

Kirkroyds Infant School

Inspection report

Unique Reference Number	107686
Local Authority	Kirklees
Inspection number	324622
Inspection dates	11–12 May 2009
Reporting inspector	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.

Type of school	Primary
School category	Community
Age range of pupils	5–7
Gender of pupils	Mixed
Number on roll	
School (total)	160
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
Appropriate authority	The governing body
Chair	Miss Dawn Whiteley
Headteacher	Mrs Christine Wood
Date of previous school inspection	19 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kirkroyds Lane New Mill Holmfirth West Yorkshire HD9 1LS
Telephone number	01484 222482
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average size school. The vast majority of pupils are White British, with few for whom English is not their first language. The proportion of pupils with learning difficulties and/or disabilities is similar to that found nationally, but is rising. Numbers of pupils eligible for a free school meal are also rising and are now average. The Early Years Foundation Stage consists of two Reception classes. The school has the Investors in People award and National Healthy School standard.

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 continuously improving school that provides a good quality education. An outstanding curriculum and excellent pastoral care are at the heart of this happy and stimulating community. High quality leadership by the headteacher and governors are ensuring the school goes from strength to strength, particularly in the support provided for pupils with learning difficulties and/or disabilities. This is now outstanding. Parents are understandably supportive. 'What a lovely school. I wouldn't send my child to any other,' is a typical comment.

Children get off to a good start in the Early Years Foundation Stage. From broadly typical age-related starting points, the vast majority are working very confidently within all the early learning goals by the end of Reception. This is because they are well cared for and effectively taught. Pupils' achievement is good in Years 1 to 2 and standards are above average by the time they leave school. Very well-targeted support for pupils with learning difficulties and/or disabilities means that they make outstanding progress. A particular strength lies in the creative skills that many pupils develop through imaginative learning experiences. However, not all the most able pupils reach the standards of which they are capable.

Teaching is good, with pupils actively involved in their work and having fun. Lessons are generally interesting with opportunities for pupils to find out things for themselves. The curriculum is outstanding. It provides pupils with a very wide variety of 'hands-on' experiences and an extensive range of enrichment opportunities that widen pupils' understanding about their own community and the lives of people in different countries.

Pupils' personal development is good. Pupils say how much they enjoy school life. The vast majority attend well, although a small number of families persist in taking holidays during school time. Pupils' good literacy and numeracy skills prepare them well for their future lives. They have a good understanding of the importance of keeping healthy and take part in a range of sporting and extra-curricular activities. The school works extremely well with external agencies and local businesses to enhance the quality of pupils' learning and their personal development. The overall quality of care, guidance and support is good. Pastoral care is of particularly high quality. Not all pupils fully understand what they are aiming for academically nor are they confident about how to improve their work.

Leadership and management are good. Governance is outstanding. Governors are exceptionally well-informed about the performance of the school and have a very clear understanding of its strengths and areas for improvement. They hold senior leaders to account and ensure all requirements are fully met. Self-evaluation is largely accurate and has identified the right priorities to continue to improve the school's work. The committed leadership of the headteacher, governors and senior leaders, is moving the school forward. These factors ensure that the school has good capacity for further improvement and that it provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Early Years Foundation Stage with knowledge and skills that are broadly in line with national expectations in most areas, apart from in language and communication, where their skills are increasingly below expectation. Teaching and learning are good, enabling children, including those with learning difficulties and/or disabilities, to make good progress. As a result, most are working securely within, and some beyond the early learning goals by the end of

Reception. Good relationships between staff and children contribute to a happy and welcoming working environment, where children are well behaved and work and play cooperatively together. The curriculum is rich and exciting and vibrant displays show art work of a particularly high quality. However although satisfactory, the full potential of the outdoor environment has yet to be realised. Staff know the children well and care for them well, ensuring that all the statutory welfare requirements of the Early Years Foundation Stage are met. Leadership and management remain good. Staff work well as a team and plan regularly together for further improvement. Parents speak very highly about the provision. They say they appreciate the 'dedication of the staff,' and the 'lovely atmosphere of this brilliant school.'

What the school should do to improve further

- Raise achievement and standards of the most able pupils.
- Ensure all pupils are secure about their next steps in learning.

Achievement and standards

Grade: 2

Pupils start Year 1 with expected skills and knowledge overall. They have particularly well developed speaking, listening and social skills. The vast majority reach challenging targets to leave Year 2 with above average standards overall and especially in writing and mathematics. This demonstrates good progress across the school. Pupils achieve well largely due to practical and 'hands on' activities that make their learning meaningful. Adult support and specialist resources for pupils with learning difficulties and/or disabilities are exceptionally well targeted and as a result, these pupils make outstanding progress. However, the most able pupils are not yet consistently stretched to attain the standards of which they are capable. Many pupils develop excellent creative techniques by the time they leave and standards in art are particularly high.

