

Hoyle Court Primary School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 107283 |
| Local Authority | Bradford |
| Inspection number | 356128 |
| Inspection dates | 2–3 February 2011 |
| Reporting inspector | Christine Millett |

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 | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 185 |
| Appropriate authority | The governing body |
| Chair | Mr John Briggs |
| Headteacher | Mrs Lynda Florence |
| Date of previous school inspection | 6 November 2007 |
| School address | Fyfe Grove Baildon, Shipley West Yorkshire BD17 6DN |
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 12 lessons or parts of lessons taught by nine different teachers, spent time in the Early Years Foundation Stage and looked at pupils' work. Discussions took place with governors, staff and groups of pupils. Inspectors looked at documents, including policies relating to safeguarding, the school's development plan and self-evaluation records, minutes of governors' meetings and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff as well as those from 93 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of recently introduced strategies on learning.
- How successful has the school been in reducing the number of persistent absentees?
- The extent to which pupils are involved in their own learning.

Information about the school

Hoyle Court is a smaller-than-average sized primary school. Most pupils are of White British heritage. A small minority is of Gypsy heritage. A very small number is from other minority ethnic groups. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is currently below average as is the number of pupils known to be eligible for free school meals. There are more girls than boys in the school. There have been significant changes in staffing since the previous inspection, including the appointment of a new headteacher and, more recently, a new deputy headteacher. The school has received several awards including Healthy School status, Activemark, Artsmark and Eco Award (bronze).

A privately managed nursery makes use of the school's facilities. It is subject to a separate inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Hoyle Court provides its pupils with a satisfactory standard of education. Some aspects of the school's work are improving strongly. The school's strengths are found in pupils' good personal development and the effective care, guidance and support they receive. Good relationships exist with parents and carers and strong partnerships in learning and well-being have contributed to the good progress being made by pupils with special educational needs and/or disabilities. Hoyle Court is an inclusive school and works successfully to promote equality of opportunity, especially for its most vulnerable pupils. The overwhelming majority of pupils say they feel safe and this view was shared by all parents and carers who responded to the questionnaire. Pupils behave well, contribute much to school life and are particularly knowledgeable on factors which contribute to a healthy lifestyle.

Attainment in English and mathematics is average and the school's own tracking system indicates that attainment is improving securely. Children settle quickly into the Early Years Foundation Stage and make satisfactory progress. Similar levels of progress continue through Key Stages 1 and 2. Well-targeted intervention strategies enable pupils with special educational needs and/or disabilities to make better progress than their peers.

Teaching and learning are generally satisfactory but good and outstanding elements were seen in some lessons. Teachers plan lessons well and relationships in classes are supportive. However, often the pace of lessons is too slow and insufficient time is allowed for pupils to put what they have been learning into practice. There are inconsistencies in the quality of marking so that it not always clear to pupils what they have to do to improve. Opportunities for self-assessment are also limited. The school is in the throes of introducing a more exciting and stimulating curriculum but this is not yet embedded and so remains satisfactory at this time. The needs of children in the Early Years Foundation Stage are not being fully met through their curriculum. The use of information and communication technology (ICT) by pupils within lessons is limited.

Senior leaders and the governing body are fully committed to improving the school and raising pupils' attainment. Under the direction of the new headteacher a comprehensive audit has taken place to identify areas for development and self-evaluation is accurate. Although the school is changing rapidly, the effect of well-founded changes has yet to show full impact on raising standards and accelerating achievement and current capacity for improvement is satisfactory.

Up to 40% of schools whose overall performance is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise the quality of teaching to good or better throughout the school by:
 - sharing the good practice that exists within the school
 - improving the pace and timing of lessons so more is accomplished
 - developing the capacity of subject leaders and managers to monitor and evaluate teaching and learning
 - planning tasks that incorporate the use of information and communication technology (ICT)
 - ensuring consistency in marking so that all pupils are aware of how to improve their work
 - increasing opportunities for peer and self-assessment by pupils.
- Improve provision in the Early Years Foundation Stage so it has greater impact upon outcomes by:
 - ensuring stimulating activities reflecting all areas of learning are set up both indoors and out
 - ensuring assessment records are kept up to date and are used to inform planning on a regular basis
 - taking into account children's needs and interests when planning activities
 - increasing opportunities for child-initiated activities
 - providing opportunities for Reception staff to visit other settings.

