

Headfield Church of England Voluntary Controlled Junior School

Inspection report

Unique Reference Number	107707
Local Authority	Kirklees
Inspection number	336937
Inspection dates	23–24 November 2009
Reporting inspector	Brenda Clarke

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	560
Appropriate authority	The governing body
Chair	Mr Mushtaq Ghani
Headteacher	Mr Geoffrey Smith
Date of previous school inspection	3 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of evidence including pupils' work and the school's records indicating pupils' progress and attainment over time, the school improvement plan and a range of school policies. The inspectors also analysed 124 questionnaires returned by parents.

- pupils' attainment on entry to the school and the progress they make as they move through the school
- whether the quality and consistency of teaching and accuracy of teachers' assessments and academic guidance in lessons ensure that pupils make good or better progress
- whether the good outcomes in pupils' personal development have been maintained since the last inspection
- the effectiveness of the curriculum in meeting the needs of all pupils
- the quality of the leadership team and its ability to ensure continuing improvement.

Information about the school

The majority of pupils who attend this much larger than average-sized school come from minority ethnic backgrounds. For the very large majority of pupils English is not their first language. An average proportion of pupils have special educational needs and/or disabilities. The proportion of pupils who are eligible for free school meals is above average. The school has gained the Healthy Schools and Activemark Gold awards. The year groups 3, 4, 5 and 6 are housed in four separate units, each managed by an assistant headteacher. Since the last inspection the school has experienced significant staffing difficulties. A new deputy headteacher joined the leadership team in September 2009.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Headfield Junior School is a good school. A pupil's response, 'I love this school', typifies the views of many pupils almost all of whom really enjoy their education. They particularly enjoy the good curriculum that ensures interesting visits, many exciting clubs and a good range of sporting activities that make learning fun. Parents appreciate the concern and help they receive when problems arise and particularly mention the headteacher's valued support. The headteacher, staff and governors have gained the confidence of the local community. Links between Christianity and Islam are celebrated and fostered and staffing reflects the major faith groups. This results in a united, harmonious school where pupils thrive.

During their time in school all groups of pupils make good progress overall. Most reach standards that are average by the end of Year 6 with a small minority attaining above national averages. However, progress is inconsistent across year groups. It is satisfactory in Years 3 and 4 and varies due to inconsistencies in teaching. Teaching is consistently strong in Years 5 and 6 leading to accelerated progress for most pupils. Where teaching is satisfactory rather than good, teachers do not consistently use assessment information to ensure that activities are carefully matched to pupils' differing needs or to provide challenge for higher attaining pupils. Too much teacher talk leaves pupils with insufficient time to complete their work.

Pupils' behaviour is good and attendance is average. Pupils develop good skills that fit them well for their future education. They make very good relationships with their teachers and peers so that lessons are free from conflict and pupils support each other very well. Through links with the church and other schools different to their own pupils gain good understanding and appreciation of other communities and faiths.

There has been good improvement overall since the last inspection in 2007. Pupils' standards have risen and they now meet challenging targets by the end of Year 6. All other aspects of provision have been well maintained. The school has a good capacity to improve further because the headteacher has the confidence and respect of all stakeholders and provides clear direction and stability. He is very ably supported by a strong, enthusiastic and knowledgeable leadership team. School self-evaluation is accurate. The assistant headteachers manage the day-to-day running of their units very effectively. Currently, each manager monitors the quality of teaching and learning within their unit, tracking pupils' progress in their year group and providing appropriate interventions when pupils are falling behind. Dispersing responsibilities for monitoring in this way sometimes reduces opportunities for leadership to respond flexibly; for example, in providing targeted, extended support where teaching is weaker and in using interventions more creatively across the school. The school places utmost importance on

the safety and care of its pupils. The small numbers of bullying and racist incidents are effectively logged and dealt with within the four units but there is no efficient way by which school leaders collate, audit and monitor this area in detail across the whole school.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good across the school, ensuring that in all cases:
 - the information gained from tracking pupils' progress is used to provide work that closely matches pupils' differing needs
 - activities engage and motivate pupils
 - lessons run at a good pace and pupils have sufficient time to complete their work.
- Improve the quality of monitoring and evaluation of teaching and learning so that it has a sharper focus by:
 - creating a whole-school, consistent approach to tracking pupils' progress
 - ensuring that planned monitoring of teaching and learning focuses on those classes where pupils make satisfactory rather than good progress
 - providing additional, targeted support where teaching has weaknesses.
 - Make sure that all records related to pupils' welfare are centrally maintained and monitored.

