

Purlwell Infant and Nursery School

Inspection report

Unique Reference Number	107641
Local Authority	Kirklees
Inspection number	356200
Inspection dates	23–24 November 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	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Mrs Rehana Karolia
Headteacher	Mrs Janet Virr
Date of previous school inspection	22 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed 10 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's self-evaluation evidence, the school improvement plan, internal and external monitoring of the school and 138 returned questionnaires from parents and carers, and returned questionnaires from staff.

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

- Pupils' achievement and attainment, especially in mathematics and the progress of pupils with special educational needs and/or disabilities.
- The effectiveness of teaching in raising attainment and providing sufficient challenge for all pupils.
- The quality of outdoor provision in the Early Years Foundation Stage.
- Whether pupils' attendance is good enough to ensure good learning and progress.

Information about the school

The school is larger than most infant schools. The proportion of pupils known to be eligible for free school meals is average. The vast majority of pupils are of ethnic minority heritage. A large number of pupils speak English as an additional language and are at an early stage of acquiring the language. The proportion of pupils with special educational needs and/or disabilities is above average. The school has achieved Healthy School status, Investors in Families and Investors in Pupils awards. It provides extended services, including family learning classes and a parent-toddler group. These are managed and run by the governing body.

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

This is a good school. All staff are committed to making a positive difference to pupils' lives because of the dedication and example set by senior leaders. The good care, guidance and support of pupils are central to the school's welcoming ethos. All pupils are well cared for and supported. Pupils and their parents and carers say how much they value the school and staff. A typical comment is, 'I can't fault them in any way.' Unsurprisingly, the school is held in high regard by the local community. Pupils behave well and they are unfailingly courteous and polite to visitors. Although pupils enjoy school, the overall attendance is average because too many parents take children out of school for holidays during term time.

Pupils make good progress from their generally low starting points when they enter school. The Early Years Foundation Stage provides children with a good grounding for their school life because it is reassuring, lively and caring. Children play and learn happily, especially indoors. Outdoor activities are not as enriching because there is less variety and fewer opportunities to extend the rich play and learning that takes place indoors. Progress continues to be good in Years 1 and 2. Attainment at the end of Year 2 is broadly in line with national averages and steadily improving. Teaching is good. Teachers skilfully engage pupils' interests and extend their knowledge. Lessons are generally well planned and captivate each pupil's interest. Occasionally, tasks do not match pupils' abilities and it is not always clear what pupils are expected to learn. As a result, pupils do not always make enough progress and they are not exactly sure what is required from them. They are sure, however, about how much they relish the varied and exciting curriculum. Pupils in Year 2 were proud to dress in Victorian costumes to bring to life their study of Victorian times. Their study of history, English and art led to convincing and sometimes moving portrayals of the lives of children at that time.

Accurate self-evaluation enables school leaders to have a clear understanding and appreciation of how well the school is performing and what is needed to make it even better. Since the previous inspection, attainment has risen and pupils are more involved and active in their learning. There is a clear plan of action for further improvement. Consequently, the school's capacity to make further improvement is good and it provides good value for money.

What does the school need to do to improve further?

- Raise attainment further and ensure that all teaching is good or better by:
 - using assessment information more effectively to plan lessons that match the needs and aptitudes of each pupil

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- ensuring lessons have objectives that make clear what pupils are expected to learn.
- Improve attendance by:
 - engaging further with parents and carers to reduce the amount of time pupils are taken out of school in term time.
- Improve outdoor provision in the Early Years Foundation Stage by:
 - planning outdoor activities that extend learning and match the range and variety of activities offered to children when indoors.

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

Pupils are eager to learn and their enjoyment and achievement are good. They relish lessons when they are busy, involved and enthused. In a Year 1 numeracy lesson, for instance, different groups of pupils eagerly used dominoes, a computer, board games and an abacus to apply different methods for working out sums.

