

Millbridge Junior Infant and Nursery School

Inspection report

Unique Reference Number	107694
Local Authority	Kirklees
Inspection number	363727
Inspection dates	14–15 June 2011
Reporting inspector	Stephen Wall

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	Ms Julie Uppley
Headteacher	Ms Fiona Wilson
Date of previous school inspection	17 September 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited nine lessons and observed the work of nine teachers in Key Stages 1 and 2. Observations were also carried out in the Early Years Foundation Stage. Meetings were held with staff and pupils. Inspectors evaluated the school's work, and looked at relevant policies, the school improvement plan, records of meetings, the school's monitoring records and analyses of pupils' attainment and progress. The 38 questionnaires returned by parents and carers were also analysed together with those returned by staff and pupils.

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

- How well different groups of pupils achieve, especially pupils known to be eligible for free school meals and pupils with special educational needs and/or disabilities.
- How effectively the school is tackling levels of persistent absence and attendance in general.
- How effectively teaching improves pupils' learning and progress, especially in the Early Years Foundation Stage.

Information about the school

This is a larger-than-average school in which the proportion of pupils known to be eligible for free school meals is well above average. About 24% of pupils are from minority ethnic groups, mostly of Pakistani origin. The proportion of pupils who speak English as an additional language is above average. The proportion of pupils with special educational needs and/or disabilities is also above average. However, the proportion with statements of special educational needs is well above average. The headteacher took up post in September 2010. A new deputy headteacher has been appointed and will start at the school in September 2011. There has been significant turbulence in the membership of the governing body since the start of the school year. Currently, there is an acting Chair of Governors. There has also been significant turbulence in staffing in the Early Years Foundation Stage. The school has Healthy School status.

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 in which pupils make good progress and are very well cared for. Staff are responding very positively to the purposeful and enthusiastic leadership of the new headteacher. There is a clear focus on further improvement based on accurate self-evaluation. Attainment in English and mathematics has risen significantly. These factors demonstrate the school's good capacity to improve further.

Pupils enjoy school and overall achievement is good. Although provision in the Early Years Foundation Stage is satisfactory, staffing difficulties have led to a slow-down in children's progress. However, the situation is being closely monitored, teaching is satisfactory and there are early signs that pupils' rates of progress are improving. Progress accelerates in Key Stages 1 and 2 and all pupils, including those known to be eligible for free school meals and those with special educational needs and/or disabilities, make good progress in their learning because teaching is purposeful and effective. Most lessons are interesting and include practical activities that capture pupils' interest. Occasionally, pupils are less engaged because the pace slows or tasks lack challenge. A good and stimulating curriculum contributes successfully to pupils' enthusiasm for school. Leaders and managers, including the very able learning mentors, have taken decisive and rigorous action to tackle a long-standing problem of below-average attendance and above-average levels of persistent absence. As a result, attendance has improved significantly; it now broadly reflects the national average. Pupils get on well together and with the adults working with them. They are mature, well-mannered and articulate. They are very welcoming to visitors and show good levels of self-confidence. These attributes together with pupils' good academic progress in the basic skills of literacy, numeracy and information and communication technology (ICT) ensure that their preparation for future success is good. Good care and support for pupils ensure that they feel safe in school.

Leaders and managers are strongly committed to pupils' welfare and success. Teamwork is strong across the school in pursuit of improvement. The effectiveness of the governing body in supporting the school and holding it rigorously to account is only satisfactory because its membership and leadership have undergone a period of significant turbulence. In response to the headteacher working closely with the local authority, the situation is improving and there are signs that previous strengths in fulfilling governor roles are being restored.

What does the school need to do to improve further?

- Make teaching even more effective in raising attainment by:
 - – involving pupils more actively in their learning
 - – making sure that all lessons move along at a good pace

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- – making sure that the level of challenge in lessons is always appropriate to the needs and abilities of different groups of pupils.
- Improve the effectiveness of the Early Years Foundation Stage by:
- – providing a wider range of stimulating activities both indoors and outdoors to develop children's literacy and numeracy skills, especially in Reception
- – making sure that all teaching is at least good.

