

# Longroyde Junior School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 107501           |
| <b>Local Authority</b>         | Calderdale       |
| <b>Inspection number</b>       | 336895           |
| <b>Inspection dates</b>        | 15–16 April 2010 |
| <b>Reporting inspector</b>     | Andrew Swallow   |

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>                     | Foundation   |
| <b>Age range of pupils</b>                 | 7–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 257  |
| <b>Appropriate authority</b>               | The governing body                                 |
| <b>Chair</b>                               | Mr John Richardson                                 |
| <b>Headteacher</b>                         | Mr Robert Fox                                      |
| <b>Date of previous school inspection</b>  | 27 June 2007                                       |
| <b>School address</b>                      | Longroyde Road<br>Rastrick<br>Brighouse<br>HD6 3AS |
| <b>Telephone number</b>                    | 01484 715300                                       |
| <b>Fax number</b>                          | 01484 401810                                       |
| <b>Email address</b>                       | admin@longroyde.calderdale.sch.uk                  |

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed 10 teachers. Inspectors held meetings with governors, staff and groups of pupils, and spoke with parents and carers. They observed the school's work, and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Questionnaires from 68 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching throughout the school and its impact on pupils' learning and progress pupils' attainment and progress in English
- the quality and effectiveness of safeguarding arrangements
- the effectiveness of the school's arrangements to promote community cohesion.

## Information about the school

This is an average-sized junior school. Pupils come from a range of socio-economic backgrounds but the proportion of pupils known to be eligible for free school meals is below average. A lower than average proportion has special educational needs and/or disabilities. Rising numbers of pupils are from minority ethnic groupings, including some who speak English as an additional language. One in four is from Pakistani heritage. The school's external accreditations include national Healthy Schools, Basic Skills and Dyslexia Friendly Schools Awards, Active Mark and Quality in Study Support. Recently there have been some long term absences in the teaching staff.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that, since its last inspection, has improved the overall quality of teaching and learning, raised overall standards and increased rates of pupils' progress. Central to all adults' high aspirations for all pupils is the effective leadership and management of the headteacher. Parents are extremely positive about the school and make approving comments about its welcoming nature and the extent to which teachers 'go out of their way to make things special'.

Longroyde is a warm and caring place to learn. All staff display total commitment to supporting all pupils and their families. Links with parents and carers are particularly innovative and ensure excellent communication. The care, guidance and support for pupils are outstanding and underpin their good personal outcomes. As a result, they feel very safe in school, show very positive regard for each other and an excellent understanding of risks and how to deal with them. Exciting extra-curricular activities provide a wide range of opportunities for pupils to contribute to school life and the local community. Most are well behaved, attend very regularly, and are happy in their learning.

Across Years 3 to 6, pupils achieve well because the effective teaching provides increasing opportunities for pupils to share their ideas and learn from each other. By the time pupils leave Year 6, they attain above average standards. Standards in English have improved since the last inspection, although attainment in writing lags behind reading. Opportunities across the curriculum are missed to reinforce punctuation, handwriting and spelling. The school's bands, choirs and charity work make strong contributions to the local community, but actions to promote community cohesion on a wider scale are not yet fully embedded or evaluated.

The headteacher and strong leadership team are relentless in the quest to ensure all pupils reach their potential. They are supported and challenged by a well informed governing body and through effective partnerships with outside organisations. Arrangements to evaluate the quality of the school's work are accurate; well targeted training promotes consistently effective practice and rigorous procedures that hold everyone to account for pupils' outcomes and ensure a good capacity for further improvement.

## What does the school need to do to improve further?

- Raise standards in writing throughout the school by ensuring more consistent approaches to the teaching of handwriting, spelling and punctuation.
- Refine the curriculum to incorporate key themes, across all subjects, to reinforce

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pupils' basic skills, especially writing.

- Strengthen work on community cohesion by promoting an understanding of people from different cultures nationally and globally.

