

# Kirkroyds Infant School

Kirkroyds Lane, New Mill, Holmfirth, West Yorkshire, HD9 1LS

**Inspection dates** 12–13 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well overall and especially in reading and writing. Attainment in reading and writing has improved since the last inspection and has been above average for the last four years.
- Teaching is good, with some that is outstanding. As a result, pupils make good progress.
- Teaching assistants make a valuable contribution to pupils' learning. Consequently, disabled pupils and those with special educational needs achieve well.
- Positive relationships between adults and pupils, together with high expectations, mean that pupils work hard and do their best.
- Children make good progress in the Early Years Foundation Stage and are well prepared for Year 1.
- Pupils behave well and feel safe at school. They work and play together well. All pupils agree that bullying is rare.
- Parents wholeheartedly agree that the school keeps its pupils safe. All parents who responded to the online questionnaire would recommend the school to others.
- The school is very well led. The determined and inspirational headteacher, ably supported by the deputy headteacher, has ensured that the quality of teaching and pupils' achievement have both remained good since the last inspection. The school is well placed to continue to improve.
- Governors know the school well. They use their skills and expertise to challenge and support school leaders.

### It is not yet an outstanding school because

- Pupils' achievement in mathematics is not as good as it is in reading and writing.
- Pupils do not have enough opportunities to respond to their teacher's comments and improve their work, especially in mathematics.
- The outstanding teaching that is evident across the school is not shared with all staff. Consequently, teaching is not yet outstanding.

## Information about this inspection

- Inspectors observed teaching in 11 sessions, three of which were joint observations with the headteacher or deputy headteacher.
- Inspectors heard pupils from Year 1 and Year 2 read.
- Inspectors held meetings and discussions with pupils, the headteacher, members of the school's leadership team, four members of the governing body and a representative from the local authority.
- Inspectors took account of the views of 37 parents who responded to the on-line questionnaire (Parent View), as well as talking to parents at the start of the school day.
- Inspectors observed the school's work and looked at a range of documents including the school's view of its own performance, data on pupils' attainment and progress, the school's improvement plan, monitoring records, performance management information, records relating to behaviour and safeguarding, and pupils' books.

## Inspection team

Mark Randall, Lead inspector

Additional Inspector

Frances Farnorth

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, in local authority care and those with a parent in the armed services) is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average.
- The proportion of disabled pupils and those with special educational needs supported through school action plus or a statement of special educational needs is below average.
- Almost all pupils are of White British heritage.
- The school was federated with a local junior school in January 2013. The headteacher also leads and manages the junior school. There is a shared governing body.

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

- Improve teaching further so that it is outstanding and so raise achievement, especially in mathematics, by making sure that:
  - pupils are regularly given time to respond to teachers' comments and improve their work
  - teachers are given opportunities to observe the outstanding practice already evident across the school to help them to improve their teaching skills even further.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well across the school. By the end of Year 2, pupils' attainment in reading and writing is above the national average and has been for the last four years. Although usually above average, attainment in mathematics is lower than in reading and writing. Pupils' attainment in reading and writing are strengths of the school.
- Most children join the Reception classes with knowledge and skills that are typical for their age other than in speech and communication, where they are lower. Children make good progress because of the exciting activities planned for them, both indoors and outdoors, and the good support they receive from adults. They are enthusiastic, confident and are well prepared for Year 1.
- Phonics (knowledge of the sounds that letters make) is taught well. In 2013, the proportion of Year 1 pupils reaching the phonics check standard was close to national. This was an improvement from the previous year as a result of the changes the school had made to the teaching of phonics. Year 2 pupils were observed confidently reading and spelling words such as 'happiness' and 'painful' and using these words when writing their own sentences.
- Older pupils say that they enjoy reading. They read fluently and use expression well when reading aloud. Pupils talk enthusiastically about their favourite books and characters and they know the difference between story and information books. Pupils enjoy choosing books from the school's well-stocked library and regularly read in school and at home.
- In 2013, although a greater proportion of Year 2 pupils reached the higher levels in mathematics than seen nationally, rates of progress and overall attainment in the subject dipped. The school has since taken decisive action and pupils are now provided with more practical, open-ended opportunities to develop and use their mathematics skills to help them to solve puzzles and problems. The school's tracking information and work in pupils' books show that pupils across the school are now making good progress in mathematics.
- The most able pupils achieve well with a higher number of pupils reaching the higher levels in reading, writing and mathematics than found nationally. This is because the work that they are given helps them to do their best. For example, in a Year 2 mathematics lesson, the most able pupils worked together to generate and find the difference between their self-chosen two digit numbers. These pupils enjoyed working together and adding further challenge by choosing different numbers. Consequently, they made good progress.
- Disabled pupils and those who have special educational needs make good progress because of the support they receive in lessons, small group sessions or through individual support. The school's commitment to promoting equality of opportunity is seen in the effective way that pupils' progress is monitored and the information used to take timely action to address any difficulties pupils may be experiencing.
- The achievement of the small number of pupils eligible for the pupil premium is good. In 2013, pupils known to be eligible for free school meals did as well as similar pupils across the country, although they were two terms behind their classmates in reading and writing, and one term behind in mathematics. The school's tracking information shows that gaps in achievement are narrowing. From their lower starting points, these pupils are catching up quickly so that they now make at least as much progress as their classmates.

### The quality of teaching is good

- Teaching is good overall with some that is outstanding. Consequently, pupils make good progress.
- Every classroom is an exciting place in which to learn, with attractive displays and a variety of resources and spaces to help pupils learn well. Role play areas are used very well to develop

pupils' speaking and listening skills.

