

# Horbury Bridge Church of England Voluntary Controlled Junior and Infant School

Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 108245           |
| <b>Local Authority</b>         | Wakefield        |
| <b>Inspection number</b>       | 337043           |
| <b>Inspection dates</b>        | 24–25 March 2010 |
| <b>Reporting inspector</b>     | Judy Jones       |

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>                     | Voluntary controlled                                  |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 115   |
| <b>Appropriate authority</b>               | The governing body                                    |
| <b>Chair</b>                               | Mr John Brady   |
| <b>Headteacher</b>                         | Mrs J Skinner   |
| <b>Date of previous school inspection</b>  | 12 December 2006                                      |
| <b>School address</b>                      | Bridge Road<br>Horbury Bridge<br>Wakefield<br>WF4 5PS |
| <b>Telephone number</b>                    | 01924 302800  |
| <b>Fax number</b>                          | 01924 302802  |
| <b>Email address</b>                       | headteacher@horburybridge.wakefield.sch.uk            |

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|--------------------------|------------------|
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons or parts of lessons, and held meetings with governors, staff and groups of pupils and parents. They observed the school's work, and looked at documentation including the school development plan, external reports, reports to governors and policies relating to child protection, vulnerable pupils and safeguarding. Forty six completed questionnaire returns from parents and carers were analysed, together with 50 from pupils and eight from staff.

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

- standards of work and assessment data, particularly of the older pupils
- the effectiveness of procedures for safeguarding
- the quality of provision in the Early Years Foundation Stage.

## Information about the school

The school is a smaller than average. The Nursery and Reception Year groups share a teaching area and there are three other classes, each with mixed-year groups. Almost all pupils are White British although a few come from homes where English is spoken as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils eligible for free school meals is below average.

At the time of the inspection, Years 5 and 6 pupils (approximately a quarter of the school) and their teacher, were away from school on a residential visit.

## Inspection judgements

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

|   |
|---|
| 1 |
|---|

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

|   |
|---|
| 1 |
|---|

### Main findings

This outstanding school is oversubscribed and held in high regard by the local community. 'I am proud to be a member of this school,' is a typical comment from pupils and borne out by the harmonious relationships throughout the school, the excellent leadership and the exceptionally good behaviour of the pupils. The school has excellent systems for safeguarding pupils and, as a result, pupils feel very secure. The imaginative approach to teaching pupils about healthy eating and living, in which pupils learn to cook and take their skills home and cook with their families, leads to unusually good understanding and practise of healthy lifestyles. It adds much to the excellent contribution pupils make to the school and wider community.

Pupils achieve well at each stage in the school. It results from pupils knowing how well they are learning because they and their teachers set targets which are regularly used and reviewed. As a result attainment at the end of Year 6 is above average in English and mathematics. A good proportion attain highly, especially in English. Pupils with special educational needs and/or disabilities are well cared for through programmes and support designed for their needs, so they make similar good progress to their classmates. Children in the Early Years Foundation Stage make good progress. Even so, the outdoor area is small and limits the use of larger equipment to support physical development.

Good quality teaching and outstanding assessment is sustained through very good induction and training. Teaching assistants play an important part in maintaining continuity and make a significant contribution to pupils' learning. Teachers make appropriate use of information and communication technology in lessons but do not use a wide range of innovative technology or equipment to extend pupils' interest and experiences. The exceptional curriculum and a wide range of extra-curricular activities often involve highly effective partnerships that provide pupils with sporting and musical opportunities usually beyond the scope of a small school.

Close links with the church are evident in all aspects of school life and contribute, together with the outstanding care, support and guidance, to pupils' excellent spiritual, moral, social and cultural development. As a result pupils have a first-rate grasp of the importance of equality and believe firmly that any form of discrimination is unacceptable.

Outstanding leadership at all levels underpins the school's work. Effective self-evaluation informs well-considered planning and implementation so that policies and strategies are firmly embedded in practice at all levels and the school is extremely well set to continue its success. Links with parents are of a high order. Parents are encouraged to come into

the school to talk to teachers, to act as helpers and to enjoy many activities with their children.

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

- Increase the effectiveness of teaching by employing information and communication technology imaginatively, through the use of additional programmes and equipment.
- Provide children in the Early Years Foundation Stage with regular and extra time for physical development, by giving them more opportunities to use large equipment such as scooters and bicycles.

