

# Withinfields Primary School

## Inspection report

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<b>Unique Reference Number</b>	107502
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	336896
<b>Inspection dates</b>	15–16 April 2010
<b>Reporting inspector</b>	Andrew Clark

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	297
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Anne Moffatt
<b>Headteacher</b>	Mr Duncan Hetherington
<b>Date of previous school inspection</b>	11 January 2007
<b>School address</b>	Withinfields Southowram Halifax HX3 9QJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed 12 teachers. The inspectors held meetings with governors, staff, parents and carers, and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and an analysis of the school's records of pupils' progress and attainment. The inspection team analysed 60 completed questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

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

- the attainment of children on starting the Early Years Foundation Stage
- the progress made by pupils in mathematics in Key Stage 1 and writing in Key Stage 2
- the effectiveness of all levels of leadership.

## Information about the school

The school is larger than average. The majority of pupils are White British. The percentage of pupils eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has achieved a Healthy Schools Award, the Activemark, a silver Eco-Schools Award and the Basic Skills Quality Mark. A breakfast and after-school club are managed by the governing body. The school opened a new Early Years Foundation Stage unit in September 2010 combining the Nursery and Reception classes.

**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. The headteacher and staff, including an effective leadership team, are purposeful and ambitious for the school. The needs of potentially vulnerable pupils and those with special educational needs and/or disabilities are met well, and at times very well, through the outstanding support the school provides. This is deeply rooted in the reflective and outstanding caring ethos and in the implementation of strong policies to help keep pupils safe and healthy. Pupils of all abilities make good progress because lessons are engaging and well targeted to individuals' needs. The school's self-evaluation is accurate and based on robust systems to evaluate the quality of provision. The governing body provides a good range of skills to challenge and support leadership. As a result, the school is well placed to continue to improve. Occasionally, however, lesson monitoring focuses too much on teaching and not enough on the strengths and weaknesses of pupils' learning, which limits its impact. Parents and carers, and pupils, are proud of the school. 'I am very impressed with the school and its leadership. They have given me and my children a massive amount of support and staff have been fantastic,' is a comment that reflects the views of parents and carers well.

Children start school with skills which are below the levels typically expected for their age and leave Year 6 with standards which are at least average in English, mathematics and science. Pupils take pride in their work and acquire a good level of knowledge in many subjects. Occasionally, rates of progress are not as fast as they could be because pupils are not always inspired by the content of literacy and numeracy lessons and have insufficient opportunity to plan and organise their own work. Marking in a range of subjects does not always best promote literacy and numeracy. Pupils' behaviour is good and this contributes to their successful learning. They feel safe and are committed to a healthy lifestyle. Pupils enjoy school as reflected in their above average attendance. Pupils of all abilities grow into self-assured and thoughtful individuals. They take their many roles and responsibilities seriously. They are especially proud of the initiative they took in planning and fundraising for a playground activity area suitable for wheelchair users. The good quality of teaching ensures that lessons are purposeful and well planned. Teachers often make good use of overarching themes such as 'Antarctica' and 'Pirates' to bring learning to life.

In the Early Years Foundation Stage staff do not consistently use assessments rigorously to plan for children's next steps in their learning. Pupils' lives are enriched by a good range of visits, visitors and out-of-school clubs.

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

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- By 2012 improve pupils' progress in literacy and numeracy by:
  - building upon pupils' interest in exciting topics and themes in all subjects to inspire learning of basic skills
  - ensuring that the marking of work in all subjects consistently helps pupils to improve in literacy and numeracy
  - ensuring that the outcomes of observations and assessments of children in the Early Years Foundation Stage are used to plan precisely the next steps in learning.
- Provide regular opportunities for pupils to organise their own work.
- By 2010 ensure that the monitoring and evaluation of the quality of lessons is based upon the strengths and weaknesses in pupils' learning.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy their lessons, are keen to learn and solve problems. They retain facts well because of the emphasis teachers place on this aspect of learning. Pupils of all abilities work well together, are well organised and sociable. As a result, they achieve well and make good progress in English, mathematics and science. Standards are at least average and this is reflected in the school's results in national tests and shows an improving trend. Sometimes, progress is not as fast as it could be because teachers do not always involve pupils enough in organising their own work. In particular, the use of prepared work sheets restricts the responses pupils can make. The school is quick to respond to any variations in the standards of pupils' work and the outcomes of assessments. For example, successful steps were taken to improve pupils' learning in mathematics at Key Stage 1 through the use of a new policy on calculation and an increasing focus on problem solving. There has been a good improvement in the achievement of the more able pupils since the last inspection. Pupils' progress in writing is best when learning is inspired through themes and topics in different subjects, for example in writing about the life of the Tudors in history. Pupils with special educational needs and/or disabilities receive a great deal of support which means they make at least the same progress as classmates and on occasion make very rapid progress indeed. Pupils have a good knowledge of how to keep safe in different situations. They are reflective and tolerant in response to thought-provoking themes in personal development lessons and collective acts of worship. They have a good knowledge and understanding of the lives of others, through exciting whole-school themes on different cultures. They take part in exciting projects to develop their skills and knowledge of enterprise and the world of work. The school council, befrienders and junior wardens give pupils a strong voice in the life of the school.