- Good relationships help pupils to learn well. Teachers have high expectations of pupils' work and behaviour. Behaviour is well managed and individuals and small groups are very well supported by teachers and skilled teaching assistants, enabling them to make good progress. Pupils are regularly given opportunities to share their ideas with each other and they do this very sensibly so that their learning progresses well.
- Teachers plan learning to make sure that all pupils are given work to get the best out of lessons, and use resources well to make learning exciting. In Year 2, lively and visual explanations of how bar charts are used in everyday life immediately captured pupils' interest. As a result, pupils understood the purpose of the lesson and when and why to show information in this way.
- Teachers' subject knowledge and questioning successfully enable them to assess pupils' understanding as lessons progress and to adapt activities and learning if necessary. For example, when pupils were learning about spelling patterns, the teacher realised that the task was too hard for some pupils and immediately asked the teaching assistant to work with this group. Consequently, all pupils made good progress.
- Good use is made of the indoor and outdoor spaces to support learning in the Reception classes. A range of exciting activities is planned so that children make good progress. In the outdoor area for example, children enjoyed re-telling the story of 'The Gingerbread Man' using wooden planks to build a bridge for him to use when crossing the river. This helped them to extend their understanding of the words 'over' and 'under' as well as developing their physical and collaborative skills. Adults support pupils well, questioning them and encouraging them to use their imagination.
- Pupils' work is regularly marked. Clear written comments ensure that pupils understand what they need to do next to improve their work. However, in mathematics, pupils are not given the time needed to respond to their teacher's comments and improve their work. This slows down pupils' progress.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Most pupils are keen to work hard and to do their best in lessons. They work well in pairs and groups and listen carefully to their teachers and each other. Pupils quickly settle to learn and they have good attitudes to learning.
- Pupils play safely outside and are well supervised. At playtimes, pupils choose games from the 'huff and puff' trolley and play very well together. Pupils say that, 'if you feel sad and have no-one to play with, you sit on the friendship bench and someone plays with you.' Pupils look after each other very well; this reflects the school's strong commitment to their spiritual, moral, social and cultural development.
- The school's behaviour policy is well understood by all. Pupils talk in detail about the school's 'traffic light system' and 'thinking chair' and know what they should and should not do. Pupils enjoy receiving 'gold book certificates' in the weekly assembly as a reward for good behaviour. Parents, pupils and staff all agree that behaviour is good.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe because 'teachers look after us' and 'we are all kind to each other'. Inspectors agree.
- Pupils say that there is little, if any, bullying. They are confident that if any incidents do occur, adults will resolve them. Recent assemblies have ensured that pupils have a good understanding of how to keep safe when using the internet and know not to talk to strangers.
- Very rigorous procedures are in place to ensure that pupils are kept safe inside and outside the school building. All parents agree that the school keeps its pupils safe and looks after them well.
- Pupils enjoy school and attend regularly. Attendance is above average and has improved since the last inspection.

**The leadership and management are good**

- The headteacher knows the school well and has a very clear view of how successful it can be. Through her drive and enthusiasm she has created a strong sense of community among staff, pupils, parents and governors. Both the headteacher and deputy headteacher have a high profile around the school and are well supported by all staff who share their passion to achieve the very best for every pupil. Consequently, staff morale is high and all parents agree that the school is well led and managed.
- Leaders regularly check the quality of teaching and give detailed feedback on how teaching can be improved. The school's systems for checking pupils' progress are thorough. This means that leaders know their pupils well and can quickly identify what support pupils may need to move their learning on.
- Leaders provide good support for teachers, including those who are new to teaching, to help them to keep improving. However, teachers are not yet given the opportunity to observe one another regularly as part of their training and development. This means that opportunities to share best practice in teaching are missed.
- The role of subject leaders is well developed. They have a secure understanding of the school's strengths and areas for improvement and are fully involved in checking aspects of the school's work. Middle leaders regularly report to the governing body on the impact of their work.
- Performance management procedures are robust and linked to teachers' progression up the pay scale.
- The interesting curriculum is organised very effectively and captures pupils' interests. There are many opportunities for pupils to read, write and use their mathematics skills throughout the curriculum. A range of visits, visitors and clubs is successfully used to enrich the curriculum and bring pupils' learning to life. The curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural development.
- The new primary school sports funding is used carefully. It is directed at increasing the amount of competitive sports pupils take part in, developing additional clubs, providing training for staff, and the use of sports coaches to work directly with pupils. It is closely monitored by the headteacher and governors with the aim of ensuring high quality teaching and pupils' increased participation in a wide range of sporting activities.
- Safeguarding requirements are well met and the school's processes for keeping pupils safe are rigorous.
- The local authority provides effective light-touch support to this good school.
- **The governance of the school:**
  - Governors regularly visit the school and use skills and expertise from their jobs to challenge and support the school's leaders in a range of areas including health and safety, finance and safeguarding. They have a good overview of pupils' achievement and know how pupils perform compared to other pupils nationally. Governors know the school's strengths and weaknesses and regularly review the school's plans for development to ensure that the school is improving. They make sure that systems to check the performance of teachers are in place and are effective, including for the headteacher. They have a good awareness of the pupil premium funding and the effects of its use on improving the attainment and progress of eligible pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107686
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	431343

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dawn Whiteley
<b>Headteacher</b>	Chris Wood
<b>Date of previous school inspection</b>	11 May 2009
<b>Telephone number</b>	01484 222482
<b>Fax number</b>	Not applicable
<b>Email address</b>	head.kirkroyds@edukirklees.net

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