

Denby Church of England Voluntary Aided First School

Inspection report

Unique Reference Number	107742
Local authority	Kirklees
Inspection number	377635
Inspection dates	10–11 October 2011
Reporting inspector	Kathryn Dodd

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Lisa Broadhead
Headteacher	Rooney Kelly
Date of previous school inspection	13 February 2007
School address	Goose Green Upper Denby Huddersfield HD8 8UN
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Introduction

This inspection was carried out by one additional inspector. The inspector observed teaching and learning in six lessons involving two teachers and support staff. The inspector held discussions with staff, groups of pupils, and with members of the governing body. The inspector observed the school's work and reviewed documentation, including a review of improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspector analysed 20 questionnaires returned by parents and carers, 24 from pupils and nine from staff.

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

- Whether attainment by the end of Year 5 is above average and whether pupils make consistently good progress, particularly the more-able pupils in reading and writing in Years 1 and 2.
- Whether pupils have a good insight into the similarities and differences between their own and other cultures in the United Kingdom and around the world.
- How well teachers use assessment information to provide work that matches pupils' varying abilities and how well pupils are involved in understanding how to improve.
- How well the curriculum is adapted to boost attainment, particularly in reading and in writing in Years 1 and 2.
- How effectively leaders review information about pupils' progress and monitor the quality of provision.

Information about the school

Almost all of the pupils at this much smaller than average-sized school are White British. From September 2011, pupils, including children in the Early Years Foundation Stage, are taught in three mixed-aged classes most mornings and two mixed-aged classes each afternoon. Pupils transfer to middle school at the end of Year 5. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with special educational needs and/or disabilities. The school has been accredited with Activemark, and it has achieved Healthy School status. The headteacher has been in post since January 2011.

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 this very friendly, safe, warm and welcoming setting, pupils demonstrate good attitudes to learning and their behaviour is consistently outstanding. The quality of care, guidance and support is good. Pupils' welfare is continually kept in firm view. These factors, along with the confidence pupils have that any problems encountered will be dealt with quickly, ensure they feel safe. Pupils are eager to contribute positively towards their school. From a young age, they enjoy taking on opportunities for making their school a healthy and happy place to learn, and play an active role within their local community. However, pupils' understanding of diverse cultures within the United Kingdom and further afield, is not fully-developed. This is because pupils do not have enough opportunities to develop their knowledge through first-hand experiences. Parents and carers express their overwhelming support. They say that this is a 'great environment for their children to grow and learn and has a real personal and family feel'.

The extremely small numbers of pupils in each year group mean that children's starting points can vary significantly year to year, but overall, are broadly average. Children make good progress in the Early Years Foundation Stage and, after this successful start, continue to learn well until the end of Year 5. As a result, pupils' attainment is usually above and, sometimes, well above average. In Years 3 to 5, progress is consistently good because assessment information is used effectively to provide activities well-matched to pupils' varying abilities. Teachers ask direct, fast-paced, targeted and individualised questions that challenge pupils' thinking, particularly the more-able. Older pupils also have a good understanding of what they need to do to reach their challenging learning targets. Such practices however, are not consistently well-embedded in Years 1 and 2, particularly in reading and writing and, as a result, pupils' progress is inconsistent. In writing, younger pupils do not always have enough opportunities to practise their skills by writing at length, either independently or creatively and, sometimes the activities provided lack challenge. In reading, pupils' progress is sometimes hampered because not all staff are fully trained to deliver the adopted reading programme effectively.

The headteacher, staff and members of the governing body work successfully together to drive forward improvement. Staff take on additional responsibilities willingly in order to share the workload, particularly to review regularly the achievement of each pupil. Even so, the responsibility for monitoring the consistency of the quality of provision across the school rests mainly with the headteacher. There

is however, an accurate, realistic and shared evaluation of the school's effectiveness, which in turn ensures that appropriate improvement priorities are pinpointed. This, along with the positive impact of their efforts, which reflects in improved attainment, particularly in mathematics by Year 5, demonstrates that there is a good capacity to improve further.

What does the school need to do to improve further?