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

**1**

Pupils' outstanding attitudes to learning and their keenness to respond to challenges enable them to make good progress across all subjects and particularly in English, so that, by the end of Year 6, standards overall are above average in English and mathematics. They enjoy learning through collaborating and are confident of success. At all ages, and particularly amongst the older pupils, standards in written and spoken English are above average. Pupils in Year 6 have sufficient command of language to write for a wide range of audiences in appropriate terms and with extensive vocabulary. By Year 4 pupils can express themselves clearly and use basic punctuation marks correctly. Most pupils in Years 5 and 6 spell accurately. Number work develops steadily. By Year 4 the most able pupils know and use their multiplication tables up to high numbers with facility. By Year 6 most pupils cope well with operations involving equivalent fractions and percentages and apply this knowledge to solve problems and calculate quantities such as areas, perimeters and angles. The very few pupils for whom English is an additional language are well supported. Pupils with special educational needs and/or disabilities make good progress because they are sensitively supported and enabled to play a full part in lessons. Special sessions, when they are given additional help, enable them to keep up with the rest of the class.

Pupils have great respect for each other and for the adults in their lives. They enjoy helping others and looking after little ones in the playground. When the school recently adapted the premises to provide two playgrounds the pupils were strongly against separating older and younger pupils because they want to continue to mix and learn from each other. School councillors are effective in giving pupils a strong voice in their own affairs. Pupils of all ages willingly take on meaningful responsibilities, including involvement in staff recruitment. An additional group to the council, a junior branch of the 'Parents and Friends', raises funds for charity through the tuck-shop and events that involve the wider community. Pupils' spiritual development is fostered by close links with the church and the strong Christian ethos that guides the school. This is exemplified in assemblies that are occasions for reflection and enriched by music and tuneful singing.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Pupils' good progress is due to consistently good teaching and to exceptionally good assessment. Targets, based on very accurate assessment, are the cornerstones of pupils' achievement. Teachers and pupils together set targets and pupils are involved in assessing whether these targets have been achieved. Marking is exceptionally detailed, so that pupils know how well they are doing and what they have to do next to improve. Progress is accurately assessed and information is used to make sure all make at least expected progress. Teachers match the work to pupils' attainment well. The large age range in each class is used to advantage to allow pupils of similar attainment to work together. Tasks are interesting, although information and communication technology is not used well by staff to make study even more relevant and imaginative through the use of programmes and specialised equipment. A particularly successful innovation is 'Pupil Choice' in which Years 5 and 6 take turns to prepare and teach a lesson of their choosing to the rest of the class. The pupil teachers take over and the teacher becomes a student. Pupils enjoy and value the experience, assess their classmates' progress carefully and grow in confidence.

The excellent curriculum is skilfully devised around themes chosen by the pupils, and this increases their interest in learning. For example, Years 5 and 6 pupils chose to study China and much of the work in core skills and in a range of subjects has been linked to this central theme. Trips and visits are a powerful part of the curriculum and are closely

<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.

tied to classroom work. For example, pupils in Years 1 and 2 reinforced the idea of chronology by studying toys from the last two centuries brought in by their teacher, and visited a toy museum the following day. Almost all pupils are involved in activities beyond the classroom. Music and sports play an important part in the curriculum. All pupils in Years 5 and 6 learn to play a musical instrument and pupils talk enthusiastically about successfully taking part in singing festivals and interschool sports events.

Pupils, parents and carers say the school is like a family. Pupils are well known to all adults and are exceptionally well provided for. Vulnerable pupils are very well supported, through adapted provision in school and through the school's close links with outside agencies. Older pupils care for younger ones, by looking after them in the playground and by reading to them each morning. Pupils needing extra attention, either because they are behind and need to catch up, or because they are ahead and need extra challenge, are given appropriate additional support.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

Outstanding leadership strives to maintain high standards and to be innovative. The leadership is accurate in its evaluation and effective in the way it deals with challenges. Equality of opportunity for all its pupils and adults is central to the way the school is led and managed. Changes in teaching staff are dealt with very well so that there is good induction for new staff and excellent support for less experienced teachers. Additionally, teachers plan strategies such as assessment together and learn by observing each other teach. An effective partnership with another local small school enables the schools to extend their professional development and for teachers to share practice more widely. The leadership recognises the key role played by support staff and encourages their professional development.

