

# Kirkburton Middle School

## Inspection report

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<b>Unique Reference Number</b>	107773
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	336948
<b>Inspection dates</b>	7–8 December 2009
<b>Reporting inspector</b>	Georgiana Sale

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>	Middle deemed secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	10–13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	485
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr G Smith
<b>Headteacher</b>	Mr A Parker
<b>Date of previous school inspection</b>	0 May 2007
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including records of the pupils' progress, the school improvement plan, assessment information, policies and samples of pupils' work. Information about safeguarding was also evaluated. They also took into account the views of staff and pupils expressed in questionnaires. Inspectors received and analysed 151 parental questionnaires.

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

- whether there have been enough improvements in key areas to confirm the school's view of at least good quality leadership across the school
- the standards of attainment on entry to the school
- the progress pupils make and whether guidance on how to improve their work further is clear enough.

## Information about the school

Kirkburton Middle School serves an area of semi-rural village communities. Pupils enter the school at the start of Year 6 and are in the school for two terms before they take the national Key Stage 2 tests. The proportion of pupils with special educational needs and/or disabilities is below the national average. There are very few minority ethnic pupils, including those whose first language is not English. The school has received the Healthy Schools, Investors in Pupils and Sportsmark Awards.

**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

Kirkburton is a good school. Several aspects of the school's work are outstanding and these contribute significantly to pupils receiving a good education and achieving well. Achievement is good and standards are above average. The standards of pupils entering the school aged 10 are generally similar to those expected for their age. They achieve broadly average standards when they take their Key Stage 2 tests after two terms in the school, but then make good progress in Key Stage 3 so that they are in a good position to achieve well at high school.

Pupils are achieving well because of the good quality of teaching and learning that they experience. Lessons are well planned and teachers use a wide range of challenging and imaginative activities, delivered at a brisk pace, to motivate their pupils. Relationships in lessons are very positive and teachers know their pupils very well. Pupils know what their targets are and are given some advice on how to improve but the feedback given to them is not always detailed enough.

There is a very strong inclusive school community based on shared values where pupils with special educational needs and/or disabilities work, play, learn and achieve as equals with other pupils. Pupils have a very good understanding of what to do to stay healthy and safe. Their excellent behaviour and high levels of attendance contribute well to their learning. Pupils are very polite, courteous and responsible. They feel very safe in the school and know that on the rare occasion that bullying does occur there is always someone to talk to and to sort it out quickly.

The headteacher and the senior team have a clear vision for the school and monitor and evaluate the school's work well. The school knows its strengths and areas for development. It plans and evaluates carefully. These attributes, together with a governing body that is well informed and which offers challenge as well as support, gives the school a good capacity to improve. Middle managers regularly monitor teaching and learning with the support of senior leaders, however they do not as yet play a full part in identifying areas for further development, taking the lead on school initiatives or evaluating their success.

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

- Develop the leadership and management roles of middle leaders so they play a greater part in leading and evaluating the success of whole school initiatives by:
  - using information gained from the monitoring of teaching and learning to highlight areas in need of improvement

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- leading initiatives to raise attainment and improve provision in their subject area and monitoring and evaluating the impact.
- Ensure teacher assessment is used to help pupils improve their work by:
  - giving regular subject specific feedback which tells pupils how to move forward to the next level.

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

Pupils work hard and apply themselves well in lessons. The standards of attainment when they enter the school are broadly average. The school's tracking of the pupils' attainment and the progress observed during the inspection, show boys and girls of all ages, including pupils with special educational needs and/or disabilities, are making good progress. Pupils from Kirkburton do well in all subjects and most reach above average standards by the time they move to their local high school.

Kirkburton nurtures their pupils' personal development well. Pupils show their good social and moral development in the way they support and empathise with each other and in their self-discipline in and around school. They are confident and mature and have consistently high levels of attendance. Opportunities to learn about finance, money matters and the world of work, together with pupils' good basic skills prepare them well for their life at the school and beyond.

Pupils are very knowledgeable about mental health issues which may affect their age group and older people and the vast majority make positive choices to lead a healthy lifestyle through eating sensibly and taking part in sport after school. They commented that they feel very safe in school at all times and know how to use information and communication technology (ICT), including mobile telephones, wisely.

Pupils contribute well to the school community. They act as 'befrienders' for other pupils, raise money for charities, organise 'eco-school' activities and help devise menus for the school dining hall. Their mature and extremely good behaviour, and care and respect for each other create a calm and welcoming place in which to learn.

Pupils have good spiritual, moral, social and cultural development. While the spiritual, moral and social elements are very strong, their understanding and engagement with different cultures are less well developed. The school recognises this and is developing ways to give the pupils a wider experience of different cultural and economic backgrounds and to make stronger links within the locality. This is strengthening its already satisfactory community cohesion.

*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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching and learning are good with most lessons providing a good level of challenge for all pupils enabling them to make good progress. Pupils are ready to learn because of strong teacher/pupil relationships. Their engagement is secured through exciting lessons that match their interests and experiences. For example, a group of Year 6 pupils had to work out a balanced diet based on food available in a remote tropical jungle using Wiggery grubs and other insects. Teachers constantly check pupils' understanding and challenge them to achieve higher levels through effective questioning techniques. Lessons are thoroughly planned, with challenging tasks. However, pupils do not always make as much progress as they could, because individual targets and National Curriculum levels are not consistently used either during lessons or in the feedback given to pupils.