Outcomes for individuals and groups of pupils

3

Most children start school with skills and knowledge that are at the level expected for their age, except in communication, language and literacy where skills are below those typically expected. In 2010, attainment at the end of Key Stage 2 was broadly average with a slight improvement in mathematics. The percentage of pupils achieving the higher levels is in line with national averages. Pupils behave well and have good attitudes to learning. They enjoy school and achieve satisfactorily. Classroom observations showed that when pupils are fully engaged in lessons and challenged to learn, they make good progress. This was particularly well-illustrated in a mathematics lesson on symmetry where the teacher, and pupils themselves, were constantly assessing their understanding. As a result, the level of challenge in tasks increased accordingly. Learning slows in lessons where pupils are less actively involved. In pupils' books, work is completed with more care when marking is informative but misconceptions remain where marking is weak. Pupils with special educational needs and/or disabilities make good progress because teachers take account of their needs when planning lessons and extra support is provided for them. Attendance is average and improving and the number of persistent absentees is reducing.

Pupils work and play in a safe environment which encourages everyone to support and look out for each other. Pupils get on well with each other and with adults. In particular, vulnerable pupils are extremely well looked after. Pupils have an awareness of right and wrong and are encouraged to think beyond themselves. They have a keen interest in

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environmental issues, but their awareness of cultural diversity is limited. Pupils respond well to the responsibilities they are given and make many positive contributions to the school and local communities. The school council has a high profile within the school and 'buddies', who organise playtime games or partner Reception children, are highly regarded. Satisfactory basic skills and average attendance ensure pupils are adequately prepared for the future.

These are the grades for pupils' outcomes

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| 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 | 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 | 3 |

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?

The satisfactory, and sometimes good, teaching seen in classes has led to some improvement in attainment. Teachers try to ensure that pupils have opportunities to become actively involved in their learning, but sometimes introductions are too long or lack pace. Leaders are working hard to ensure consistency in the quality of teaching across the school. However, there is irregular involvement by subject leaders in the monitoring of the teaching and learning in their areas. Marking is regular with some reference to pupils' targets. Clear indications as to how to improve are not always consistent across all subjects. A common feature in all classes is the warmth of the relationships that ensures pupils respond positively to their work. Teachers and classroom assistants work effectively together to provide pupils with appropriate individual and group support.

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The curriculum places appropriate emphasis on promoting basic skills. Changes to the curriculum to make links in learning across subjects are being developed. In classes where the changes are more established, there are well-organised and imaginative opportunities for learning. For example, Year 6 pupils were enthused by the topic around 'Titus Salt – hero or villain?' This provoked much discussion. The same level of interest was not seen in all classes. The curriculum provides a broad range of enrichment opportunities through visits, visitors and extra-curricular activities. Pupils enjoy the opportunity to learn French during their time in school. Information and communication technology (ICT) is not fully integrated across all elements of the curriculum.

Hoyle Court is a caring school that places emphasis on extending knowledge and understanding of the world and developing self-confidence. Adults know pupils well and respond positively to their needs. The individual needs of pupils, for example, those with special educational needs and/or disabilities, are quickly assessed and help is given where needed by experienced staff. The successful links with external agencies further reinforce this good quality care, as can be seen in the constant efforts being made by the school to reduce the number of persistent absentees and ensure as little disruption as possible to their learning. The parent involvement worker liaises successfully between parents and carers and agencies.

These are the grades for the quality of provision

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 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?

The effectiveness of leadership and management in embedding ambition and driving improvement is satisfactory. Senior leaders are deeply committed to improving provision and raising attainment, as can be seen in the changes that are taking place in not only the curriculum but in systems for recording and analysing pupils' attainment and progress. Regular progress meetings are held and monitoring activities are beginning to be used to evaluate teaching and learning more effectively. However, whilst these actions are bringing about improvement, they are not fully embedded. There is a sharp focus on identifying the precise areas for development and expectations are rising, as staff are increasingly being held to account for the progress their pupils are making, and the role of middle leaders develops.

The governing body takes its roles and responsibilities seriously. It understands the challenges the school faces and works to bring about improvement. It has assessed its own training needs and governors are keen to improve their skills. Safeguarding procedures are satisfactory and systems for assessing risks are well-developed. Child protection procedures are in place and regularly reviewed.

