

# Pentland Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	107690
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	309476
<b>Inspection dates</b>	10–11 December 2008
<b>Reporting inspector</b>	Andrew Swallow

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	144
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joan Hoyle
<b>Headteacher</b>	Mrs Sharon Hadjilary
<b>Date of previous school inspection</b>	3 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Pentland Road Savile Town Dewsbury West Yorkshire WF12 9JR
<b>Telephone number</b>	1924 325305
<b>Fax number</b>	1924 325357

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<b>Age group</b>	3–7
<b>Inspection dates</b>	10–11 December 2008
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average sized school. Almost all pupils are of minority ethnic origins and have Punjabi, Gujerati or Urdu as their heritage language. Approximately two thirds of pupils are of Pakistani origin, one third Indian, and a small proportion is of mixed White and Asian origin. Very few speak English as their first language and a significant number are at a very early stage of English language acquisition on entry to school. The local community upholds very strict Islamic values and cultures. The proportion of pupils eligible for free school meals is below average. A below average number of pupils have learning difficulties and/or disabilities.

Since the last inspection the school has been subject to severe fire damage. This resulted in a temporary relocation of all children to a different site during 2007/08. The school re-opened on its present site in June 2008. At the same time, a new headteacher took up post. The school has the National Healthy Schools award and the Kirklees Gold Standards. There is a playgroup on site, which is run by a private provider and did not form part of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

High quality leadership, at all levels, is sustaining excellent rates of achievement and above average standards. As a result, Pentland Infant and Nursery is an outstanding school. Pupils are developing the skills needed to be excellent learners because of the consistently high quality teaching, exciting curriculum and stimulating learning environment. Excellent care and guidance enable all pupils to flourish in this happy and vibrant multicultural community.

All children get off to a flying start in the outstanding Early Years Foundation Stage (EYFS). This is because all adults have very high expectations and ensure support is very closely matched to pupils' needs, particularly those at an early stage of English or heritage language acquisition. Children start the EYFS with skills which are well below those typically expected for their age. By the time they leave Reception, their language and mathematical skills, as well as their personal development, are very much in line with expectations and, in some cases, beyond. Even so, the school recognises that the quality of the outdoor environment is not yet as well developed as it might be.

Achievement is outstanding and standards are above average. All the different groups of pupils continue to make excellent progress across Years 1 and 2, reaching standards that are increasingly above average in reading and mathematics, and well above average in writing. Those with learning difficulties and/or disabilities make excellent progress to attain higher outcomes than seen nationally. Similarly, the highest attaining pupils reach standards that are well above national expectations. Pupils who are at an early stage of English language acquisition make rapid progress because of the excellent bilingual support that they receive.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils are very thoughtful in their attitudes. They behave extremely well and show very high levels of tolerance, respect and care for others. Pupils make an excellent contribution to the school and wider community through the school council, by being playground leaders and by organising charitable activities. They particularly enjoy sharing experiences with other schools that serve different communities, such as populations that are predominantly White British. Attendance is satisfactory and has improved significantly since the last inspection.

The quality of teaching and learning is outstanding and promotes consistently high outcomes. Relationships are excellent. The indoor environment for learning is of an exceptionally high quality. The curriculum is equally outstanding. Highly effective links between subjects support well the development of key literacy and numeracy skills, whilst ensuring relevance by incorporating interesting aspects of the local community. Care, guidance and support are outstanding. All adults are very supportive and enjoy excellent relationships with parents. The school has rigorous systems to track pupils' achievement and these are used effectively to provide targeted support for vulnerable pupils, as well as sustain high achievement.

