

Park Road Junior Infant and Nursery School

Inspection report

Unique Reference Number	107640
Local authority	Kirklees
Inspection number	377615
Inspection dates	28–29 September 2011
Reporting inspector	Brenda Clarke

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	243
Appropriate authority	The governing body
Chair	Tracey Daniel
Headteacher	Rachel Smart
Date of previous school inspection	24 June 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 11 lessons and taught by nine teachers and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at documentation including pupils' books, the school's assessment data, plans for future development and safeguarding arrangements. Questionnaires returned by pupils, staff and the 49 returned by parents and carers, were scrutinised.

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

- Children's skills and knowledge on entry and exit and the progress they make in the Early Years Foundation Stage.
- Pupils' achievement and the standards they reach in reading, writing and mathematics.
- The effectiveness of the curriculum and the extent to which it promotes pupils' enjoyment of learning.
- Whether leaders at all levels have sufficient skills to manage change and sustain improvement.
- The effectiveness of strategies to halt the decline in pupils' attendance.

Information about the school

The school is average in size compared to schools of a similar type. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils who have special educational needs and/or disabilities is average but the percentage of pupils with statements of special educational needs is above that normally found. This is because the school provides specially resourced provision for pupils with hearing impairment. Currently, three pupils are on the roll of this unit. Around 75% of pupils belong to minority ethnic groups. A large majority of children are in the early stages of speaking English as an additional language on entry to the Nursery. The school manages a before- and after-school club but does not provide registered childcare. The adjacent children's centre is inspected separately.

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. It has some outstanding features. The good care, support and guidance, greatly appreciated by parents and carers, ensure that pupils feel extremely safe. Excellent relationships at all levels give pupils confidence and self-esteem so that their behaviour in lessons and around the school is outstanding. Pupils develop into mature young people. Their spiritual, moral, social and cultural development is exceptional. They appreciate the cultural diversity in the school and judge others on their actions rather than their ethnicity. Pupils have a good understanding of healthy lifestyles and particularly enjoy the good creative curriculum that includes many enriching visits and exciting range of clubs. Strong partnerships with other schools and agencies enrich provision further. The school has devised wide-ranging initiatives to encourage good attendance. These have been effective in Key Stage 2 where attendance has risen to broadly average levels and is improving year on year. The attendance of pupils in Key Stage 1 remains low in comparison to national averages.

Pupils achieve well. Most children enter Nursery with skills well below those expected for their age. Pupils make good progress throughout the school so that over time the standards at the end of Year 6 have consistently been in line with national averages in reading and mathematics. Pupils' attainment in writing is behind that of other subjects. The school has begun to put measures in place to improve pupils' grammar, punctuation and spelling but this is at an early stage of development.

Teaching is good. Teachers' behaviour management skills are excellent so that lessons run very smoothly and no time is wasted. Pupils' below average standards in mathematics was a key issue at the last inspection. Whole-school training in the teaching of mathematics has given teachers confidence so that mathematical activities build systematically on earlier learning and new skills are taught in meaningful practical ways. Consequently, pupils' standards in mathematics have risen across the school. Marking of pupils' work is inconsistent and does not routinely provide pupils with enough information to make their work better. The school has plans in place to improve this aspect but these are at an early stage of development.

Outstanding teaching in the base for children with hearing impairment enables pupils to make good progress in line with their peers. Leadership and management of the hearing impaired unit are outstanding. Careful planning and organisation give hearing impaired pupils regular opportunities to work and play alongside others in

the main part of the school. Staff are particularly skilled at signing techniques and use a range of amplification techniques. These arrangements give hearing impaired pupils very good support in class and contribute significantly to their personal development and enjoyment of school life.

Senior leaders give a decisive steer to the school. They have developed a strong team ethos so that staff are accountable and all are focused on raising standards further. Improvement since the last inspection is good. Standards in mathematics have risen and the quality of teaching has improved. Rigorous self-evaluation, monitoring of provision and effective intervention has led to significant improvements in standards at the end of Key Stage 1 and in mathematics and reading across the school. This indicates a good capacity to improve further.

What does the school need to do to improve further?

- Improve pupils' attainment in writing by:
 - further developing pupils' use of punctuation and grammar
 - developing pupils' ability to write more extensively and for a variety of purposes
 - developing strategies to improve pupils' spelling
 - ensuring a consistent approach to the teaching and assessment of pupils' writing.

- Embed assessment and marking of pupils' work by:
 - ensuring a consistent approach to marking across the school
 - ensuring that teachers' marking informs pupils of how well they are doing and guides their next steps in learning.

- Implement and enhance the planned actions to improve the attendance of pupils in Key Stage 1.

