

**Batley Parish Church of England Voluntary Aided Junior Infant and
Nursery School**
Inspection report

Unique Reference Number	107736
Local Authority	Kirklees
Inspection number	309493
Inspection dates	1–2 November 2007
Reporting inspector	Diane Auton

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	267
Appropriate authority	The governing body
Chair	Mr Richard Martin
Headteacher	Mr I Richardson
Date of previous school inspection	8 December 2003
School address	Stocks Lane Batley West Yorkshire WF17 8PA
Telephone number	01924 326361
Fax number	01924 326273

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This average sized school is situated near the centre of Batley in an area of considerable socio-economic disadvantage. Most pupils are from White British backgrounds, with around a third coming from other heritages; these being predominantly Asian or Asian British. Around a fifth of pupils are learning English as an additional language and this is higher than the national average. The proportion of pupils eligible for free school meals is broadly average. The proportion of pupils with learning difficulties and/or disabilities is also broadly average. The school holds the Investors in People Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This outstanding school provides a very good standard of education and gives excellent value for money.

The school gives outstanding support to its pupils' personal development and well-being, enabling them, right from the start, to achieve very positive attitudes to learning which prevail throughout Key Stages 1 and 2. An important example of outstanding personal development can be seen in the Foundation Stage, where sensitive support and a welcoming atmosphere enable children who do not have English as their home language to become confident communicators. They go on to enter Key Stage 1 with levels of competence in English similar to those of their classmates. They develop their linguistic competence alongside their peers during Key Stages 1 and 2 and this makes it possible for all pupils to gain equal benefit from what the school provides.

Pupils make excellent overall progress from below average starting points on entry to the Nursery. They reach standards which are above average at the end of Key Stage 1. Standards at the end of Key Stage 2 are amongst the highest in the country and have been at least well above average for the past three years. Progress is excellent for all groups of pupils, including the most able and those with additional learning needs. This is the result of consistently very good teaching and learning throughout the school, a well designed and enriched curriculum and good care, guidance and support. Outstanding teaching in Years 5 and 6 sets the benchmark of excellence that the school aims for in all areas of its provision. Several new initiatives are currently showing the first signs of a positive impact on standards, including the introduction of a new reading scheme in the Foundation Stage and the new thematic curriculum in Key Stage 1, but it is too early for a full evaluation to be made of these. Assessment is thorough and the information gained from it is used well when teachers plan the next stages in learning. The guidance given to pupils to improve their work is generally good, but further work remains to be done to implement the new marking policy, as the quality of the advice given to pupils on how to improve their work is not consistently good across all years.

During his first year in post, the headteacher has successfully supported senior staff in developing their roles within the school. They have begun to share with him the responsibility for assuring the quality of provision across the school and this has given them an improved overview and enhanced their awareness of leadership and management issues. This inclusive approach has been extended to staff at all levels, who participate fully in the school's team structure and show high levels of motivation and commitment. Very effective leadership and management are reflected in the high standards achieved by pupils and in their excellent personal development. The school works well in its partnership with parents and carers, consulting them regularly and keeping them well informed through regular newsletters.

The school has made good progress since its previous inspection. Its capacity to make further improvements is outstanding.

Effectiveness of the Foundation Stage

Grade: 2

When they enter the Nursery class, a high proportion of children from White British backgrounds have limited speaking and listening skills and many of the children from Asian backgrounds have little or no English. All children settle well into their new surroundings and make rapid

progress in their personal development during the Foundation Stage. The well-led staff team nurtures their confidence and self-esteem and children learn quickly how to get on with each other. They enjoy being in school and their behaviour is very good. Children at the early stages of learning English do so very rapidly and most are confident speakers and learners by the end of the Foundation Stage. Vulnerable children and those with additional learning needs are very well cared for. The children enjoy the challenge and range of activities, whether teacher-led or independent. Structured and purposeful play, good planning and the careful use of assessment, all underpin and assure their good progress. Daily sessions focusing on letters and sounds help them establish their early reading and writing skills. By the end of the Reception year, children's overall attainment is broadly in line with national expectations, as a result of the good provision made for them. Staff make the best use of accommodation, but the outdoor environment is restricted and this limits the range and scope for investigative and independent learning activities.

What the school should do to improve further

- Improve the outdoor learning environment for children in the Foundation Stage to enable them to develop fully the skills of investigation and independent learning.
- Improve the quality of marking across the school in order to ensure that pupils are consistently given effective guidance on how to improve their work.

Achievement and standards

Grade: 1

Pupils make outstanding progress during Key Stage 1. Most reach nationally expected levels in numeracy and literacy, with a significant proportion achieving above national standards. The momentum of progress is sustained very well during Key Stage 2. As the result of very good teaching, pupils' standards by the end of Year 6 in English, mathematics and science are exceptionally high. The proportion of pupils who achieve the higher levels in the three subjects is also well above average. Pupils who have English as an additional language achieve well in Key Stage 1 and very well in Key Stage 2, where their standards are above average. Pupils with learning difficulties and/or disabilities achieve exceptionally well in relation to their starting points, as a result of the school's impressive provision for them.

