

# Park Road Junior Infant and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	107640
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	324610
<b>Inspection dates</b>	24–25 June 2009
<b>Reporting inspector</b>	Roger Gill

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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	243
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 Ayesha Khan
<b>Headteacher</b>	Miss Rachel Smart
<b>Date of previous school inspection</b>	15 May 2006
<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>	Park Road Batley West Yorkshire WF17 5LP
<b>Telephone number</b>	01924 326728

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	24–25 June 2009
<b>Inspection number</b>	324610

**Fax number**

01924 326729

<b>Age group</b>	3-11
<b>Inspection dates</b>	24-25 June 2009
<b>Inspection number</b>	324610

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average sized school situated close to the centre of Batley. About three quarters of the pupils are from minority ethnic heritages, typically Pakistani or Indian. Very many pupils are learning English as an additional language. The proportion of pupils eligible for free school meals is above average. The total number of pupils with learning difficulties and/or disabilities is typical but the number with a statement of special educational need is four times the national average. This is because the school provides a resourced base for children with hearing impairment. Since the last inspection, virtually all senior leaders have changed including the headteacher and deputy headteacher. There is a children's centre and Sure Start facilities available on site or adjacent to the school but these were not evaluated during this inspection. The school has achieved the Healthy Choice Award and Lead Social, Emotional and Aspects of Learning (SEAL) Award.

## 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 some outstanding features. Pupils' personal development, the care and support they receive and the provision for pupils with hearing impairment are all excellent. The changes in leadership since 2006 have been gradual and very well managed. Thus the school has continued to improve without disruption. Moreover, some recent innovations, such as wider opportunities in reading, have had a very powerful effect on pupils' learning. The breadth of development undertaken by the school and its influence on pupils' learning demonstrates a good capacity for the school to improve even further.

Parents' opinions often sum up the school perfectly. For example, they say that children progress very well 'educationally and emotionally'. Others believe it is the school's 'holistic approach' that incorporates a strong blend of spiritual, moral, social and cultural development, which is the key to children's success. The inspection agrees with these views entirely. Teamwork among staff at all levels provides an exciting place for pupils to play and learn. From the moment breakfast club begins through to the many and varied after-school clubs, pupils are happy, engaged and caring for each other. Inspired by the headteacher, relationships are superb in a school where pupils gain an excellent awareness of their capabilities and those of others. The school's partnership with parents and outside agencies is excellent in the way that it ensures that pupils settle in extremely well, attend regularly and enjoy learning. A thorough knowledge about keeping healthy and safe is extended by the first-rate level of emotional well-being brought about by the school's deep-seated regard for inclusion.

Standards are average by the end of Year 6, which represents good achievement bearing in mind children's starting points in the Early Years Foundation Stage. While achievement is good overall it is outstanding in reading by the end of Year 6. This is due to the expertise of the deputy headteacher who has moved very quickly to ensure top quality provision in this area. By comparison, pupils' progress in mathematics fluctuates throughout the school, which causes standards to be only just above satisfactory by the time they leave. The school has rightly concentrated its efforts on improving pupils' skills in English but the progress pupils make in lower Key Stage 2 is not fast enough because teaching does not pay enough attention to writing. Although some innovations are taking place in mathematics, it is too soon to see their effect in terms of accelerated progress.

Good teaching and an interesting curriculum have a positive result on pupils' learning. Pupils thoroughly enjoy what they do and speak enthusiastically about their learning. Many are pleased to list English and mathematics among their favourite subjects because teachers make the lessons enjoyable. The curriculum has recently been reorganised to allow skills in English, mathematics and information and communication technology (ICT) to be practised in themed studies, such as the Year 5 work on pirates. School meals even included blood coloured custard, which understandably made the pupils squeal with delight. The many pupils with learning difficulties and/or disabilities achieve well because learning is broken down into manageable steps for them. Signing is provided in all lessons, which guarantees inclusion for pupils who need it. Every child in the school learns to sign, which raises self-esteem to extremely high levels for all. Most pupils are learning English as an additional language. They progress well owing to good teaching and the supportive culture throughout the school.