The leadership recognises the importance of the school in the local community and has built successful partnership with parents, the church and other organisations. Pupils are encouraged to see themselves as part of a wider community, for example, by striving for a Green Flag through their ecology project. The impact of the school's initiatives to help pupils see themselves as world citizens is limited but growing. For example, pupils talk enthusiastically about sending footballs to a school in Ghana after seeing a video of Ghanaian pupils using makeshift equipment.

Governors work closely with the school and are rigorous in the way they ensure correct

practice in child protection and the recruitment of staff. They have sought training on specialist areas of education such as records and data and are therefore in a position to challenge and influence decisions.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 1        |
| <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>1</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</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>1</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>1</b> |

## **Early Years Foundation Stage**

Most children enter the Nursery with skills and experiences that are broadly as expected for their age but generally lower in personal and social skills and understanding of number. They make good progress towards their early learning goals in the Nursery and Reception Years, so that by the time they enter Year 1 most attain expected levels and some go beyond them. Children make good progress in relation to their starting points and become confident, creative and able to think critically. They work independently and in groups and have excellent understanding of the need to stay safe. The teaching team is relatively new and already supports learning well. Observation and assessment are well used to tailor learning experiences to children's needs. Activities often involve building on children's interests from home, made possible by the strong links with parents. Outdoor space is limited. The Early Years Foundation Stage has extended provision by using the main playground once a week and providing weekly physical education lessons in the hall, yet even so this is not the same as daily access to outdoor provision to promote physical development in particular.



**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

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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## **Views of parents and carers**

The questionnaires returned were overwhelmingly in favour of the school and a number of parents wrote supportive comments to the effect that the school is outstanding, provides an excellent education, the staff care about the children and keep their children safe. The inspection team agree with these positive comments and with those made by parents who were interviewed. A few negative comments were explored with the school and found to have been resolved.

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

Ofsted invited all the registered parents and carers of pupils registered at Horbury Bridge Church of England Voluntary Controlled Junior and Infant 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 115 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 37             | 80 | 8     | 17 | 0        | 0 | 1                 | 2 |
| The school keeps my child safe  | 33             | 72 | 11    | 24 | 1        | 2 | 1                 | 2 |
| The school informs me about my child's progress   | 31             | 67 | 12    | 26 | 2        | 4 | 1                 | 2 |
| My child is making enough progress at this school   | 32             | 70 | 12    | 26 | 1        | 2 | 1                 | 2 |
| The teaching is good at this school   | 36             | 78 | 8     | 17 | 0        | 0 | 2                 | 4 |
| The school helps me to support my child's learning  | 34             | 74 | 9     | 20 | 2        | 4 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 36             | 78 | 10    | 22 | 0        | 0 | 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) | 27             | 59 | 13    | 28 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 29             | 63 | 13    | 28 | 1        | 2 | 1                 | 2 |
| The school deals effectively with unacceptable behaviour  | 23             | 50 | 16    | 35 | 2        | 4 | 1                 | 2 |
| The school takes account of my suggestions and concerns   | 27             | 59 | 14    | 30 | 1        | 2 | 3                 | 7 |
| The school is led and managed effectively   | 29             | 63 | 13    | 28 | 1        | 2 | 2                 | 4 |
| Overall, I am happy with my child's experience at this school   | 34             | 74 | 10    | 22 | 0        | 0 | 2                 | 4 |

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.**



26 March 2010

Dear Pupils

Inspection of Horbury Bridge Church of England Voluntary Controlled Junior and Infant School, Wakefield, WF4 5PS

Thank you for making my colleague and me so welcome when we inspected your school. The inspectors greatly enjoyed visiting your lessons and talking to you and were impressed by how well everyone behaves and takes care of one another. I am very sorry I was not able to see Years 5 and 6 but I looked at your work and was glad I could speak to a few of you on the phone. You confirmed what I found from your books, and what many people told me, that you enjoy school, work hard and are making good progress because you have targets you understand and you know when you have reached them. You also learn in the best possible way, by teaching each other.

This is an outstanding school in which you all make good progress in the Early Years Foundation Stage and between Years 1 and 6 because you are well taught and learn through interesting trips and visits as well as in class. You are very well cared for and you respect and value each other and the adults who work with you. Your singing is exceptionally good and I enjoyed your thoughtful assembly.

In order to make lessons even more interesting I have asked the school to help teachers to use information and communication technology in more imaginative ways. Also, to find ways of making more opportunities for the youngest children regularly to use large toys like bicycles and scooters to improve their physical development in particular.

We wish you the very best for the future.

Yours sincerely

Mrs Judy Jones

Lead inspector

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