involved in the work of the school and are effective in offering good strategic direction and challenge. Consequently, governance is good. There is a good level of teamwork by all leaders in effectively implementing strategies for improvement. This is clearly demonstrated in their recent efforts to improve pupils' standards in literacy. The current priority to improve standards in mathematics results from clear, accurate self-evaluation. However, there remains insufficient rigour in the quality of lesson observations to ensure that all pupils, especially the more able, are being challenged appropriately, particularly in mathematics. School leaders are aware of the need to raise standards and the setting of challenging targets. The leadership is particularly impressive in the care for the well-being of individuals and the use of partnerships to secure this.

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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 capacity to make any necessary improvements	2

Achievement and standards

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

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	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 Wooldale Junior School, Holmfirth, HD9 1LJ

On behalf of the inspection team I would like to thank you for making us so welcome in your school. We really enjoyed meeting many of you when we visited your lessons. We were very impressed with your excellent behaviour and your enthusiasm for the work you were doing. It was good to see how much you enjoy using the play equipment you have in the school grounds and I enjoyed joining in a chess game some of you were playing at the time. We found that the personal development you all make at Wooldale is outstanding. This is because of the excellent care and support you receive at the school. You and your teachers have every reason to be proud of yourselves!

You certainly enjoy the work you are doing and we thought the displays around the school showed the good range of things you have studied. Some of you were speaking very enthusiastically in French and we know you really enjoy your music and sports. Although you are making good progress in your other subjects we think that you could do better in mathematics. We have asked that your teachers make more use of the assessment information they have when planning your mathematics lessons, to better meet your learning needs and so help you improve. We have also asked that the monitoring of your teaching and learning is improved to make sure you all get challenging work; especially those of you who can do harder tasks.

We think your headteacher runs the school well and we know you appreciate the efforts your teachers make to provide you with interesting work to do. You are lucky to be in such a caring school and I know you and your parents appreciate this.

Enjoy the rest of your time in school and continue to make your teachers proud of you by working hard. We wish you all the best of luck.