Personal development and well-being

Grade: 1

Pupils say they love coming to 'this fantastic school' and that lessons are 'interesting and fun'. Their spiritual, moral, social and cultural development is outstanding; they explain clearly that this is based on having respect for others. Their behaviour and attitudes to learning are both extremely good. They willingly take on responsibilities, with older pupils showing care when acting as play leaders and when helping the youngest children at lunchtime. Pupils are confident that help will always be at hand if they have any worries or concerns and that bullying or racism will be dealt with speedily and effectively. The pupil council is a new initiative, but the established Worship Group is proud of the role it plays in decision making and its contribution to whole-school worship. Older pupils plan, budget, shop for ingredients and prepare meals to share with staff as part of their learning about other cultures. Pupils clearly understand the importance of a balanced diet and regular exercise. They benefit from a good range of sporting activities and make informed choices from the healthy lunchtime options. Pupils leave the

school as mature, confident young people with academic and personal skills that prepare them extremely well for the future.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Lessons are very well planned to ensure learning moves along at a brisk pace and that activities are interesting and absorbing for the pupils. Lesson delivery is supported by close teamwork between teachers and very effective teaching assistants, whose input enables pupils with additional learning needs to have full access to the lesson and to make outstanding progress. Regular assessment identifies any problems that may arise for individuals or groups of pupils and this enables rapid remedial action to be taken when needed. Teachers help pupils to understand the purposes of the learning activities. This is developed particularly well in upper Key Stage 2, where pupils are helped to assess their own progress against the learning objectives of the lesson. This enables them to reach a very good understanding of how to move their learning forward and, together with the wide range of other effective teaching strategies used, contributes to the exceptionally good progress they make. Similar strategies have been introduced in the other classes but, because they are not yet fully developed, they are less effective. Relationships in the classroom are extremely good, so that pupils feel secure and relaxed and ready to learn. Behaviour in lessons is very good and pupils apply themselves eagerly and willingly to their learning tasks.

Curriculum and other activities

Grade: 2

The school offers a broad, balanced and well-enriched curriculum. Careful consideration is given to matching the curriculum to the pupils' interests and learning needs so that lessons are relevant and enjoyable. In upper Key Stage 2, a challenging and stimulating curriculum is presented very well and this helps enable pupils to tackle difficult concepts with confidence. Staff across the school are starting to find opportunities to link subjects together, although this work is still at an early stage. The initiative has already begun to have a positive effect in Key Stage 1 where pupils now enjoy practising their literacy, numeracy, and information and communication technology (ICT) skills in other subject areas through themed activities. The curriculum is enriched by its strong cultural dimension, with many opportunities for pupils to take part in music and performing arts activities. There is a valuable programme of visitors and visits, including residential trips for the older pupils. A good range of extra-curricular activities, taken up enthusiastically by the pupils, helps to enhance their excellent personal development further.

Care, guidance and support

Grade: 2

The school provides outstanding pastoral care for its pupils. Its inclusive ethos is underpinned by its mission statement's emphasis on care for each other. Vulnerable pupils and those with learning difficulties and/or disabilities are enabled to access learning and make excellent progress, because systems for their early identification and ongoing support are robust and effective. The school makes productive links with external agencies to provide additional support, if required, for these pupils and their families. Appropriate safeguarding measures are

in place. Parents' confidence in the school is expressed, typically, by, 'My child is well cared for and loved in school.' They applaud the school's welcoming ethos and the quality of information sent home and they appreciate the many ways the school reaches out to include them in their children's educational experience. The progress of pupils in all age groups and ability groups is tracked carefully, and the school uses this information well to ensure that no one either falls behind or is not sufficiently stretched.

Marking systems are currently being developed in order to give pupils clear and detailed guidance on how to improve their work. Although examples of good marking practice can be seen in some pupils' books, these systems are not in use in all classes.

Leadership and management

Grade: 1

The energetic headteacher's clear vision for improvement is shared wholeheartedly by the school community. School targets are ambitious. Strategic, well structured development plans, informed by wide consultation with stakeholders, including parents and pupils, explain clearly what actions the school intends to take to ensure that its targets are met. Senior staff have begun to take responsibility for monitoring the quality of provision within their areas of responsibility. Although this development is still at an early stage, standards of provision are at least good and often outstanding and several improvements have been introduced. Academic standards have been well above average for the past three years and rose higher in 2007. This is a strong, positive indicator of the impact of outstanding leadership and management. A supportive and well organised governing body is able to hold the school to account and to act as its 'critical friend'. The school's leaders know their school well and have a realistic understanding of its strengths and the areas for development. The school deploys the limited resources at its disposal well, but struggles to achieve building improvements because of financial constraints.

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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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

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	2
The extent to which learners adopt safe practices	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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

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?	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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 Batley Parish CE (VA) Junior Infant and Nursery School, Batley, WF17 8PA

Thank you for making the inspectors so welcome when we visited your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning. We really enjoyed meeting you and chatting with you, and finding out about all the good and excellent things that happen at your school.

We were very impressed by your excellent behaviour, by how well you all get on together and by how very friendly and kind everyone is at your school. We think that your school takes very good care of you. We also saw how hard you work in your lessons and how you concentrate very well. We think that teaching is very good and that the staff do a really good job in making your lessons interesting and fun. All of these things are helping you to be very successful learners and to reach high standards in your work and we were very pleased to see this.

We think that Batley Parish School is an outstanding school and we have asked your headteacher and staff to do two things to make it even better. We have asked them to make sure that the marking of your work always helps you to see clearly what you need to do next to improve. We have also asked that the outdoor area in the Foundation Stage be improved so that the children there can enjoy a wider range of learning activities.

Please keep up your very good work and carry on being happy learners! We wish you well for the future.