Good leadership and management, at all levels including governance, have a strong grasp on the school's strengths and relative weaknesses. The plans for development, which begin with

a series of 'dream meetings' that gathers views from parents, pupils, governors, staff and senior leaders, are crystal clear about what needs to be done to make the school even better. Governors are involved closely in the school and challenge it to do as well as it can. The school's ambitions for the future, its challenging targets for the end of Year 6, the good level of provision currently on offer and pupils' outstanding personal qualities represents good value for money and a positive advance since the last inspection.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Nursery and follow this up with an equally productive time in Reception. Skills on entry are well below those typical for children of this age. At the end of Reception, standards are below those expected levels but children have achieved well. Adults look after children's welfare conscientiously and as a result their personal development is good. Many devices are used to boost children's self-esteem such as the full-length reflective surface that prompts them to talk about themselves and others. A good start has been made to ensure that activities reflect children's own ideas. For example, an outdoor area devoted to Spiderman encourages children to act out their own stories about their favourite character. Primarily, children achieve well because staff get them talking and enjoying books at every opportunity. In this respect, bilingual assistants provide excellent assistance in helping some children to find the right words to use. Relationships with parents are productive. Journals about children's learning are shared well. Conversations that arise ensure that new activities are even more relevant. Beyond the planned curriculum, freely chosen activities are assessed well to reveal the progress children make. For example, children loved using puppets to act out the story of the 'Hungry Caterpillar', which gave staff an insight into children's level of comprehension. Direct teaching is equally effective but occasionally children sit on the carpet listening for too long. Nevertheless, day-to-day learning is led and managed well in ways that make sure children make good progress in both the inside and outside areas.

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

- Improve pupils' achievement in mathematics by the end of Year 6 to match that in English and science.
- Quicken learning in lower Key Stage 2 so that all pupils progress at a good rate.

## **Achievement and standards**

### **Grade: 2**

Standards reached by the end of Year 6 represent good achievement from the very low levels of attainment of children when they start in the Nursery. Standards at the end of Year 2 have been below average, but are in line with expected levels this year. Pupils' attainment in Key Stage 1 is higher owing to a thorough overhaul of the curriculum in reading, writing and mathematics, particularly for boys in Years 1 and 2. Moreover, pupils in Year 6 have progressed outstandingly since Year 3 in reading as a result of the school's heavy emphasis on improving comprehension. Their progress in writing has been good, though in mathematics it is less swift. Large groups of pupils, in both key stages, make at least good progress in the end but the rate of learning slackens a little in lower Key Stage 2 where the urgency for reaching ambitious goals is not so pronounced.

## Personal development and well-being

### Grade: 1

Pupils enjoy school immensely, attend satisfactorily and behave admirably. Attendance is regular and often above average, which represents a strong improvement from the time of the last inspection. Fluctuations in attendance are caused by the changing calendar of religious observance and irregular interruptions, such as snow. The joy and enthusiasm with which pupils play together are fuelled by the wonderful outdoor facilities and the skill of the staff involved. Pupils' well honed social skills are capitalised on in lessons to make them go well. So, collaboration and participation are the backbone of learning at Park Road. Pupils appreciate the diversity of cultures in school and respond very positively to its emphasis on healthy lifestyles. High self-esteem and inclusive behaviour result in excellent spiritual and moral development. Activities like the school council, improvised drama in the outdoor theatre, very well organised drugs education and video conferencing with schools locally and abroad foster first-rate social and moral perspectives. The personal qualities pupils learn for the future complement their good academic achievements.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching set within a positive atmosphere fires pupils' enthusiasm for learning. In Year 5, for example, pupils were set a task in writing and when asked, 'can you rise to the challenge Year 5?' they cheered with pleasure and determination. Generally, lessons are planned well to be full of practical work. Learning for pupils with hearing impairment is superb owing to the expertise of those who work with them and their skilful inclusion lessons. Methods of assessment are good: teachers know where most pupils are up to and what they need to do next. Based on good assessment, teaching generally is ambitious. This is why most pupils, particularly those that find learning difficult, make good strides. Very capable teaching assistants have been trained very effectively to support their learning. The teaching of mathematics sometimes lacks precision in terms of demanding enough targets for all groups of pupils. Furthermore, this weakness sometimes exists in lower Key Stage 2, more generally beyond reading, which is taught well.