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

Pupils enjoy learning. They are eager to contribute their ideas and answer questions. They work well together in small groups and in paired discussions. They have positive attitudes to learning and are hard-working. Good behaviour supports learning well and only occasionally when the pace of teaching is too slow does pupils' attention start to wander. Children enter the Early Years Foundation Stage with skills that are generally below age-related expectations. A significant proportion of children, however, is well-below expected levels in their personal and social development, and in language and communication skills. They make good progress as they move up through the school to attain average standards by the end of Key Stage 2. The proportion of pupils attaining the higher levels in national tests at the end of Key Stage 2 in English is well above average. Pupils with special educational needs and/or disabilities and those who speak English as an additional language also make good progress because of the effective support they receive from teaching assistants and the learning mentors.

Pupils feel safe in school. They have complete confidence in sharing any problems or concerns with the adults working with them. A wide range of popular sporting enrichment activities and the effective promotion of healthy lifestyles in the curriculum mean that pupils' adoption of healthy lifestyles is good. The take-up of healthy school lunches is high. This is not surprising given the very high quality of lunches provided by the school kitchen staff. Pupils enjoy taking on responsibilities in school. They are also active in the local community supporting a range of local charities. Pupils show great respect for each other and the adults working with them. They have a good grasp of right and wrong. They participate actively in the opportunities they are given in class and in assemblies to reflect on moral issues.

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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	2
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?

Overall teaching and learning are good. The most successful teaching is lively and engaging. In lessons the pace is brisk and pupils are kept involved through a carefully-planned sequence of activities appropriate to their needs and abilities. In a very effective Key Stage 2 lesson, for example, pupils were kept on the edge of their seats with excitement as they rose to the challenge of mastering how to do long multiplication. The lesson was taught very enthusiastically and the level of challenge was just right for different groups. As a result, pupils made outstanding progress in their understanding and ability to tackle very demanding tasks. Occasionally, the rate of learning and progress slows because the pace of teaching is not brisk enough. Pupils spend too long listening to the teacher when they are eager to be more actively involved in learning for themselves. On a few occasions the tasks set for different groups of pupils are either too easy or too hard. This acts as a brake on progress. Teachers make effective use of a detailed and helpful system for tracking pupils' progress to assist in the planning of lessons, targeting intervention and informing pupils how to improve.

The good curriculum provides a wide range of cross-curricular activities to support pupils' learning and add to their enjoyment. For example, the use of Forest School encourages most successfully pupils' appreciation of the outdoor environment. A day given over to the Victorian seaside in the school hall for the whole of Key Stage 1, for example, was hugely successful in engaging pupils' interest and providing a rich source of activities for

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extending pupils' speaking and writing. Pupils were still bubbling with excitement the following day about the Punch and Judy show that ended the day's activities! The wide range of enrichment activities, including a residential trip for Year 6, is very popular and makes a significant contribution to pupils' enjoyment of school and their positive attitudes to learning.

The school has effective and comprehensive procedures in place to care for, guide and support pupils at all stages. The work of the learning mentors is central to the welfare and well-being of the significant number of pupils who are potentially vulnerable due to their circumstances. Attendance is starting to rise in response to more robust procedures. The school works exceptionally closely with families needing help and/or advice. Transition arrangements into the Early Years Foundation Stage successfully enable children to settle seamlessly into school life. Similarly, well-embedded transition arrangements to secondary education ensure that pupils transfer effortlessly to high school.

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?

The headteacher has established a clear sense of purpose and has set high expectations. The governing body gives satisfactory support to the school and fulfills its statutory responsibilities. Adjustments to leadership and governor roles are enabling governors to play a more active role in providing challenge and holding the school more rigorously to account. Leaders and managers monitor outcomes and provision effectively and identify where the school could improve its performance further, for example in making teaching consistently more exciting. The impact of this monitoring is not yet being seen in all lessons. Effective management ensures that despite the age of the school building, the physical environment for learning is both stimulating and exceptionally well cared for. The clarity of expectations and the vision for future success are key factors in the school's ongoing improvement. Other leaders and managers, especially middle managers, are providing strong support. Staff morale is high and teamwork is strong in the pursuit of further improvement.

Equality of opportunity is good. The school is a racially diverse yet harmonious community. The achievement gap between different groups of pupils, for example between pupils known to be eligible for free school meals and others, has closed significantly. Good relations with parents and carers have been established through regular contact and regular reporting on pupils' progress.

The safeguarding of pupils is good. Policies and procedures for child protection and health and safety are fully in place, although the school and acting Chair of Governors recognise

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the need to review them more regularly. Checks on adults working with children are carried out meticulously. Training for staff in child protection is regular and of high quality.

