

# Battyeford CE (C) Primary School

## Inspection report

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<b>Unique Reference Number</b>	107728
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	309490
<b>Inspection dates</b>	15–16 October 2007
<b>Reporting inspector</b>	Robert Robinson

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	405
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mrs Diane Pyatt
<b>Date of previous school inspection</b>	6 October 2003
<b>School address</b>	Nab Lane Mirfield West Yorkshire WF14 9QH
<b>Telephone number</b>	01924 326530
<b>Fax number</b>	01924 326531

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school in an advantaged socio-economic area. It attracts about half of its pupils from the immediate area and the rest from surrounding diverse socio-economic areas. A below average proportion of pupils are learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school is an Investors in People and has gained the Activemark, Artsmark Gold and Basic Skills Quality Mark Awards. There have been significant changes of staffing since the last inspection including the headteacher and deputy headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Battyeford Church of England Primary School provides a satisfactory education for its pupils. The leadership and management of the school are good. The headteacher, deputy headteacher and governors provide the school with good capacity to improve. Pupils' achievement is satisfactory and standards throughout the school are broadly average. Pupils' personal development, including their spiritual, moral, social and cultural development, is good as is the care, guidance and support the school provides for its pupils. Most parents appreciate the education and care provided for their children, although a minority have concerns about the progress their children are making.

All groups of pupils achieve satisfactorily during their time at the school but the rate of progress is uneven between year groups and between subjects. This is because the quality of teaching is not consistent enough. Most lessons are planned and organised well. In some lessons pupils make good or better progress and really enjoy learning. However, occasionally the teaching does not capture pupils' interest and the pace of learning is not fast enough. Throughout the school the marking of work celebrates pupils' successes and points out how they can improve. The presentation of work is of a high standard.

Pupils enter Year 1 with skills similar to those normally seen in most of the areas of learning, although their personal, social and emotional development is better. Standards by the end of Year 6 are showing an upward trend. Behaviour both in the classroom and around the school is good. Pupils have positive attitudes to learning and show great respect for staff and each other. Pupils are proud of their school. They say they enjoy school and bullying is not an issue. Pupils know how to keep healthy. Older pupils accept responsibilities willingly, such as being 'befrienders'. Pupils are effectively prepared for future learning.

The recently appointed headteacher and deputy headteacher have implemented a raft of appropriate strategies to improve the school. They provide a good steer to the school and have identified precisely ways to improve pupils' progress. Together with staff they have reviewed the curriculum to enrich it by linking subjects together with a strong emphasis on creativity. The high quality of the school environment both indoors and outdoors reflects the success of this initiative, although it has not yet had sufficient time to fully impact on pupils' progress in English, mathematics and science. A senior management team has been established recently. Senior managers take responsibility for different phases of the school but their roles do not include leadership of key subject areas, such as English, mathematics and science. As individuals do not have overall responsibility for each of these subjects throughout the school, this reduces the potential to improve standards further. A thorough system to track pupils' progress has been introduced very recently which includes detailed accurate information of all pupils' progress. Challenging targets are set for pupils for the end of each year with the intention to check progress towards targets regularly during the year. At the moment, checking of progress is not frequent enough to enable the management to spot quickly pupils who are not doing well enough. This means that timely help cannot be given to individuals and groups to speed up their progress. Some pupils are not aware of their short-term targets. Governance has improved since the last inspection. Governors provide strong guidance, fulfil their roles well and are highly supportive of the leadership.

## Effectiveness of the Foundation Stage

### Grade: 3

The quality of provision in the Foundation Stage (Nursery and Reception) is satisfactory. Children enter Nursery with levels of knowledge, skills and understanding broadly typical for their age. Children enjoy school and settle quickly into their classes. Links between Nursery and Reception are satisfactory. Children make good progress in their personal, social and emotional development. They behave well and have good relationships with adults and other children. Progress in other areas of learning is satisfactory. Recent developments in learning the sounds letters make are developing children's confidence as writers. Reading has lagged behind other areas of learning but new initiatives have recently been introduced to address this. Children's progress is sometimes hindered when they are taught basic skills in too large a group or when activities do not have a clear purpose. Children have worthwhile opportunities to extend and initiate learning outdoors. Overall, standards by the end of Reception are at expected levels and progress in the Foundation Stage is satisfactory.

### What the school should do to improve further

- In order to raise achievement, make better use of short-term targets for individuals and groups of pupils and rigorously monitor progress towards them.
- Improve the consistency of teaching so that pupils make good progress in their learning throughout the school.
- Review the roles of the senior management team so that individual senior leaders have overall management responsibility to raise achievement in English, in mathematics and in science.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

The achievement of all groups of pupils is satisfactory relative to their starting points. Standards by the end of Year 2 have been fairly static since the last inspection albeit with an improvement in 2007, but they remained broadly average. Progress in Years 1 to 6 is satisfactory but it is not consistent between classes or between subjects. As a result, standards are generally at expected levels throughout the school. Standards in the Year 6 national tests in 2005 and 2006 were broadly average. In the 2007 tests standards improved to be above average but pupils' progress remained satisfactory as they were a higher-attaining group on entry to Year 3. The targets set for the end of Year 6 in 2008 are aspirational. The present average standards of this group of pupils indicate that the school will be hard pressed to meet its targets.