Progress is good and overall attainment is broadly average. An increased emphasis on teaching the basic skills in English is raising pupils' skills in spelling, punctuation and grammar. Similarly, in mathematics teachers are providing more opportunities for pupils to solve problems and this is beginning to have an impact on raising attainment. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are sensitively supported and challenged to achieve their best possible work and as a result, they make good progress. As one parent comments, 'Despite English not being her first language my daughter's spoken English has become fluent in less than a year.' Boys' attainment has lagged behind that of girls. Due to a clear, no-nonsense direction from senior leaders, that is no longer the case. Teacher assessments this year, for example, demonstrate that boys' attainment in writing has outstripped that of girls for the first time.

Pupils say they feel safe and know who to turn to if they are troubled. They speak knowledgeably about 'Hector the Protector' when using computers. Pupils' positive spiritual, moral, social and cultural development is reflected in the thought for the week, for instance 'Everybody has feelings'. They are health-conscious and have not only gained the national Healthy Schools award but also the Kirklees Gold Standard for healthy schools. Pupils grow their own vegetables, sell them and cook them. Parents and carers learn and enjoy themed health weeks including Indian, African, French and British breakfasts. Pupils begin to learn about money and how to handle it during 'money week'. Nevertheless, their preparation for the future is satisfactory because of their attendance and average attainment. Information and communication technology is beginning to make a difference to their skills across subjects, especially for boys in the presentation of their work. Pupils make a good contribution to their school and the wider community through the positions of responsibility they hold on the school council and the eco-council. They are generous fund-raisers and enjoy picnics with local, elderly residents.

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Please turn to the glossary for a description of the grades and inspection terms

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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

A rich variety of lesson activities is underpinned by a strong focus on the development of pupils' spoken language. As a result, pupils' become confident using English and are more able to play a full part in lessons. Teachers' good subject knowledge and enthusiasm encourage productive learning. Occasionally, lengthy teacher introductions or tasks that are too easy or too hard reduce pupils' energy and focus and they learn at a slower rate. Pupils' work is marked in detail and regularly but there are, sometimes, missed opportunities to indicate how pupils could improve their work.

The curriculum is generally rich and vibrant. It concentrates on making learning enjoyable and interesting for pupils. It provides well for those who speak English as an additional language and those with special needs and/or learning difficulties. Enrichment activities, especially through visits and visitors, enliven learning and are much appreciated by pupils. Local history and science stimulate pupils' knowledge and appreciation of their environment. Information and communication technology provision is developing well but is yet to be fully embedded across subjects.

Parents, carers and pupils are correct in their belief that the school provides a safe, nurturing environment. Pupils are carefully prepared for joining Year 1 and for the next stage in their education. The most vulnerable pupils' needs are met well because leaders take an active role in keeping them safe and secure. Pupils are allocated a key worker who works with them in a small group and this reassures pupils as they always have someone

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to turn to if they have a worry. All staff work together to provide pupils with a reassuring, positive environment. Although the school is active in its work with families to reduce absence, it is still an area for improvement.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Senior and middle leaders and the governing body have an unequivocal commitment to raising pupils' attainment and ensuring that they are happy and confident. This is shared by all staff who believe that, whatever their role in school, they are there to make a positive difference to pupils' lives. Challenging targets act as a spur to this hard-working and committed staff. Leaders accurately identify the key areas for improvement, especially in further raising attainment. The governing body is effective and meets regularly to keep itself well-informed. There is an influx of new governors who are keen to be a more visible presence in the school. The governing body also ensures that arrangements for the safeguarding of pupils are met in full. All adults who work regularly in the school are closely vetted for their suitability to work with children. The care and safeguarding of the most vulnerable pupils, in particular, is a strength.