Outcomes for individuals and groups of pupils

2

All pupils sustain high levels of concentration and persevere with their tasks. They willingly volunteer their ideas and listen respectfully to the views of others. Pupils take their learning seriously and show mature attitudes to learning when evaluating their work. Pupils enter the school with slightly below average attainment. The consistently good teaching in Years 5 and 6 is enabling pupils to make good progress and the current Year 6 pupils are on track to meet their challenging targets. The school's arrangements for setting pupils, together with a booster set in Year 6, is paying dividends with more pupils reaching the higher levels in national tests year-on-year. Pupils' progress in writing over time has lagged behind their steady progress in reading but recent initiatives to link speaking and writing through drama have been successful and standards are accelerating. Pupils with special educational needs and/or disabilities make good progress due to the carefully targeted support they receive. All ethnic groups within the school attain broadly average standards and make equally good progress. Pupils say they feel safe in school. Behaviour is good in lessons. Pupils clearly know right from wrong and show care and concern for others. They have a good understanding about healthy lifestyles as evidenced in achieving the Healthy Schools and Activemark Gold awards and many participate regularly in sporting activities. The school's strong

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

focus on oracy using drama and group activities gives pupils confidence as speakers and this, together with good social, literacy and numeracy skills equips them well for future learning. Pupils willingly take on additional responsibilities such as playground buddies and all have a voice in school council matters. They are keen to participate in community initiatives such as caring for local woodland. Pupils' spiritual awareness is exceptional. They have good self-awareness, are reflective and show consideration for others. Pupils have a good understanding of other cultures both through the rich diversity of cultures represented in the school and through visits to interesting places such as a small rural school or a mining museum.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All teachers have good behaviour management skills so that classrooms are orderly, ensuring a good environment for learning. Relationships are strong so that pupils are happy and develop confidence. In the most effective lessons, typically in Years 5 and 6, innovative planning responds well to pupils' needs as second language users. For example, pupils' journalistic reporting was enlivened by using a range of newspapers,

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

drama and accompanying speech to add interest and impact. Challenging questions were used to further develop pupils' speech and understanding. On other occasions lessons were less inspiring so that, while pupils worked hard, there was little excitement or buzz about their learning. Lack of carefully planned work to meet pupils' differing academic needs resulted in higher attaining pupils having insufficient challenge and making satisfactory rather than good progress in these lessons. Inspection of pupils' work over time indicates an inconsistency in teacher's marking so that pupils are sometimes unsure how to improve their work. Classroom assistants work closely with class teachers and in most lessons play a full and active part. The support they provide for pupils, particularly those who have difficulty with learning, has a very positive effect on pupils' enjoyment of lessons and on the progress they make.

The curriculum meets the needs of learners well and successfully promotes their enjoyment of learning. It is well organised to ensure a good balance and range of subjects over time. A real strength of provision is the well planned programme of extra-curricular activities that cater for a wide range of interests and skills. Involvement in music, drama, sporting opportunities and the creative arts broadens pupils' horizons. Strong partnerships with others such as Opera North and the Northern Ballet enrich provision further. Visits to interesting places such as theatres and museums bring enthusiasm to pupils' learning. Teachers are beginning to plan links between subjects to make learning more relevant; for example, writing computer-generated reports in a Year 6 literacy lesson.

The school knows its pupils well and keeps a very careful watch on those who may be vulnerable or experiencing difficulty. Learning mentors are used very effectively to support those in need and to provide outreach support for vulnerable parents. Very effective induction and transition arrangements support pupils and parents well and ensure a smooth transition to the next stage of education. The school has good links with outside agencies and works closely with them should the need arise. Pupils say that bullying does occasionally occur but that it is dealt with quickly. While assistant headteachers systematically record and deal with incidents, a lack of whole-school monitoring prevents leaders from always having a sharp enough view of patterns of behaviour across the school.