## Outcomes for individuals and groups of pupils

2

All groups of pupils make good progress because of consistently effective teaching and well-targeted practical activities that develop positive attitudes to learning. Year 5 pupils persevered well, immersed in their role play, and showed how inner feelings do not always match what people say. The pupils' enthusiasm for learning is a major factor in their gaining above average standards by the end of Year 6 in reading, mathematics and science from average starting points in Year 3. Standards in music are of a particularly high quality. Standards are only broadly average in English, however, because pupils' handwriting, punctuation and spelling, throughout all years, are not yet developed as systematically as their reading skills. Pupils with special educational needs and/or disabilities, and the large proportion of pupils from minority ethnic backgrounds, including Pakistani pupils and those at an early stage of learning English as an additional language, make good progress. Their individual needs are carefully assessed and they receive high quality individual support.

Pupils enjoy their learning and are proud to talk about what they accomplish in lessons. They say, 'Our teachers encourage us to work together, share ideas and ask questions.' Their good behaviour and regular attendance make a significant contribution to their learning. Pupils say they feel very safe indeed and enjoy looking after each other. They are very confident they can always find someone to help with a problem. They have an excellent understanding of how to keep fit and take part enthusiastically in many sporting activities, although their lunch choices do not always support their knowledge about what constitutes healthy eating. Pupils' good spiritual, moral, social and cultural development is evident in their mature, reflective attitudes, their influential roles as school councillors and befrienders, and their desire to take part in the wide range of local sporting activities and musical performances. Through their exceptional singing and playing in the local community, and their regular charity work, they are highly respected by people who live nearby.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 2        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

**How effective is the provision?**

Teaching is good, although recent long term absences have contributed to some inconsistencies, particularly in the teaching of writing skills. Features of most lessons include well planned activities that challenge all pupils to develop their reading and mathematical skills. They are appropriately matched to pupils' needs and often couched in 'real life' situations. For example, pupils learn about how advertisements for hair spray and the media influence the public and persuade them to buy certain products. They analyse carefully Islamic and Christian stories, interpreting morals applicable to modern-day society. The teaching of writing incorporates a wide range of techniques, but is not yet developing systematically pupils' accuracy in spelling, the full range of punctuation and fluency in expression in all year groups. Teachers' effective questions probe pupils' understanding and help to consolidate new ideas. Teaching assistants are well deployed and ensure all learners are fully supported to make good progress. Assessments of how well pupils are doing are used well to share appropriately challenging targets, and to ensure most pupils know increasingly what to do to make progress towards them.

The good curriculum is richly enhanced by visits and visitors, and regular Friday afternoon extra-curricular experiences such as gardening, bead craft and puppet making. The development of pupils' social and emotional learning is a strength. There are many exciting opportunities for pupils to play sport, sing, learn a musical instrument and perform in local events. Planning to develop pupils' key skills, particularly writing, in a themed manner across the curriculum, is at an early stage. While pupils' competencies in information and communication technology are challenged well through research,

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presentation and recording assignments, there is scope to integrate the use of modern technologies more regularly in lessons.

Pupils receive outstanding care and support. Staff are rigorous and persistent in ensuring the highest levels of welfare and care for all pupils, especially the most vulnerable. Very good partnerships with local primary and secondary schools and with local authority and community services really do ensure that all pupils are valued and included.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**How effective are leadership and management?**

The headteacher leads the school well. He sets a very clear direction and tone for the school's work and is aspirational on behalf of all young people. His relentless pursuit of the very best resources and facilities has improved the quality of pupils' learning and raised overall standards since the last inspection. Senior leaders are equally ambitious. They discharge effectively their responsibilities for checking the quality of teaching and learning, and making use of information on how well pupils are doing. Self-evaluation is accurate and outcomes of monitoring are used carefully to deploy additional resources to support the performance of pupils with specific needs. Excellent relationships with parents and carers are underpinned by innovative use of text messages via mobile telephones, regular information on the school's website and weekly newsletters that encourage families to comment on the quality of the school's work.

There are good systems for safeguarding pupils, including detailed procedures for assessing and eliminating risks. Support provided by key agencies is of a good quality. Governors and staff receive regular training, in particular on child protection issues. The school integrates issues about safety into the curriculum extremely well, so that pupils develop a strong understanding of how to keep themselves safe. Some policies and procedures are of a general nature and not sufficiently bespoke to enhance the school's work. Not all arrangements are evaluated rigorously.