Parents and carers are overwhelmingly supportive of the school and are increasingly involved in their children's learning, as well as their own, through regular communication with the school and parent and carer classes. Indeed, partnerships with parents and carers, in the local community and with specialist educational services make a positive difference to pupils' attainment and their personal well-being. Community cohesion plays a part in this because of the strengths in the school's relationships with the local community. Leaders are expanding on their global links to add a deeper international dimension to their work. Equality of opportunity is reflected in the school's commitment to respect and value for people from all walks of life and in narrowing the gap between the achievement in different subjects, especially in mathematics. Leaders tackle discrimination well. Consequently, pupils respect and value people from different backgrounds.

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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	2
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

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress and achieve well from their varied and overall, low starting points. Parents and carers appreciate the positive relationships with staff, as well as the opportunities to be involved, in particular, in the toddler group. Children's transition from home to Nursery is well managed and children settle down happily.

A good range of prepared activities encourages children to enjoy their learning, but there are some gaps in opportunities for outdoor play, for instance in developing children's independence. Good teaching ensures that children become curious and interested in learning and discovery. Children enjoy counting and linking sounds and letters activities, especially when they are presented as games. Children take great pride in writing their names, beginning to write in sentences and chanting numbers in song and with gusto. Occasionally, children spend too long sitting on the carpet and become restless and less engaged. Leadership is committed to the children's achievement and well-being and their continued improvement. Staff work effectively as a team and are clear about their roles. Requirements for their safety, health and welfare are met well.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Over a third of parents and carers returned completed questionnaires. Of these, the vast majority was happy with the school's provision and indicated that their children enjoyed school. These parents and carers also agreed that the school helped their children to have a healthy lifestyle and that the pupils' behaviour was good. Inspectors agree that these aspects are good. 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 Purlwell Infant and Nursery 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 138 completed questionnaires by the end of the on-site inspection. In total, there are 345 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	67	41	30	1	1	0	0
The school keeps my child safe	97	70	39	28	0	0	0	0
My school informs me about my child's progress	62	45	67	49	4	3	2	1
My child is making enough progress at this school	58	42	70	51	5	4	3	2
The teaching is good at this school	78	57	50	36	6	4	2	1
The school helps me to support my child's learning	68	49	58	42	9	7	0	0
The school helps my child to have a healthy lifestyle	77	56	59	43	1	1	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)	57	41	67	49	6	4	2	1
The school meets my child's particular needs	60	43	66	48	2	1	4	3
The school deals effectively with unacceptable behaviour	65	47	63	46	1	1	0	0
The school takes account of my suggestions and concerns	52	38	65	47	8	6	3	2
The school is led and managed effectively	74	54	61	44	0	0	3	2
Overall, I am happy with my child's experience at this school	79	57	53	38	4	3	1	1

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 all 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 pupils' 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.



25 November 2010

Dear Pupils

Inspection of Purlwell Infant and Nursery School, Batley, WF17 7PE

It was delightful to visit your school. The inspection team enjoyed talking to you and listened carefully to what you had to say. You told us how much you enjoy school life and we would like you to carry on improving your attendance. Yours is a good school. The Early Years Foundation Stage is also good. You are well-behaved, very polite and welcoming. You made us all feel at home because you were so keen to speak to us and look after us. You care for people as individuals, look forward to learning and have a strong sense of what is right and what is wrong. Well done to each one of you!

Younger children settle down well in the Nursery and Reception classes and you make sure that older pupils look after the younger ones. You particularly enjoy all the opportunities you have to make learning interesting. Year 2 learned a lot about Victorian society, for example, while you were busy drawing, painting, writing and doing sums. You looked very realistic when you were dressed as Victorian children! You make good progress and you enjoy your work.

We would like your work to be even better. We have asked your school to support you by planning your work so that you all know what to do and that it suits each one of you. We have also asked your headteacher and other staff to give children in the Early Years Foundation Stage more chances to play and learn outdoors. You can all help by continuing to do the best work you can and trying very hard in your lessons.

Yours sincerely

Marie Cordey (on behalf of the inspection team)

Lead inspector

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