Outcomes for individuals and groups of pupils

2

Pupils are enthusiastic, eager learners. In lessons pupils work cooperatively with partners and in teams, collaborating well and sharing ideas. They persevere and show good attitudes to learning. Pupils organise their work space well, share resources and concentrate for long periods of time. They are fully committed to giving of their best and are able to reflect honestly on how hard they have worked in the lesson. Pupils make good progress because activities are relevant and build carefully on earlier learning. Teachers share the purpose of the lesson so that pupils attack activities with confidence and understanding.

From starting points that are well below those typical for their age, pupils attain standards in line with national averages by the end of Year 6. Pupils with special educational needs and/or disabilities, including those with hearing impairment, make good progress due to the carefully targeted support they receive. Overall, boys attain less well than girls in writing. To address this issue the school has devised 'boy-friendly' topics such as 'Dinosaurs', and purchased a range of books that grab boys'

attention. Leaders recognise that, throughout the school, pupils' attainment in writing is lower than in reading and mathematics. Pupils tend to mix tenses and lack vigilance when spelling. Presentation of written work is sometimes poor. The school has introduced a whole-school approach to the teaching of the sounds that letters make. This together with the introduction of carefully structured reading sessions is enabling all pupils to achieve well as readers.

Pupils enjoy school. They know how to stay safe and what constitutes a healthy diet. Pupils make a good contribution to the school community as helpers and school council members but have relatively limited opportunities to contribute to local community initiatives. Pupils clearly understand right from wrong and care deeply about matters affecting others. Pupils' preparation for the future is satisfactory overall. There are some clear strengths in pupils' academic skills in reading and mathematics that are well supported by mature attitudes to learning and developing confidence as speakers. A small number of pupils are frequently late for school. At Key Stage 2 more pupils are achieving 100% attendance each year. The number of persistent absences is also reducing. Scrutiny of attendance registers at Key Stage 1 indicate that a significant minority of pupils are absent for short periods of time on a fairly frequent basis.

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

How effective is the provision?

Teachers' behaviour management skills are excellent so that pupils know what is expected and strive to complete their work. Teachers maintain a good pace to learning so that lessons run smoothly and no time is wasted. Key skills, such as early addition of numbers, are taught well. Perceptive questioning challenges pupils to explain their answers and contributes to their developing confidence as speakers. New vocabulary, clearly explained, also develops pupils' speaking skills. The expertise of teaching assistants is used extremely effectively to support those who are vulnerable due to their circumstances, enabling them to take a full part in lessons and to achieve well. Teachers' marking does not routinely inform pupils of what they

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

need to do to improve and what they need to learn to move to the next level of learning.

The school provides a good curriculum that is broad and balanced. It has been redesigned to ensure topics are relevant and grab pupils’ interests. They contribute significantly to pupils’ enjoyment of their learning. The curriculum is enriched by whole-school happenings such as Health Week and by many visits to a broad range of interesting places including the theatre, museums and castles. The school benefits from strong links with the school sports partnership providing access to a wide range of sporting activities, for example, rugby, cheer-leading and dance. The curriculum is designed to make meaningful links between subjects. However, the school acknowledges that more opportunities are required for pupils to write at length and for a variety of purposes in lessons and across subjects.

The school takes good care of its pupils. The quality of support that pupils receive is outstanding. The well-run breakfast- and after-school club is enjoyed by pupils and provides a safe environment at the start and end of the day. The learning mentor is pivotal in supporting those who are vulnerable both in the classroom and family settings enabling pupils to reach their full potential and achieve well. The school acknowledges that further guidance is required for parents, carers and pupils to encourage more regular attendance in Key Stage 1, augmenting the rigorous systems that have already been very successful in Key Stage 2.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is well regarded by parents and carers, staff, members of the governing body and pupils alike. Together with the deputy headteacher and senior leadership team, she has established a rigorous system for monitoring and evaluating pupils’ attainment and progress and has devised carefully-targeted plans that are speeding up the pace of pupils’ progress and the standards they reach. Senior leaders convey high expectations. Challenging targets, regularly checked, make teachers accountable for pupils’ progress. Effective systems and training mean that all leaders have the skills needed to drive improvements, so that new initiatives are developed across the school and ensure consistency. Monitoring of teaching and learning is rigorous, highlighting strengths and leading to actions to enhance teachers’ skills where development is required. However, some monitoring, while focusing on teachers’ skills, pays insufficient attention to the rate and quality of pupils’ learning in the lesson. A new governing body is in place and is at an early stage of evaluating provision and holding the school to account.