Governors display a good understanding of the school's strengths and weaknesses, and are well organised. They have active links with individual classes and are well informed about learning and progress through regular presentations. They are confident in providing challenge to hold senior leaders to account and in acting on their findings. They engage effectively with parents, pupils and the staff as a whole. They have a good understanding of the needs of the local community and promote appropriate community

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cohesion work through planned partnerships with local schools, the local council and with individual families. The school recognises that it does not yet sufficiently draw on the rich and divergent backgrounds of people, nationally and internationally, to promote a global understanding of the importance of cultural, religious and socio-economic harmony.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Views of parents and carers

A large majority of parents and carers are overwhelmingly positive about almost all aspects of the school's work. They confirm that their children enjoy school and are well cared for. A very small proportion of questionnaires contained criticisms, notably about the progress that children make and the effectiveness with which the school tackles misbehaviour. However, inspectors found no evidence to substantiate these concerns. The school's own regular surveys of parents, carers and pupils provide significantly positive feedback. They typically comment on how well the children enjoy, and benefit from, the excellent range of extra-curricular opportunities and get on well with each other.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Longroyde Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 34             | 45 | 41    | 54 | 0        | 0  | 1                 | 1 |
| The school keeps my child safe  | 40             | 53 | 35    | 46 | 1        | 1  | 0                 | 0 |
| The school informs me about my child's progress   | 32             | 42 | 38    | 50 | 4        | 5  | 1                 | 1 |
| My child is making enough progress at this school   | 23             | 30 | 42    | 55 | 8        | 11 | 2                 | 3 |
| The teaching is good at this school   | 30             | 39 | 39    | 51 | 4        | 5  | 2                 | 3 |
| The school helps me to support my child's learning  | 27             | 36 | 42    | 55 | 6        | 8  | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 16             | 21 | 57    | 75 | 2        | 3  | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 30             | 39 | 41    | 54 | 2        | 3  | 0                 | 0 |
| The school meets my child's particular needs  | 24             | 32 | 45    | 59 | 4        | 5  | 2                 | 3 |
| The school deals effectively with unacceptable behaviour  | 26             | 34 | 37    | 49 | 7        | 9  | 3                 | 4 |
| The school takes account of my suggestions and concerns   | 25             | 33 | 39    | 51 | 4        | 5  | 3                 | 4 |
| The school is led and managed effectively   | 33             | 43 | 37    | 49 | 1        | 1  | 2                 | 3 |
| Overall, I am happy with my child's experience at this school   | 40             | 53 | 31    | 41 | 2        | 3  | 2                 | 3 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 April 2010

Dear Pupils

Inspection of Longroyde Junior School, Brighouse, HD6 3AS

Thank you for your very warm welcome when I inspected your school with my colleagues. The whole inspection team really appreciated your help, enjoyed chatting with you and listening to your views. This letter is to let you know what we found.

You should be really pleased because we agree with you that your school is good. You should also be proud because you are polite, well behaved and very supportive of each other. You have an extremely good knowledge of how to stay fit and safe, although not all of you make healthy eating choices at lunch times. Adults look after you very well so that you feel confident to ask them for help at all times. You told us that lessons were enjoyable and interesting, and we agree with you. You learn a lot from opportunities to share ideas with other pupils, and you make effective use of computers to enhance your work. The quality of your achievements in music is exemplary.

Your headteacher leads your school well, with the support of all the staff and governors. They make sure that you are happy and learn effectively. Across Years 3 to 6 you work hard and make overall good progress. As a result you reach standards that are generally above average for your age by the end of Year 6. This is because you receive good teaching.

There are three areas for improvement that we found. We have asked your school to ensure that you all make good progress in writing, and that you have regular opportunities in all subjects to practise handwriting, spelling and punctuation, so that you are even more confident and successful in expressing your ideas. We also think that you could learn more about how people from different communities and cultures live harmoniously together across the world, and not just in school and the area surrounding Brighouse. You can all help by continuing to attend daily, reaching your targets and supporting each other. I wish you every success in the future.

Yours sincerely

Dr Andrew Swallow

Lead inspector

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