Personal development and well-being

Grade: 2

Pupils' behaviour is good, they show positive attitudes to learning and say they enjoy coming to school. They find their lessons interesting and like helping each other. The vast majority attend well, although attendance is not as high as it might be. This is because a small proportion of pupils have serious medical needs, and a number of families persist in taking holidays during term time. Most pupils develop good basic skills to support their future lives, and an insight into life beyond school through visits to the local community and visitors to school from nearby places of work. Pupils enthusiastically assume responsibility, for example, as register and music monitors and are proud to represent the school in country dancing at the local folk festival and in athletics competitions. Good relationships are at the heart of the school's work and pupils say they feel extremely safe. 'Everyone looks after each other,' is a typical comment. This is especially so when pupils are in the playground and when they use specialist equipment in lessons. Instances of bullying and racism are very rare. Through their links with the local church, work in the local community, assemblies, fundraising for communities in Africa, and personal, social and health education lessons, pupils' spiritual, moral, social and cultural development is good. Pupils have a good appreciation of the importance of leading a healthy lifestyle and take part in a range of sporting activities.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Skilful questioning by adults encourages pupils to think for themselves and to share their ideas with each other. Relationships are positive and the vast majority of pupils are eager to learn. In the best lessons, teachers share precisely the outcomes they are looking for. For example, many show pupils 'what a good one looks like,' then pupils understand exactly what is expected of them. Teaching assistants are very effectively deployed to ensure that pupils with specific learning difficulties and/or disabilities are not left behind. However, in some lessons there is not enough challenge for the most able. Across the school teachers mark pupils' work regularly, indicating what pupils have achieved, but not all make sufficiently clear pupils' next steps in their learning.

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 skills. There is a relevant emphasis on literacy, numeracy and information and communication technology (ICT). Throughout this open-plan school there is a hum of activity within small groups, as well as whole-class, sessions. Teachers' assistants are particularly well deployed to encourage pupils to practise and to reinforce their key skills and competencies. Of particular note, is the emphasis on storytelling to promote writing. Everywhere, pupils are involved in 'hands on' learning experiences, such as making model pirate ships and developing tales around them. These arrangements are impacting positively on pupils' reading, writing, problem solving and ICT skills. Highly effective links with local community services enhance pupils' personal and health education. In addition, through assemblies and planned activities, teachers promote very well the social and emotional aspects of learning. The many visitors to the school and visits to local places of interest, result in exciting art displays of spring flowers and sculptures of sea creatures. These help to bring learning to life. An excellent range of enrichment activities, including cheerleading, karate, French and creativity weeks, all help pupils to broaden their horizons.

Care, guidance and support

Grade: 2

Parents understandably hold in high regard the excellent quality of pastoral care provided by the school. Rigorous procedures are in place to ensure the safeguarding of pupils and to promote their safety and well-being. Pupils talk proudly of their school and say, 'Everybody cares about you and teachers are always there for you.' They say they always feel safe and well looked after. Arrangements to support pupils on entry to each year and on transfer to the local junior school are very effective. Strong relationships between the school and families enable parents to support their children at home, and highly effective links with outside services provide very well indeed for vulnerable pupils. The school is active in promoting regular attendance and this is reflected in the above average numbers attending. Arrangements are in place to ensure all children know what they are aiming for and how well they are doing. However, these are not yet resulting in all pupils feeling confident about the next steps they need to take to improve their learning.

Leadership and management

Grade: 2

The headteacher sets the tone for the work of the school and has created an environment in which all adults work as an effective team. Kirkroyds is a school where the self-worth of all pupils is constantly promoted and highly valued. Close partnerships with parents and the local community promote enriched learning experiences. The senior leadership team plays a significant part in improving achievement and standards. Since the last inspection, significant progress has been made in refining procedures to check on pupils' progress in reading, writing and mathematics. These are now enabling earlier and increasingly effective intervention, particularly where pupils may be underperforming. Nevertheless, there is still work to be done to ensure that the most able pupils reach consistently high standards. Leaders and managers are increasingly involved in judging the quality of teaching and its impact on pupils' learning. Arrangements to enhance community cohesion and to promote equality are good. Parents talk positively about how the school welcomes their views and reaches out into the community. Effective links with local schools and community services, together with regular theme days involving people from different faiths and countries, ensure that pupils appreciate the importance of embracing different cultures and values. Governors hold the school fully to account. They ask challenging questions about the school's performance and are ambitious on behalf of all pupils.

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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

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 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/or disabilities make progress	1

¹Grade 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

How good are 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
The extent to which 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 learners' needs?	2
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?	2

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 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	1
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**

Thank you very much for the welcome and help you gave to the inspectors when we came to your school recently. We liked how you talked to us in such a friendly way. We were especially impressed by how well you all get on with each other.

You are really welcoming to visitors and show respect for the adults working with you. I was particularly impressed with your excellent art work, such as the tissue paper collage of spring flowers and the cardboard potato prints of birds. The collage and sculptures of sea creatures are also really impressive.

I was also pleased to hear how you take on responsibilities in school, such as music and register monitors, and how readily you take part in athletic events and country dancing at the local folk festival. It is clear how much you enjoy school and

your lessons. You get off to a good start in the Early Years Foundation Stage and the standards that you reach by the time you leave school are above national averages. You make good progress in your work.

Overall, your school provides you with a good standard of education, but it could be even better. I am asking the headteacher, staff and governors to do the following things to make sure that you all get the very best out of your time at Kirkroyds:

- to make sure that those of you who find your work easier than most other pupils, make the progress and reach the standards of which you are capable
- ensure that you all understand what you need to do next to improve your work.

I am certain you will work hard and do your best to help your teachers bring about the improvements I think are necessary.