## Personal development and well-being

### Grade: 2

Pupils benefit from a wide range of social experiences. They develop a strong understanding of right from wrong. Links with church, assemblies and religious education lessons help to develop pupils' cultural awareness and understanding of the wider community. Children appreciate the school's procedures to help them understand how to keep safe and adopt these practices well. They have a good knowledge of healthy lifestyles. Many take part in additional sporting activities as well as in the whole-school daily 'wake up, shake up' session. The school

forum has an active voice in the running of the school. Older pupils enjoy caring for others and take roles such as 'playpals'. Where pupils are given opportunities to work independently and in line with their abilities they greatly enjoy their lessons. However, in some lessons where these features are not present a few pupils 'switch off' and become passive. Pupils are keen to attend school and attendance rates are above average. Pupils take a pride in the presentation of their work. A wide range of exciting curricular activities and pupils' firm grasp of basic skills prepare them well for future education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. It is, however, too variable and this can be seen in the uneven rates of progress pupils make in different year groups. In lessons teachers explain carefully what pupils are to learn and how they can judge their understanding. Occasionally, the work set does not challenge pupils sufficiently, particularly higher attainers. They spend too long in whole-class teaching groups and too few opportunities are planned for them to engage in independent and practical investigations. Members of staff skilfully ensure the good behaviour of pupils. As a result, relationships between staff and pupils are harmonious. Teaching assistants provide valuable help to pupils with learning difficulties and/or disabilities when working with individuals and in small groups. Interactive whiteboards are used well to explain new learning and to check pupils' understanding. In some lessons the teaching is mundane and the pace of learning is slow. This contrasts starkly with inspirational teaching where all pupils are fully motivated and making fast progress.

### **Curriculum and other activities**

#### **Grade: 2**

A vibrant, attractive learning environment celebrates pupils' achievements in all classes, particularly in art. This impacts positively upon pupils' personal development. Different subjects are skilfully linked together to add enjoyment and purpose to learning. Literacy and numeracy skills are practised and developed well in other subjects. Visits and visitors add to the enjoyment of learning. However, these recent curricular improvements have not yet fully impacted on standards in English and mathematics. The school grounds are used well to encourage pupils to exercise as well as to gain an appreciation of healthy foods. For example, pupils grew vegetables in the allotment and ate the wholesome produce at lunchtime. A broad range of extra-curricular activities are appreciated and attended by pupils. Violin and French lessons provide more valuable opportunities for pupils to extend their learning.

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

#### **Grade: 2**

Child safeguarding procedures are in place. Health and safety and risk assessment procedures promote a safe environment. Parents and pupils agree that children are looked after well. Systems in place to support pupils' pastoral care are well established and effective. The marking of pupils' work is thorough and consistent. It provides clear guidance for pupils of what they have done well and identifies how they can improve. The setting of targets for pupils linked to small steps of the National Curriculum is not consistent and pupils' understanding of their targets is variable. A succinct system to track pupils' progress has been introduced very recently,

based on previous assessment data. Increasingly, this information is being used to set challenging targets for pupils in order to monitor their progress and to guide their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher and deputy headteacher, ably supported by the governors, have evaluated the school's strengths and areas of development well. They know what needs to be improved. Since their relatively recent appointments they have concentrated on improving teaching, the curriculum and systems to check pupils' progress as well as developing the roles of middle managers. Their methodical monitoring of teaching and learning is slowly beginning to improve teachers' understanding of what makes good teaching. Improvements to the curriculum and the school site have created an extremely conducive atmosphere for learning. The headteacher has put in place a comprehensive system to track pupils' progress. This clearly records the progress that every pupil is making towards challenging targets at the end of each year group in reading, writing and mathematics as well as by the end of Year 6. The headteacher's check of pupils' attainment and progress has already identified underachievement in certain age groups and subjects. Professional development of staff and intervention programmes for pupils are providing help and support in these areas. Target setting linked to levels of the National Curriculum is at an early stage of development. The rigorous checking of pupils' progress is to be extended to at least a termly review to help speed up pupils' progress within each year group. A senior leadership team has been established which spreads responsibility to senior staff and draws on their expertise for the management of the Foundation Stage, Years 1 and 2, Years 3 and 4 and Years 5 and 6. However, no senior leaders are allocated individual responsibility for the overall management of English, mathematics or science. This reduces the capacity to effect improved provision in these subjects. The enthusiasm and skills of senior staff and governors, the good curriculum, the detailed information about pupils' progress, the enhanced management structure and signs of improving standards provide the school with good potential to continue to improve.

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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?	3
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	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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?	3
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	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

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

Inspection of Battyeford CE (C) Primary School, Mirfield, WF14 9QH.

Thank you for welcoming the team of inspectors to your school. We enjoyed the time we spent with you, and our discussions. Your school provides you with a satisfactory education. The headteacher, deputy headteacher and governors lead your school well and know how to improve your school further. Your personal development is good as is the way the school cares for you. The school is a stimulating place to learn because the curriculum is good. We enjoyed looking at the high quality displays of your work, particularly in art. We also thought that you presented your work really well in your books. Your attendance is above average and we were impressed by your good behaviour.

We have asked your school to help you to make good progress in every class. Some of you were unclear about your targets so we have suggested that the school sets you short-term targets and monitors your progress towards them more regularly. We have also asked the school to ensure that individual senior leaders take responsibility for English, mathematics or science to improve further your achievement in these subjects.

We appreciated talking to you about your work and watching you learn. We trust that you will continue to help the headteacher and other staff to continue to improve the school. We wish you well for the future.