The school rightly says one of its strengths is the way it looks after its pupils as individuals, particularly those with special educational needs and/or disabilities. Learning support assistants and technicians provide good support to these pupils and robust planning for individual needs enables them to have full access to all lessons and activities and achieve well. All requirements for child protection are in place and suitable risk assessments are undertaken. The school uses partner agencies well to provide 'tailor-fitted' care for pupils when they need extra support.

The curriculum is good with particular strengths in personal, social and health education and the wide range of clubs, sporting and creative, open to all pupils. As one pupil said, 'you do not have to be good at the sport to go – anyone can join in'. These experiences underpin their good personal development producing mature articulate young people

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with excellent social and learning skills who know how to keep themselves healthy and safe.

*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	3
<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>2</b>

## How effective are leadership and management?

Parents speak warmly of the leadership team and support the school's work. The staff questionnaire responses show that they feel highly valued and all leaders are fully committed to a shared vision for the school. Challenging targets are used to ensure good progress in Years 7 and 8. There are no significant gaps in performance among different groups of pupils, and where they do arise, for example in the standards of boys' writing, immediate action is taken to close the gap. This, along with the cohesive and harmonious nature of the school shows that equality of opportunity is extremely good. Monitoring of teaching and learning has brought about an increase in the proportion of outstanding teaching. Staff beyond the leadership team are very supportive and committed and are aware of whole school priorities. However, middle leaders do not have sufficient impact on school improvement initiatives to ensure they are fully accountable for the progress made in their subject area and that the rate of school improvement is sustained. Governors are well informed and knowledgeable and play an important role in supporting the strategic development of the school and hold the headteacher to account. At the time of the inspection, safeguarding procedures met all statutory requirements. The school has clear plans to ensure all procedures are regularly reviewed. The school has accurately diagnosed key areas for improvement and has well-thought-out plans to address these. The school has good links with its parents who speak highly of the welcoming and caring attitudes of the staff. Pupils have a mature understanding of what makes a community work well and this is shown by the inclusive, cohesive school community. However, the school recognises the need to extend the engagement of pupils with people from other backgrounds and cultures. Pupils with special educational needs and/or disabilities are very well supported by teachers, pupils and support staff. They take a full part in all lessons and activities and there is excellent inclusion in the full life of the school. The school works well with partners to give the pupils a rich diet in the classroom. For example, the pupils regularly work with visiting artists, musicians and authors and there are a large number of sports associations providing after school activities for pupils including table tennis, archery and Tae Kwon-do. Local partnerships with health and other services are used to give good

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care and support to all pupils.

*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	3
<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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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

The very large majority of parents and carers are happy with their children's experience in the school and commented on the helpful and approachable staff. They feel strongly that their children enjoy school and feel safe, make progress and are well prepared for the future. Parents of children with special educational needs and/or disabilities were full of praise for the help and support the school gives and how they had seen their child grow in confidence. A very small proportion of parents did report some incidents of bullying but the vast majority felt these incidents are dealt with effectively and inspectors agree. The inspection found that the views of parents and carers were not considered very often and parents also commented that they would like to have their views and opinions taken into account more.



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

Ofsted invited all the registered parents and carers of pupils registered at Kirkburton Middle 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 485 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	36	85	56	6	4	1	1
The school keeps my child safe	61	40	85	56	3	2	1	1
The school informs me about my child's progress	51	34	88	58	10	7	0	0
My child is making enough progress at this school	51	34	82	54	11	7	2	1
The teaching is good at this school	53	35	82	54	7	5	0	0
The school helps me to support my child's learning	34	23	99	66	9	6	1	1
The school helps my child to have a healthy lifestyle	40	26	102	68	4	3	1	1
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)	44	29	84	56	6	4	0	0
The school meets my child's particular needs	51	34	83	55	9	6	1	1
The school deals effectively with unacceptable behaviour	47	31	82	54	7	5	2	1
The school takes account of my suggestions and concerns	41	27	74	49	14	9	1	1
The school is led and managed effectively	56	37	80	53	3	2	0	0
Overall, I am happy with my child's experience at this school	57	38	87	58	1	1	3	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 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"> <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.**



7 December 2009

Dear Pupils

Inspection of Kirkburton Middle School, Huddersfield, HD8 0TJ

We really enjoyed visiting your school and I am writing to thank you for two very interesting days. Your thoughts and views helped us to form our picture of your school. Kirkburton is a good school and has many outstanding features which should be celebrated.

We thought:

- your behaviour and attendance was excellent
- you are kind to each other and work and play together very happily which makes the school a happy and safe place to be
- you are well taught and your lessons are fun and interesting
- you are really well cared for and supported by all the adults in the school
- you make good progress and work hard in lessons.

We have asked your school to look at how they can make things even better. The most important things are for:

- teachers to tell you exactly what to do to improve your work in each individual subject
- teachers in charge of a subject make sure they know how well all pupils in the school are progressing and how good your lessons are in that subject.

You can help by keeping up your excellent attendance, and making sure you follow any advice your teacher gives you on how to improve.

I wish you every success in your time at school.

Yours sincerely

Georgiana Sale

Lead inspector

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