These are the grades for the quality of provision

The quality of teaching	2
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?

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

The school is well led and managed. The headteacher gives valuable support to colleagues and provides the stability the school needs after recent and significant staffing difficulties. Leadership at all levels is enthusiastic, proactive and focused on improving provision further. All staff have been involved in monitoring the school's work and have devised appropriate short and long term goals for improvement. Weaknesses in teaching have been identified and teachers are receiving additional training and support. This is bringing about improvement but monitoring and support are not consistently targeted accurately at where improvement is most needed. Development initiatives are well planned, managed effectively, and are complemented by the skills of other professionals. Pupils' attainment and progress is monitored systematically by the assistant headteachers and close attention is paid to the needs of the individual. The newly appointed deputy headteacher is currently developing a whole-school tracking system that regularly collates these assessments to give a more accurate and current whole-school picture of pupils' attainment and progress.

The governing body provides satisfactory support but has yet to develop a rigorous approach to monitoring the school's work. Engagement with parents is good and school-based learning initiatives enable them to be fully involved in their children's learning at home. The school is highly effective in promoting equality and tackling discrimination. Hence, the community spirit within the school is tangible and pupils have a strong sense of belonging. The school has good partnership and community links that support pupils' learning well. Community cohesion is promoted well and is enhanced by planned visits to other schools and communities. All necessary safeguarding arrangements are good and ensure that those who are vulnerable receive very effective support. The school provides good value for money.

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	3
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	2

Views of parents and carers

A very large majority of parents are extremely happy with the school. Most feel that their children enjoy school and that school keeps them safe. A very small minority feel that the school does not take their views and concerns seriously. Inspection finding could not find evidence to support this concern. A small number of parents took time to comment on road safety issues at the end of the school day when cars entering the car park and parking on kerbs placed pupils' safety at risk. Inspectors agree that this is a problem but acknowledge that the school is very aware of the difficulties and is constantly seeking ways to alleviate this situation.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Headfield Church of England Voluntary Controlled 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 124 completed questionnaires by the end of the on-site inspection. In total, there are 560 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	46	64	51	2	2	0	0
The school keeps my child safe	55	44	64	51	2	2	1	1
The school informs me about my child's progress	45	36	75	60	5	4	0	0
My child is making enough progress at this school	44	35	72	58	5	4	1	1
The teaching is good at this school	51	41	70	56	4	3	0	0
The school helps me to support my child's learning	49	39	67	54	8	6	0	0
The school helps my child to have a healthy lifestyle	39	31	75	60	9	7	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)	38	30	74	59	6	5	0	0
The school meets my child's particular needs	34	27	80	64	6	5	0	0
The school deals effectively with unacceptable behaviour	44	35	70	56	7	6	1	1
The school takes account of my suggestions and concerns	34	27	72	58	11	9	1	1
The school is led and managed effectively	44	35	75	60	4	3	0	0
Overall, I am happy with my child's experience at this school	54	43	69	55	2	2	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



24 November

Dear Children

Inspection of Headfield Church of England Voluntary Controlled Junior School, Dewsbury, WF12 9PD

Thank you very much for making the inspectors so welcome and answering all our questions. We noticed that you behaved well and really enjoyed your lessons and lunchtime activities. We enjoyed talking with you and finding out about your work and the ways you help around the school.

Yours is a good school and I understand why you enjoy it so much. You work hard, listen carefully and try your best in lessons. I was very impressed how you discussed things sensibly with your talking partners and how well you cooperated with each other in lessons. Another thing that struck me was the way everyone listens carefully when someone is speaking. This showed how polite and sensible you are.

You make good progress, especially in Years 5 and 6. In Years 3 and 4, you always try your best but the work your teachers plan does not always suit your differing needs. The work is sometimes too easy for you and you do not always have enough time to get it finished. I have asked your headteacher, the staff and governors to make sure that teachers always plan work that is not too easy or too hard for you and that when teachers mark your work this tells you how to improve next time. I have also made a few other suggestions to help the school get even better which teachers and governors will be looking into.

Thank you once again for two really enjoyable days in your school and very best wishes from all the inspectors.

Yours sincerely

Mrs Brenda Clarke

Lead inspector

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