

Bywell Church of England C Junior School

Inspection report

Unique Reference Number	107706
Local Authority	Kirklees
Inspection number	336936
Inspection dates	19–20 May 2010
Reporting inspector	Brian Holmes

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair	Mr Jonathan Wood
Headteacher	Mr Paul Tonner
Date of previous school inspection	14 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 16 lessons and observed 13 teachers. They looked at pupils' work and observed their behaviour at play times and lunchtimes. Inspectors held discussions with governors, staff, groups of pupils and parents and carers. They observed the school's work, and looked at its assessment data, evidence of activities and events, information about the curriculum and monitoring and evaluation documents. Inspectors analysed 98 questionnaires completed by parents and carers, 116 pupils' questionnaires and 11 staff questionnaires.

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

- whether attainment is high enough in each year group, particularly in writing
- whether teaching is sufficiently challenging and consistent in all classes to enable pupils to make consistent progress, particularly in reading and writing
- whether assessment is being used effectively to meet all pupils' needs and enable them to know how to improve their work
- whether the curriculum is effective in improving pupils' attainment and progress, particularly in reading and writing
- whether leaders, including the Governing Body, are effective in monitoring and evaluating the impact of actions on improving outcomes for pupils.

Information about the school

This is a larger than average size junior school on the outskirts of Dewsbury. Since the previous inspection there have been significant changes to the teaching staff. The proportion of pupils known to be eligible to take a free school meal is broadly average. A large majority of pupils are of White British heritage. Lower than average proportions of pupils come from minority ethnic backgrounds or are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities, including pupils with a statement of special educational needs, is higher than average. The school has gained a number of awards, including the Activemark.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is an improving school. It has strengths in its curriculum and care, guidance and support, which have a positive impact on pupils' achievement and personal development. Senior leaders have maintained a clear vision for raising pupils' attainment and have assembled an effective team of staff. They are increasingly successful in engaging pupils in their desire for the school to improve. Typical of pupils' comments is, 'We're all unique and should respect each other. Our motto is together everybody achieves more, which spells TEAM'.

Pupils make satisfactory progress, and attainment is broadly average by the end of Year 6. The school has sustained the recent improvement to pupils' attainment in mathematics and science, and attainment in reading and writing is now improving in line with that of the other subjects. In most classes, there are clear indications that progress is beginning to accelerate and improve further. Teaching is satisfactory overall but improving, with examples of good and outstanding practice. However, the best practice in questioning pupils is not shared effectively and, in some lessons, teachers spend too long on whole-class activities, which limit pupils' opportunities to learn independently. The use of assessment to support learning is satisfactory, but the good practice in teachers' marking of pupils' work in writing is not consistently applied to other aspects of learning. The curriculum has improved and supports pupils' learning well. Opportunities for pupils to apply their writing and information and communication technology (ICT) skills are increasing, but are not consistently provided in all subjects. Pupils have a good understanding of how to keep safe and their good behaviour makes a positive contribution to their learning. They have a good understanding of how to live healthily and regularly participate in activities that promote good health, such as 'Good to be Green'. Pupils from different backgrounds get on well with each other and demonstrate good spiritual, moral, social and cultural awareness. They make a positive contribution to school and the community through the work of the school council and the responsibilities they undertake, such as looking after the school playground.

The school has recently improved the quality of pupils' education and is sustaining those improvements. Senior leaders have embedded the school's self-evaluation processes, which are rigorous and accurate. There is a clear understanding of the school's strengths and weaknesses. Improvements to the effectiveness of the curriculum, the maintenance of above average attendance and pupils' improving attainment indicate that the school has a good capacity to sustain its improvement.

What does the school need to do to improve further?

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- Improve the quality of teaching so that it is consistently good or better in all classes, by:
 - sharing good practice in the use of questioning to engage pupils of different abilities
 - ensuring that teachers build on pupils' enthusiasm for learning and consistently provide opportunities for them to be involved actively in learning.
- Improve the use of assessment to support learning by ensuring that the good quality marking to help pupils improve their progress in writing, is consistently applied across all aspects of learning.
- Accelerate pupils' progress by providing more consistently planned opportunities for them to apply their writing and information and communication technology skills in all their learning.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before the next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

In the best lessons, pupils are fully engaged and make good, and sometimes outstanding, progress. For example, in a Year 6 lesson, pupils worked enthusiastically as a class and in groups to create powerful, persuasive phrases for an advertisement. In some lessons, when pupils are not given enough opportunities to learn independently, the pace of learning and rate of progress slow down. Evidence from lessons, pupils' work and assessment data shows that most pupils are making satisfactory progress from their broadly average starting points. An increasing number of pupils are making good progress in reading and writing, particularly in Years 3 and 4. The school is successfully improving rates of progress for specific groups of pupils, such as boys from White British backgrounds and the few pupils who are at an early stage of learning English. Pupils with special educational needs and/or disabilities make satisfactory progress, but when they are supported well, as in the best lessons, they make good or outstanding progress alongside their peers.