The school works effectively to promote community cohesion. Strategies to promote this aspect of the school's work are well-planned and evaluated. The school itself is a harmonious community. It has forged good links with its neighbourhood where it is well-respected. While visits and visitors introduce pupils to other cultures and religions, the school accepts the need to broaden further pupils' awareness and appreciation of national and global diversity.

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

From starting points that are generally below or sometimes well below age-related expectations, children make satisfactory progress overall in the Early Years Foundation Stage. By the end of Reception attainment is generally below expected levels. Children get off to a very good start and make good progress in the Nursery where staffing issues have been resolved and teaching is consistently good. The Nursery provides children with a stimulating and welcoming environment. The range of activities both indoors and outdoors is extensive and well-thought-out to support children's learning and progress. Staffing difficulties in Reception are being resolved. However, disruptions have led to a slow-down in children's progress because the quality of teaching is inconsistent. Leaders and managers are fully aware of this and are starting to improve the overall quality of teaching by monitoring the situation closely and providing effective, targeted support. In particular, support is being focused on extending the range of stimulating activities, both indoors and outdoors, to develop more effectively children's literacy and numeracy skills. Children enjoy being in the Early Years Foundation Stage. They socialise well and their behaviour is good. Good relationships with parents and carers have been forged. Parents and carers

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are especially appreciative of the very well-managed induction procedures that enable children to settle seamlessly into school life. Parents and carers are kept regularly informed about the progress their children are making. Arrangements and procedures for the safeguarding of children are comprehensive. Established links with outside agencies enable children's specific needs to be met promptly as soon as they are identified.

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

Most parents and carers who returned questionnaires were supportive of the school's work. A few parents and carers felt that the school does not keep them informed about their child's progress. Inspectors looked closely into this and were satisfied that the school has comprehensive procedures in place to keep parents and carers informed about progress through, for example, parents' evenings and regular written progress reports. A few parents and carers also disagreed that the school is led and managed well. Inspectors acknowledge instability in the governing body and this is outlined in the report. Inspectors also acknowledge that leaders and managers have taken some tough decisions, for example in relation to improving attendance. This may well have caused some dissatisfaction among parents and carers but, ultimately, the actions taken have been clearly in the best interests of pupils' education and their prospects for their future success.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Millbridge Junior 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 324 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	63	12	32	2	5	0	0
The school keeps my child safe	24	63	12	32	1	3	1	3
My school informs me about my child's progress	19	50	14	37	4	11	1	3
My child is making enough progress at this school	18	47	17	45	2	5	0	0
The teaching is good at this school	23	61	13	34	1	3	0	0
The school helps me to support my child's learning	20	53	16	42	1	3	1	3
The school helps my child to have a healthy lifestyle	19	50	16	42	3	8	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)	20	53	13	34	2	5	0	0
The school meets my child's particular needs	20	53	15	39	1	3	0	0
The school deals effectively with unacceptable behaviour	19	50	13	34	0	0	3	8
The school takes account of my suggestions and concerns	13	34	19	50	1	3	3	8
The school is led and managed effectively	21	55	11	29	2	5	2	5
Overall, I am happy with my child's experience at this school	22	58	14	37	2	5	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



16 June 2011

Dear Pupils

Inspection of Millbridge Junior Infant and Nursery School, Liversedge, WF15 6HU

Thank you for your warm welcome during the recent inspection of your school.

You go to a good school where good teaching is enabling you to make good progress and achieve well. It was good to see how happy you are in school and how well you get on with each other and with the adults working with you. Your attendance is improving – well done! Always remember that if you are not in school, you cannot learn, so keep up the improving attendance in future! Your school works very hard to make sure you are safe and well cared for. It was pleasing to hear from you that you always have an adult to turn to if you have a problem or need any help.

In order to help you make even better progress in your learning and reach even higher standards, I am asking your school to do the following:

■ Make teaching even more effective in raising your attainment by:

- involving you more actively in your learning
- making sure that all lessons move along at a good pace
- making sure that the level of challenge is always appropriate to your differing needs and abilities.

■ Improve the effectiveness of the Early Years Foundation Stage by:

- providing a wider range of stimulating activities both indoors and outdoors to develop children's literacy and numeracy skills, especially in Reception
- making sure that all teaching is at least good.

I am confident that all of you will continue to work hard to make sure that your school goes from strength to strength in the coming years.

I wish you the very best for the future.

Yours sincerely

Stephen Wall

Lead inspector

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