

Staincliffe Church of England Voluntary Controlled Junior School

Inspection report

Unique Reference Number	107710
Local Authority	Kirklees
Inspection number	356220
Inspection dates	13–14 September 2010
Reporting inspector	Marie Cordey

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	341
Appropriate authority	The governing body
Chair	Mrs Susan James
Headteacher	Mr Paul Spencer
Date of previous school inspection	4 October 2007
School address	Staincliffe Hall Road Staincliffe Batley WF17 7QX
Telephone number	01924 326756
Fax number	01924 326761
Email address	head.staincliffe@kirklees-schools.org.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 12 teachers. They held meetings with a governor, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's updated self-evaluation evidence, the school improvement plan, internal and external monitoring of the school, 65 questionnaires from parents and carers, and questionnaires from pupils and staff.

- It considered whether achievement and attainment at Key Stage 2, particularly in English is good enough.
- It looked at how effective the quality of teaching is in challenging and engaging pupils.
- It considered whether the contribution of leadership and management to improving pupils' outcomes is effective enough.

Information about the school

The school is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The vast majority of pupils are from minority ethnic backgrounds. Above average numbers of pupils are at an early stage of learning English as an additional language. There are a small number of White British pupils. The proportion of pupils with special educational needs and/or disabilities has been above average for a number of years but is currently average. The school has achieved Healthy Schools status and the Investors in People award.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. A number of good features are reflected in the good care, support and guidance for pupils and their positive personal development. Behaviour is good throughout the school and pupils are very welcoming and polite. Parents and carers value the school and make comments such as, 'I am happy that my children are at this school'. Pupils agree and their comments include, 'It is very friendly and happy here' and 'The teachers help you, they are very kind.' Pupils' contribution to the local and wider community is outstanding. They relish taking on positions of responsibility, are vigilant in the local park project and are very proud of their contribution to a local 'food for thought' holocaust memorial presentation. The promotion of community cohesion is excellent, in the school, the local community and its environment and the world community. Pupils are exceptionally generous and enthusiastic fundraisers and value and respect people from a wide variety of backgrounds. Unsurprisingly then, pupils' spiritual, moral, social and cultural development is also outstanding.

Overall, pupils' attainment is broadly average. It is lower in English and a priority for improvement. Leaders have a broadly accurate understanding of their strengths and weaknesses and have put in place a number of strategies to improve attainment in English. These are beginning to have an effect, especially in writing. Reading, particularly comprehension, remains a priority. Nevertheless, the school's capacity to improve is satisfactory because of effective actions taken to improve the attainment of more able pupils, an issue identified at the previous inspection. These include more sharply focused lesson planning based on each individual's ability and progress, and higher expectations of pupils' performance. Leaders and the governing body have accurately identified the need to monitor and evaluate the school's work rigorously to ensure that swift actions are taken to correct any underachievement.

Teaching quality is satisfactory overall and includes a significant proportion of good and outstanding teaching where assessment information is used well. These lessons are planned to match the needs and interests of each individual pupil, as well as to give pupils feedback so that they can learn from their mistakes and improve their work. Planning and assessment are not always consistent throughout the school, especially in English, and some pupils are not sure of how well they are doing in their work and precisely what they need to do in order to improve it.

What does the school need to do to improve further?

- Raise achievement, especially in English, by:

- ensuring that all lessons are at least good by ensuring that planning that is clearly focused on each pupil's interests and ability
 - improving pupils' reading skills
 - rigorously monitoring and evaluating the school's work to ensure that swift actions are taken to correct any underperformance
 - informing pupils about how well they are doing in their work as well as what they need to do to make it better.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily. In the best lessons pupils learn more because each one of them is captivated and challenged. For instance, in a Year 6 mathematics lesson pupils thrived when they had the opportunity to correct the teacher's deliberate mistake, were challenged by high-level problem solving and expected to reason and think independently. They do not progress as quickly when they are less involved, for instance when the teacher speaks for too long or tasks are not planned or presented clearly. Pupils, including those with special educational needs and/or disabilities and those at an early stage of learning English as an additional language, make satisfactory progress. Attainment on entry is broadly average although skills in English are lower. Attainment in both English and mathematics is broadly average, though attainment in mathematics is slightly higher than in English. A focus on pupils' speaking and listening skills is leading to imaginative and interesting writing. Pupil's comprehension is weak because reading skills are less secure.