Leadership and management are excellent. The school has managed very well a recent period of significant disruption due to severe fire damage and the new headteacher has quickly established a real team approach to continuing to make the very best provision for all learners. Governors are equally committed to ensuring the school builds on its excellent track record. Rigorous self-evaluation and strong development planning underpin the school's excellent capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Children get off to an excellent start in the EYFS and parents are delighted by the high quality support provided. They say that the pre-school visits made by the EYFS team help their children settle quickly and that the highly skilled bilingual staff really boost their children's confidence in understanding and speaking English. Although there is a spread of attainment, most children enter the Nursery with skills that are well below those expected for their age. Overall, they make outstanding progress, so that, by the end of Reception, many have reached the goals expected for their age and some have gone beyond them. A very strong team, led by a highly skilled and enthusiastic EYFS leader, has created a wonderfully stimulating and safe environment, in which children's learning flourishes and where they thoroughly enjoy themselves. Staff know their children's needs very well indeed. They assess regularly and accurately children's progress through the 'look, listen and note' approach. There is a good balance of activities that children choose for themselves and those which they have been directed to by adults. These activities develop exceptionally well children's communication, language and mathematical skills. Children make equally outstanding progress with their personal, social and emotional development, learning to collaborate and share, and support each other's work and play. The school recognises that provision for outdoor learning, however, is not yet of the same high quality as the indoor environment.

### What the school should do to improve further

- Ensure provision for outdoor learning is of the same high quality as the indoor environment throughout the school.

## Achievement and standards

### Grade: 1

The school meets the challenging targets that it sets for its pupils. By the end of Year 2, standards are above average in reading and mathematics and well above average in writing. This represents outstanding achievement for all the different groups of pupils in the school given their starting points, that are well below national expectations when they start their education. Pupils at an early stage of learning English make rapid progress because of the excellent bilingual support that they receive. High attaining pupils achieve very well indeed, reaching well above average standards in reading, writing and mathematics. Those with individual learning difficulties and/or disabilities make excellent progress, attaining higher than nationally, and especially so in writing. These outstanding rates of progress are largely due to the excellent tracking procedures, which ensure frequent and accurate checking of pupils' progress by teachers and teaching assistants. As a result, any pupils at risk of underachieving are pinpointed early and provided with additional one to one or small group support, from within or external to the school, and work suitably matched to their needs.

## Personal development and well-being

### Grade: 1

Pupils say they thoroughly enjoy coming to school because their lessons are fun and because, 'Everywhere is so exciting.' They thrive in the wonderfully stimulating learning spaces. Within this truly harmonious school community they learn to respect each other's different heritages and link well with local schools that have predominantly White British populations, so that they

are well placed to play their part in a multicultural society. From an early age, pupils develop high levels of tolerance and patience, working and playing safely alongside each other. The vast majority have an excellent understanding of why and how it is important to lead a healthy lifestyle. They talk about the high priority this has in their homes. Assemblies, visits and visitors to school enrich pupils' experiences and promote excellent spiritual, moral, social and cultural development. Pupils regularly lead faith prayers and are proud to attend a school where all cultures are celebrated. Behaviour, at all times, is outstanding. Members of the school council take seriously their work and others relish opportunities afforded to them to raise funds for charities and act as 'playground buddies'. Attendance is satisfactory. Although overall attendance is not as high as the school would like it to be, it has improved since the last inspection, but continues to be affected by days lost through religious observance and extended family visits to heritage countries. Through their visits to the local community, most pupils have an excellent understanding of the world of work and develop literacy and numeracy skills which prepare them outstandingly well for life beyond Pentland.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are of a consistently high quality to support pupils' outstanding progress. Lessons are well planned to incorporate interesting and fun activities, with a strong practical element, and frequent opportunities for pupils to discuss ideas or solve problems with a partner. Relationships are very positive and classrooms are stimulating places in which to learn. Skilful questioning enables teachers to determine how well pupils are learning and whether they require further explanation, or additional resources, to enable them to make even better progress. Consequently, work is very well matched to pupils' needs, including the high attaining pupils. On the other hand, teaching and bilingual support assistants are extremely well deployed so that no pupil is left behind.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is stimulating and responsive to pupils' needs. Teachers have established successful links between subjects to ensure that pupils steadily develop key understanding, whilst retaining an emphasis on literacy, numeracy, and information and communication technology (ICT). These arrangements are impacting positively on pupils' reading, writing and problem-solving skills and on their confidence in using computers. Similar planning also ensures that pupils at a very early stage of learning to speak English get off to the best possible start. Effective links with local community services, such as health, fire and police, enhance pupils' personal and health education. In addition, through circle time and other planned activities, teachers promote very well indeed the social and emotional aspects of learning. The many visitors to the school and visits to local places of interest, result in exciting displays of, for instance, African masks, 'Fabulous Fabrics' and work inspired by 'Munch the Dragon', and help to bring learning to life. 'It's always interesting here. You never know what you'll be doing next,' is a typical response by pupils. A good range of enrichment activities, including multi-skills, sport, book and writing clubs, all help pupils to broaden their horizons and develop varied lifestyles.