*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: 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>2</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>2</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: 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?**

The quality of teaching observed on inspection ranged from good to outstanding. Teachers set very clear expectations for pupils' behaviour and they respond well. Staff create interest through practical tasks which require pupils to solve problems and to apply their skills and knowledge imaginatively. For example, in English, pupils create their own 'learning walls' of synonyms for common words to help make their writing more exciting. Teachers make accurate assessments of pupils' progress over time and use this to match work closely to their needs. This is a good improvement since the last inspection. Teachers make especially good use of individual education plans to support pupils with special educational needs and/or disabilities. The school is making closer links between different subjects and pupils find this inspires them to learn. However, teachers do not always use this interest to make literacy and numeracy lessons equally more exciting and relevant. Teachers use marking well in English and mathematics books, but miss some opportunities to help pupils make improvements through literacy and numeracy in other subjects. The school provides many excellent opportunities for pupils to develop their personal, social and emotional skills. They learn about the dangers of drugs and alcohol abuse through role play and specialist teaching. The school makes good use of specialist coaching and teaching in several subjects. A good range of visitors and visits, including residential visits, contribute well to pupils' learning experiences. Extra-curricular activities, including breakfast and after-school clubs, enrich pupils' experiences. The caring ethos is supported by high-quality procedures and record keeping to ensure pupils' safety and promote their good behaviour and attendance. The needs of the pupils who are potentially the most vulnerable are managed well through

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Careful tracking of progress and skilful intervention. This is complemented by very effective links with psychological and other support agencies and good relationships with parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: 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, with good support from the senior leadership team, has established a strong ethos and vision which is shared by staff and governors. The headteacher has increasingly developed the leadership skills of all staff, enabling a faster rate of improvement. The governing body provides strong, well-organised support which is sharply focused on improving pupils' achievement. Policies are carefully reviewed and record keeping is of a high standard. There are robust procedures to safeguard pupils. Although lessons are systematically and regularly observed, the procedures do not always ensure that the strengths and weaknesses of pupils' learning are consistently analysed. This limits the school's ability fully to ensure the fastest rates of improvement. Parents and carers make a good contribution to developments in the school because they are well informed and have good opportunities to express their views, through meetings, questionnaires and, increasingly, the school website and use of text messaging. The school promotes equality of opportunity and diversity well because, through careful tracking of pupils' needs, it breaks down barriers to learning well and ensures full curricular access for all. In particular, the headteacher has developed and led a programme to tackle equality in the ambitions and expectations of boys and girls. The school's contribution to community cohesion is good. It has worked with official bodies on local issues of road safety and traffic control. The school is strongly involved in a number of environmental and global issues, for example funding and resourcing sustainable energy through solar panelling. The staff's high expectations and the rigorous procedures to identify and support the needs of all pupils lead to good equality of opportunity and diversity.

*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: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The creation of the new Early Years Foundation Stage curriculum is still at an early stage: leadership and management are satisfactory. Children start school with skills which are mostly at levels below those typically expected for their age. They make satisfactory and sometimes good progress towards the early learning goals. Children settle quickly into the school's routines because of good systems in place and a warm and welcoming atmosphere. The staff's roles are well established so that children build close relationships with adults responsible for guiding their learning. There is a good range of resources which are easily accessible to develop confidence. However, adults do not always intervene effectively to guide and support children in their independent activities and role play. Planning and assessment systems are developing but are not always used rigorously enough to promote the next steps in children's learning. There are good links with parents and carers and good arrangements for ensuring that children are safe and well cared for.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Approximately a fifth of parents and carers responded to the inspection questionnaire. They have largely positive views of the school and feel that their children make good



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progress. They are especially pleased with the care and openness of the headteacher and staff and say the school is led and managed well. The inspection team agrees with these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Withinfields Primary 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 297 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	58	24	40	1	2	0	0
The school keeps my child safe	41	68	16	27	2	3	1	2
The school informs me about my child's progress	37	62	21	35	2	3	0	0
My child is making enough progress at this school	35	58	21	35	4	7	0	0
The teaching is good at this school	37	62	20	33	2	3	1	2
The school helps me to support my child's learning	35	58	18	30	5	8	1	2
The school helps my child to have a healthy lifestyle	28	47	29	48	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)	28	47	27	45	1	2	1	2
The school meets my child's particular needs	33	55	22	37	4	7	1	2
The school deals effectively with unacceptable behaviour	24	40	30	50	3	5	1	2
The school takes account of my suggestions and concerns	28	47	25	42	3	5	1	2
The school is led and managed effectively	31	52	21	35	5	8	2	3
Overall, I am happy with my child's experience at this school	36	60	21	35	2	3	1	2

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.**



19 April 2010

Dear Pupils

Inspection of Withinfields Primary School, Halifax, HX3 9QJ

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you about your school. You are rightly proud of your good school. Your behaviour and attendance are good. You say you feel safe and appreciate the care that all adults show to you. You learn a lot from visits and the clubs and societies you belong to. The school council, befrienders and junior wardens help to make the school a safer and more interesting place to be.

Your headteacher and other staff work together well to help you to learn and to make things better for you. They take outstanding care of you. You make good progress in English, mathematics and science to attain average standards. Your lessons are good and you say you enjoy them. You especially enjoy your project work on 'Pirates' and 'Antarctica'. I have asked your headteacher and other teachers to help you make even more progress in literacy and numeracy by using your interests more in all subjects and to let you organise more of your own work. I have also asked the staff to use marking in all subjects and assessment in the Early Years Foundation Stage more effectively. I have agreed with your headteacher that they will carefully monitor how well you learn in all lessons.

You can help by continuing to attend well, work hard and enjoy yourselves.

Yours sincerely

Mr Andrew Clark

Lead inspector

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