Good supervision and effectively organised activities involve most pupils in physical activities at lunchtimes. 'Our school is safe,' is a typical comment from a pupil; pupils are knowledgeable about potential dangers and know who to turn to if they are concerned. Pupils are committed to living a healthy lifestyle thanks to the school's focus on their health; they enjoy the wide range of sporting opportunities that the school provides. Strategies to improve attendance, such as calling home on the first day of absence, have improved attendance and it is now in line with the national average.

These are the grades for pupils' outcomes

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

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

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	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Strengths in the quality of teaching are evident in good relationships, strong subject knowledge and careful checking of pupils' understanding. Pupils say that they look forward to lessons with these features and are very keen to participate. This is clear in their sense of achievement and eagerness to learn. Where teaching is less effective, teachers tend to talk for too long and so pupils are less involved and engaged. In these lessons there are limited opportunities for pupils to develop and extend their thinking through discussion and by responding to challenging questioning.

The curriculum adequately meets the needs of pupils, including those whose circumstances make them vulnerable. A strong focus on enrichment energises pupils who greatly appreciate the scope and range of sporting activities and relish the breadth of musical activities, particularly the choir. Provision for information and communication technology (ICT) is improving and enhanced ICT resources are used effectively across all subjects.

The school works effectively with outside agencies such as speech and language therapists, educational psychologists and the local authority to support pupils whose circumstances make them vulnerable and to improve attendance. The palpable sense of care for pupils is reflected in their excellent moral and social development, their awareness of healthy lifestyles and their contribution to the community. Pupils are well prepared when they join the school and for the next stage in their education. Pupils with special educational needs and/or disabilities and those at an early stage of learning English as an additional language are confident and secure because of the good personal support they receive.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders, teachers and the governing body care about their school and are committed to improving attainment. Leaders have recognised that systems to track and target improvement were unnecessarily detailed and not frequent enough. Now clearer direction and accountability are beginning to bring about improvements in pupils' attainment. Members of the governing body are actively involved in school life and are increasingly challenging the school's performance. The school's satisfactory promotion of equality of opportunity is based on respect and value for all people as individuals and the disparities in the attainment of different groups are beginning to narrow. The school's procedures to tackle discrimination are thorough. Safeguarding procedures are appropriate and meet national requirements. The school's promotion of community cohesion is outstanding. The school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

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

Views of parents and carers

The vast majority of parents and carers who responded through the completed questionnaires were happy with the school's provision and indicated that their children enjoyed school. The vast majority also agreed that the school helped their children to have a healthy lifestyle and that pupils' behaviour was good. There were a small number of concerns about behaviour but inspectors found no evidence to support these during the inspection. The school is working hard to involve parents and carers even more in their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Staincliffe 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 341 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	58	26	40	1	2	0	0
The school keeps my child safe	38	58	27	42	0	0	0	0
The school informs me about my child's progress	33	51	29	45	1	2	0	0
My child is making enough progress at this school	21	32	39	60	3	5	0	0
The teaching is good at this school	27	42	37	57	1	2	0	0
The school helps me to support my child's learning	25	38	35	54	3	5	0	0
The school helps my child to have a healthy lifestyle	24	37	35	54	3	5	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)	22	34	37	57	4	6	0	0
The school meets my child's particular needs	18	28	46	71	0	0	0	0
The school deals effectively with unacceptable behaviour	27	42	34	52	3	5	0	0
The school takes account of my suggestions and concerns	21	32	42	65	1	2	0	0
The school is led and managed effectively	28	43	36	55	1	2	0	0
Overall, I am happy with my child's experience at this school	26	40	38	58	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



Dear Pupils

It was a pleasure to visit your school. The inspection team enjoyed talking to you and listened carefully to what you had to say. The inspectors also looked carefully at your comments in the questionnaires. You told us how much you enjoy school life. Yours is a satisfactory and improving school. You are well behaved, polite and welcoming. Your spiritual, moral, social and cultural development is excellent. This is based on your respect for people as individuals, whatever their background, your enthusiasm for learning, your sense of right and wrong and your love of music, especially singing. Well done to each one of you!

You help and care for each other. Younger children settle down well in Year 3 and you make sure that older pupils look after the younger ones. You particularly enjoy making your contributions to the local and world community through your very generous fundraising and your involvement in the local park project. Congratulations on your excellent involvement in local, national and world communities.

You make satisfactory progress and you do your best work in mathematics. We would like you to improve your standards in all subjects, especially English, and we have asked the school to help make all your lessons good and better. We would also like you to be more involved in making your work better and have asked teachers to make this very clear to you. Your headteacher and all the staff are going to look at your work very closely and often to make sure that it is the best work you can do.

Yours sincerely

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