## Care, guidance and support

### Grade: 1

Parents understandably hold in high regard the quality of care and support provided by the school. Rigorous procedures are in place to ensure the safeguarding of pupils and promote their safety and well-being. Pupils say that there is no bullying and that everyone, 'gets on well, like one big family'. They say they always feel safe and well looked after. Arrangements to support pupils on entry to each year, and on transfer to junior school, are highly effective. Bilingual support for pupils at an early stage of English and heritage language acquisition is exemplary. Strong relationships between the school and families enable parents to support their children increasingly well at home, and highly effective links with outside services provide very well for vulnerable pupils. Effective provision is also made for high attaining pupils, through grouping arrangements within school and well-targeted activities. The school does all it can to promote good attendance and encourage families to ensure their children attend regularly. Although attendance is rising, senior leaders realise that it is not as high as it might be. Procedures to ensure all children know what they are aiming for, and what they need to do next to improve their work, are outstanding. All pupils have simple learning plans that are reviewed frequently. Parents receive regular information on their children's progress and say they feel ever more confident to help their children with their learning.

## Leadership and management

### Grade: 1

The recently appointed headteacher has managed the transition into the school's new accommodation very effectively. In doing so, she has built already a strong culture where all adults feel they have an essential role to support all pupils to achieve their full potential. Her vision for providing enriched and stimulating learning experiences, and for developing close partnerships with parents and the local Muslim community, is promoting excellence in all aspects of the school's work. The senior leadership team is equally committed to maximising every pupil's life chances and is instrumental in sustaining high achievement and standards. Refined systems to track pupils' progress promote consistently high expectations. Leaders and managers at all levels contribute to rigorous systems for evaluating standards of teaching and learning. Arrangements to enhance community cohesion are excellent. Parents talk positively about how the school reaches out into the local Muslim community, whilst linking with other predominantly White British heritage schools, to ensure that pupils have a clear understanding of equality issues and what it means to be part of a multicultural society. Self-evaluation is accurate, albeit over cautious. This is largely attributable to the headteacher's short amount of time in post. Governors are highly supportive and ambitious for the school. They are increasingly confident in understanding the school's strengths and any areas that require improvement.

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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

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	3
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	1
How well does the school contribute to community cohesion?	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	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 Pentland Infant and Nursery School, Dewsbury WF12 9JR

Thank you very much for the welcome and help you gave to me when I came to inspect your school recently. I was very pleased to be received in such a friendly way and extremely impressed by how well you all get on with each other.

It is very good to see how ready and willing you are to learn. This is not surprising, given that you have a new school with such a wonderful indoor learning environment, and very committed teachers and adults who support your work so effectively. As a result, you make excellent progress and reach above average standards by the time you leave school.

I was particularly impressed with how much you know about the importance of living a healthy lifestyle and how enthusiastically you take on responsibilities in the playground and work so thoughtfully alongside other children. Many of you broaden your horizons by becoming involved in the school council and raising funds for charities. I think that these experiences are really useful in preparing you for your future lives.

Overall, your school takes excellent care of you and provides you with an outstanding standard of education. The 'Terrific Talent Tree' in your school hall and the many instances recorded in your school's 'Golden Book' prove that you are getting the best possible start to your lives. Nevertheless, the outdoor facilities for learning, particularly in the EYFS, are not of the same high quality as those in the rest of the school. I know that your headteacher has already recognised this, so I have requested that they are improved quickly so that you get the opportunity to enjoy more stimulating outdoor activities as soon as possible in the New Year.

In the meantime, I hope that you will continue to work hard and always do your very best. I wish you every success in the future.