Pupils are clear that they feel safe and know that there is an adult to go to if they have any problems. Their behaviour is welcoming and positive, and they respond quickly to staff when the need arises. They eagerly take up opportunities to keep physically fit and they like the healthy tuck on offer at break times. Pupils contribute well to the school and the local community. Older pupils act as playground 'buddies' to younger pupils. Year 5 pupils are actively involved with a linked local school, which has also had a positive effect on their awareness of other cultures and faiths. Pupils have good opportunities to reflect in assemblies and they develop a clear understanding of right and wrong. Links with schools in Pakistan are contributing positively to pupils' good cultural awareness. They are appropriately prepared for the next stage of their education through their satisfactory achievement and the opportunities they have to apply their skills in their learning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the very best lessons, pupils make outstanding progress because they are fully engaged in learning. The teaching meets the needs of all pupils extremely well through well planned learning and skilfully targeted questioning. In an outstanding Year 6 literacy lesson, additional challenge was introduced into the lesson by asking pupils to introduce more complex language into their writing when it was clear that they had achieved the main learning objective. In most lessons, planning is effective in meeting the needs of all pupils and ICT is used well to model activities and to support learning. Teaching assistants are deployed well to support groups, particularly those with special educational needs and/or disabilities. In some lessons, teachers focus too much on whole-class activities and do not build on pupils' enthusiasm for learning. As a result, in these lessons, pupils do not have sufficient opportunities to learn for themselves or work with other pupils. Assessment is used satisfactorily to support learning. Teachers' marking in most classes makes clear to pupils what actions they need to take to improve their work, particularly in writing. However, marking in other aspects of pupils' learning is not consistent with this good practice. In writing, pupils have a good understanding of

¹ 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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how well they are doing and they are able to comment on each others' work.

The curriculum makes a good contribution to pupils' learning. Regular guided reading sessions have resulted in improved progress in reading across the school. A recent specific focus in Years 3 and 4 and has resulted in accelerated progress in writing for a significant number of pupils. There has been some increase in the opportunities for pupils to use their writing and ICT skills in other subjects, as seen in Year 5 work on Ancient Greece, but such opportunities are not consistently provided across the school. The effect of the curriculum on pupils' personal development is a strength of the provision. A wide range of activities, such as the 'Make it Real' project in Year 6, meet the needs of different groups of pupils well. Visits, such as to Cliff House as a part of the minibeasts project, and visitors into school, such as the local vicar, are used effectively to stimulate and engage pupils, adding to their enjoyment of learning.

Pupils are well cared for. There are good relationships between staff and pupils which result in pupils' good self-esteem. Support for vulnerable pupils is a strength of the school's provision. There are good arrangements for pupils to transfer to and from the school and effective systems for monitoring and sustaining pupils' good attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders have a clear focus on raising pupils' attainment and have established rigorous systems for tracking pupils' performance, which are resulting in improved rates of progress. Leadership of teaching and learning is effective and has successfully focused on improving the quality of teaching in reading and writing. Senior leaders are now focused on improving the consistency of teaching in those classes where pupils' progress is satisfactory rather than good. Governors are very supportive of the school and are beginning to establish their own systems for analysing the school's performance and taking the views of pupils, parents and carers into account. The school promotes equal opportunities well through its provision for different groups, notably pupils with special educational needs and/or disabilities. It is closing the gap between the achievement of different groups. Safeguarding arrangements meet current requirements well and are supported by robust practices and documentation. There is good engagement with parents and carers, and with partners, such as other local schools, to support pupils' learning and well-being. The school promotes community cohesion well and has evaluated its provision. This is a harmonious community where pupils from

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different backgrounds get on well. The school's plans to promote pupils' understanding beyond the school and the immediate locality through links with other schools, are working well and having a positive effect.

These are the grades for leadership and management

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

Views of parents and carers

Inspectors' findings agree with the views of the large majority of parents and carers who expressed positive views about the school. They are happy with their children's experiences, particularly their enjoyment of school and the extent to which the school keeps their children safe. A few parents and carers, mostly with children in one year group, raised concerns about a lack of homework, which the school has acknowledged and is taking action to address. A few parents and carers also raised concerns about a lack of challenge for more-able pupils. The inspection team found that all pupils are suitably challenged.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bywell Church of England C 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 353 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	52	45	46	2	2	0	0
The school keeps my child safe	54	55	42	43	0	0	0	0
The school informs me about my child's progress	29	30	59	60	5	5	2	2
My child is making enough progress at this school	32	33	50	51	10	10	3	3
The teaching is good at this school	43	44	49	50	2	2	1	1
The school helps me to support my child's learning	30	31	55	56	9	9	1	1
The school helps my child to have a healthy lifestyle	29	30	63	64	3	3	2	2
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	31	56	57	5	5	1	1
The school meets my child's particular needs	33	34	53	54	7	7	1	1
The school deals effectively with unacceptable behaviour	22	22	57	58	10	10	3	3
The school takes account of my suggestions and concerns	24	24	60	61	7	7	2	2
The school is led and managed effectively	30	31	57	58	7	7	2	2
Overall, I am happy with my child's experience at this school	46	47	49	50	2	2	1	1

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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



21 May 2010

Dear Pupils

Inspection of Bywell Church of England C Junior School, Dewsbury, WF12 7LX

Thank you for being so welcoming and friendly when the inspection team visited your school recently. We enjoyed our time at Bywell CofE Junior, particularly talking with you. We know that you like your school.

Bywell CofE Junior is a satisfactory and improving school with a number strengths. We were impressed by your behaviour and how well all the pupils get on with each other. One pupil said 'it doesn't matter where you come from, we are all the same'. You told us that you like your teachers, who, you say, make learning fun and are kind and helpful. You enjoy all the activities on offer, particularly in sport, and working hard to get house points and points for 'Good to be Green'. You told us about all the jobs you do to help the school. The standards you reach are similar to those in most other schools and you make satisfactory progress in your learning. Everything that the school offers is made possible because the headteacher, governors and all the other adults work hard to do their best for you.

We are asking the school to do three things to improve. Firstly, we have asked the school to improve teaching so that all the teaching is good or better. Secondly, we have asked the school to make sure that teachers tell you what to do next to improve in all your work. Finally, we have asked the school to give you more opportunities to use your writing and ICT skills in all your subjects.

You can help by continuing to work hard, behaving well and doing your best to help the school improve further.

With very best wishes for the future,

Yours sincerely

Mr Brian Holmes

Lead inspector

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