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The school reaches out to its parents and carers, keeps them well-informed and involves them in school life. The school works well with outside agencies and local schools to support pupils' health, welfare, social and learning needs. There is a strong commitment to promoting equality, tackling discrimination and celebrating diversity. Community cohesion is satisfactory. The school ensures that pupils understand and play a part in the local community and an understanding of life beyond Great Britain is developing through the curriculum. 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 | 3 |
| Taking into account: The leadership and management of teaching and learning | 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 | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The Early Years Foundation Stage has undergone significant development in recent months. New management has prompted changes to provision. Staff have correctly identified key areas for development and are working hard to bring about improvement. The overall effectiveness of the Early Years Foundation Stage is satisfactory. Children's progress overall is satisfactory and they start Year 1 broadly in line with national expectations, though communication, language and literacy are still below expectations. Children are encouraged to be independent through tasks such as putting on their own wellies or taking the register.

From their first day, children settle well, owing to the effective partnership that exists between school and the pre-school setting. They enjoy being part of school and are happy and willing to work with adults and collaborate well with each other. Children engage readily in conversation and are naturally curious. A range of indoor activities interests and engages them. However, these sometimes lack opportunities for explorative and imaginative play and too many activities are led by adults. Outdoor provision is not sufficiently well-planned to promote good learning.

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Observations and assessments take place but are not always used to inform planning. Achievements are recorded as 'learning journeys'. These provide parents and carers with a record of their children's development. The Early Years Foundation Stage children are fully incorporated into school life, which ensures a smooth transition into Year 1. Strong links are forged with parents and carers, who are appreciative of the care their children receive.

These are the grades for the Early Years Foundation Stage

| | |
|------------------------------------------------------------------------------------|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Of the parents and carers who responded, the very large majority was happy with the quality of education their children receive and all felt that the school keeps their children safe. An overwhelming majority agreed that their children enjoyed school. The very large majority was happy with the quality of teaching and that their child was being well prepared for the future. A very small minority of parents and carers felt their children were not making enough progress. The inspection found progress to be satisfactory and have asked the school to look at ways to accelerate this. A small minority had concerns about the way in which unacceptable behaviour was dealt with. During their time in school, inspectors found behaviour to be good. Staff are happy to meet with parents and carers to discuss any such matters. A very small number raised individual concerns and these were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hoyle Court Primary 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 50 | 54 | 42 | 45 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 45 | 48 | 47 | 51 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 40 | 43 | 40 | 43 | 12 | 13 | 1 | 1 |
| My child is making enough progress at this school | 31 | 33 | 52 | 56 | 8 | 9 | 1 | 1 |
| The teaching is good at this school | 31 | 33 | 49 | 53 | 7 | 8 | 0 | 0 |
| The school helps me to support my child's learning | 42 | 45 | 42 | 45 | 8 | 9 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 35 | 38 | 48 | 52 | 10 | 11 | 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) | 29 | 31 | 44 | 47 | 9 | 10 | 0 | 0 |
| The school meets my child's particular needs | 42 | 45 | 40 | 43 | 8 | 9 | 2 | 2 |
| The school deals effectively with unacceptable behaviour | 22 | 24 | 46 | 49 | 14 | 15 | 4 | 4 |
| The school takes account of my suggestions and concerns | 27 | 29 | 47 | 51 | 11 | 12 | 2 | 2 |
| The school is led and managed effectively | 28 | 30 | 49 | 53 | 9 | 10 | 4 | 4 |
| Overall, I am happy with my child's experience at this school | 42 | 45 | 42 | 45 | 9 | 10 | 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 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 February 2011

Dear Pupils

Inspection of Hoyle Court Primary School, Shipley, BD17 6DN

Thank you for making me and the other inspectors feel so welcome when we inspected your school. We really enjoyed seeing you at work in your lessons and playing so well together outside. You told us how much you enjoy your school. You go to a satisfactory school and it is improving.

This is what we found out about your school:

- you are polite, friendly and helpful to visitors
- your behaviour is good, both in the classroom and around school
- you get off to a satisfactory start in the Reception class and you all make satisfactory progress during your time in school
- by the end of Year 6, your attainment in English and mathematics is similar to that seen in most schools
- adults look after you well and make sure you are safe
- teaching is satisfactory and teachers try to make lessons interesting
- you contribute well to the life of the school and the local community

We think that with your help your school can improve and have asked your headteacher and your teachers to do the following things:

- help you to reach higher standards by making sure that all teaching in the school is as good as the best
- mark your work so that you know how to improve
- give you more opportunities to use computers in all your lessons so you can learn to work independently
- set up some exciting areas of learning for children in Reception.

We believe that this will help you to make more progress and we are sure you will all work hard to make this happen.

Best wishes for the future.

Yours sincerely,

Mrs Christine Millett

Lead Inspector

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