The inclusion of all pupils is central to the school’s provision. Good arrangements to promote equal opportunities ensure that there is no discrimination and that all pupils

participate in all activities. The attainment and progress of all groups of pupils are monitored rigorously. The issue of boys' attainment in writing at Key Stage 2 has been highlighted by the school and steps taken to bring about improvement. Safeguarding procedures represent good practice, are rigorously upheld and monitored and all statutory requirements are met. Links with parents and carers are strong. The school regularly seeks their views and is proactive in resolving issues. Community cohesion is promoted well on a local and an international basis. Pupils' outstanding spiritual, moral, social and cultural development is a marker of the school's success in establishing itself as a strong, united community.

These are the grades for the 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

Most children enter the Nursery with skills well below those expected for their age especially in speaking and listening, and personal and social development. Children make outstanding progress in these particular aspects so that on entry to Year 1 most have developed sound speaking and listening skills, behave well and have good attitudes to learning. Over time, children make good progress in all areas of learning but, by the end of the Reception Year, still have ground to make up in early reading, writing and numeracy due to their low starting points. An effective programme of letters and sounds and the provision of many practical activities to develop children's mathematical skills are enabling children to progress at a faster rate. These initiatives have been so successful that the Early Years Foundation Stage has gained a local authority award for improvements in the attainment of the lowest 20% of children by the time they leave the Reception class.

Good teaching motivates and interests children. They are supported well by all adults in the setting. Adults pay good attention to developing children's speaking and listening skills and provide worthwhile activities to exploit this aspect, for example when baking biscuits reinforcing words such as stir, roll, twist, and flatten. Staff are good role models for children. They display positive, happy relationships and have high expectations of children's behaviour and attitudes to others. Hence, children who have been in Nursery for just two weeks already sit and listen to others for good periods of time. Overall, there is a good mix of activities directed by adults and

children’s independent choices. However, opportunities are sometimes missed for children to reinforce their learning when working outdoors.

Effective transition arrangements enable children to quickly settle in their new classes. Staff plan together and carefully allocate roles to ensure that all children are supported in their learning. Early identification of those who are vulnerable, together with effective assessment procedures, enables staff to meet children’s individual learning needs. The curriculum is good for both indoor and outdoor learning, and is enriched by visits to interesting places such as the seaside.

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 in the Early Years Foundation Stage	2

Views of parents and carers

Responses made by parents and carers were overwhelmingly positive. Particularly positive views were expressed about the extent to which children are kept safe and their needs met, children’s enjoyment and progress, the quality of teaching and leadership and management. Very few parents and carers expressed concerns. These were looked at closely during the inspection but no evidence could be found to endorse them. The large number of positive responses indicates high levels of satisfaction with the school’s provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park Road 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	73	13	27	0	0	0	0
The school keeps my child safe	33	67	16	33	0	0	0	0
The school informs me about my child's progress	25	51	21	43	2	4	0	0
My child is making enough progress at this school	22	45	25	51	1	2	0	0
The teaching is good at this school	27	55	22	45	0	0	0	0
The school helps me to support my child's learning	23	47	23	47	3	6	0	0
The school helps my child to have a healthy lifestyle	25	51	22	45	1	2	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)	23	47	21	43	0	0	0	0
The school meets my child's particular needs	23	47	25	51	0	0	0	0
The school deals effectively with unacceptable behaviour	23	47	24	49	1	2	0	0
The school takes account of my suggestions and concerns	16	33	29	59	2	4	0	0
The school is led and managed effectively	21	43	28	57	0	0	0	0
Overall, I am happy with my child's experience at this school	25	51	24	49	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



30 September 2011

Dear Pupils

**Inspection of Park Road Junior Infant and Nursery School, Batley WF17
5LP**

I would like to thank you for the very warm welcome you gave the inspectors on our recent visit to your school. We enjoyed talking with you and finding out about your work and activities. We also enjoyed watching you at play in your super playgrounds. What a good range of things you have to keep you occupied at playtime!

Yours is a good school and I understand why you enjoy it so much. Your behaviour is excellent in lessons and around the school. Well done! You are polite and caring and work really hard in lessons. Your school takes good care of you and you feel very safe. You enjoy being active outdoors and know lots about healthy eating.

I have asked your headteacher to do three things to make your school even better for you.

- Make sure that your attainment in writing is as good as that in reading and mathematics.
- Make sure that teachers' marking tells you how to improve your work and helps you to work towards your next steps in learning.
- Improve attendance so that all pupils attend as often as they can.

You can all help by continuing to work hard and always attending school unless you are ill. Thank you once again for your help and best wishes in the future.

Yours sincerely

Brenda Clarke
Lead Inspector

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