### Curriculum and other activities

#### Grade: 2

A good curriculum is in place, which has a very positive influence on pupils' personal development. Programmes for literacy, numeracy and ICT are relevant and responsible for pupils' good progress. There is a good emphasis on equality and diversity, which is demonstrated by pupils' widespread skills in signing. Clubs, visits, visitors, art and drama provide abundant opportunities for enrichment. The school has a beneficial programme for sport. For example, links with a local rugby league club allow pupils to reinforce academic skills at its learning centre. A first-rate programme for gifted and talented pupils takes place at a local high school, whereby older pupils mix with peers from schools nearby. They are taught to an advanced level in mathematics, for example. The curriculum is not yet outstanding because links between subjects to enable pupils to practise skills in literacy and numeracy are in place but not yet fully developed. Moreover, the programme for mathematics does not yet promote consistently good progress.

## Care, guidance and support

### Grade: 1

The school provides excellent care and support to pupils. Parents praise the school for this. Pupils agree and feel safe knowing that there is always someone there to help them. They receive excellent help with their emotional well-being and behaviour, largely because it is a leading SEAL school in the local authority. Attendance has improved because senior staff, administrative assistants and the local authority are so rigorous in their approach. The partnership forged with external agencies to ensure pupils' well-being is first-rate. The school meets the current government requirements for safeguarding pupils. Issues from the previous inspection report about putting in place a system of targets for pupils and marking their work with advice about improvement have been very successfully resolved. Now, teachers' marking is most useful because it offers praise and points out apt areas for improvement. The relative weakness in setting ambitious enough targets in Years 3 and 4 generally is a shortfall in teaching rather than in the system of academic guidance.

## Leadership and management

### Grade: 2

Good leadership and management result in a school in which pupils achieve well and reach very high levels in their personal development, including their behaviour. The enthusiasm and motivational qualities of the headteacher, who is extremely well supported by the deputy headteacher, are contagious. Senior and middle managers have been trained well. Moreover, support staff have been inducted fully and made to feel integral to the team. This has all resulted in improved standards, accelerated skills in reading, better attendance and superb arrangements for pupils' social and moral development through outside play, for example. The leadership team realises that there is more to do to ensure consistency of progress; it has made plans to tackle these issues. Despite these relative weaknesses, the good promotion of equality and diversity is exemplified by pupils' zest for inclusive behaviour and their good academic progress. The promotion of community cohesion is good. School life, local links, knowledge of national issues, and international awareness are positive aspects that leadership and management have developed well.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.

## 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	2

## The quality of provision

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

## 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 eliminated	2
How well does the school contribute to community cohesion?	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

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

Inspection of Park Road Junior Infant and Nursery School, Batley,

WF17 5LP

Thank you for your help when we inspected your school. We both thoroughly enjoyed our time at Park Road. I hope that the children in Years 5 and 6 enjoyed their trip to Whitby on the second day of our visit. Visits such as this, as well as all the other exciting things that you do, help you to grow into keen and incredibly well behaved young people. I was lucky enough to see some of the older pupils having a 'hard' mathematics lesson at the local high school, but sadly I could not accompany Resource Base children on their horse riding or travel to Whitby.

You go to a good school, which has some excellent aspects. That will not be news to you because this was the message we received when chatting to you over lunch, in the playground, in meetings and in lessons. Many of you are learning English as an additional language. What is special about your school is that learning is fun. As a result, you want to talk about what you are doing. So improving your skills in English is a pleasure. Of course, good teaching, an interesting curriculum, superb care and support, and leaders who are always coming up with new ideas help you as well.

I know everyone wants to improve even in a good school such as yours. So, I am asking your headteacher, staff and governors to do two things. You need to do even better in mathematics to equal or beat the level you reach in reading and writing by the end of Year 6. Also, in the lower juniors, children's progress must be speeded up to match that in other parts of the school.

You can help to make the school even better by trying to reach any new targets that you are given in mathematics or in Years 3 or 4 next year.