- Accelerate progress to a consistently good rate in Years 1 and 2 in reading and writing, by:
 - improving the use of assessment information so that planned activities challenge the more-able pupils
 - providing more opportunities for pupils to write independently and at length
 - ensuring that pupils are clear about their learning targets and how to reach them
 - developing the skills of the staff that deliver the reading programmes
 - providing more opportunities for staff with additional responsibilities to monitor the quality of provision.

- Provide more opportunities for pupils to engage in first-hand experiences, to further develop their understanding of ethnic diversity in the United Kingdom and around the world.

Outcomes for individuals and groups of pupils

2

Achievement is good. Pupils, including those with special educational needs and/or disabilities, make good progress. In lessons, pupils behave extremely well. They are very attentive and keen to learn. They work at a good pace, particularly when working alongside adults or in pairs. They respond enthusiastically to teachers' questions. Learning occasionally slows when pupils work independently. This is because they are not always clear about what they are expected to learn or find the activity lacks challenge. Although pupils' attainment varies widely, a trend of improvement is evident. In mathematics, for example, the proportion of pupils exceeding the nationally-expected levels by the end of Year 5 is higher than average. This reflects good progress from pupils' previous starting points, particularly the more-able pupils. Although in Years 1 and 2 some pupils make good progress, for the more-able pupils, progress is satisfactory, especially in reading and writing.

Pupils' enjoyment is reflected in their above-average attendance and in the enthusiasm with which they participate in, and talk about, all that is on offer. Pupils are very proud of their school. They willingly take on responsibilities, for example, as school councillors and play leaders. They are knowledgeable about how to keep safe, showing great concern for one another's welfare. Pupils contribute well to the wider community by, for instance, engaging with community groups on a recent project aimed at improving a nearby public bridleway. Opportunities for pupils to mix with others from ethnically diverse groups within British society are, however, not yet fully in place. Pupils' good understanding of how to lead a healthy lifestyle shows in the enthusiasm with which they talk about sporting activities, such as orienteering, cross-

country running and ballroom dancing. Pupils show an excellent understanding of right and wrong through their exemplary and thoughtful behaviour. The confidence, ease and maturity with which pupils discuss their learning together, with adults and visitors, along with their good progress demonstrates that they are well-placed to be successful at middle school.

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	2
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	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 that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' enthusiasm, good organisation and positive relationships all make a strong contribution to pupils' good progress. Recent changes to the organisation of pupils into three smaller classes for literacy and numeracy lessons is enabling teachers to provide work that reflects more precisely pupils' varying needs. Highly-skilled support staff make a valuable contribution to the success of this initiative. Even so, the subject knowledge and skills of some staff in delivering the programme to teach younger pupils to read are not fully-developed. In the best lessons, teachers and support staff make on-going reference to lesson objectives. As a result, pupils are clear about what they need to do if they are to achieve them. Individualised questioning reflects teachers' good knowledge of what their pupils already know and can do and challenges their thinking. These practices are not always evident, however, in Years 1 and 2.

Since the previous inspection, the curriculum has developed at a good rate. Effective partnerships beyond school help to extend the curriculum successfully, particularly in sport. In mathematics, a well-developed programme of activities to challenge the more-able pupils, both in and beyond school, along with regular opportunities for pupils to use and apply their numeracy skills through problem-solving, are helping to raise attainment. Even so, the progress of younger pupils, especially the more-able, is sometimes hampered when activities are insufficiently challenging, such as, when completing worksheets in literacy. These activities also hinder opportunities for pupils to write creatively and at length and for more-able pupils to show what they are capable of.

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

The way in which every child is cared for and nurtured is seen in the warmth and care that radiates from staff and the pupils alike. High-quality pastoral care is evident in daily practice. Pupils and their families are known well by staff and pupils are confident that they feel safe. The effective partnerships fostered with external agencies and with parents and carers enable pupils with special educational needs and/or disabilities to make good progress.

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?

This caring, safe and supportive school, which is underpinned by Christian values, mirrors the commitment of everyone to promote good achievement. Making sure that pupils are well-supported and that their achievement improves where it is in most need steers decision-making. This is why, for example, all pupils have an individual learning plan and why leaders have recently reorganised class groupings. This demonstrates their commitment to provide equality of opportunity. Their successes are evident in key areas such as, raising attainment in mathematics. Although subject leaders play a key role in reviewing pupils' performance data, they are not yet fully-involved in monitoring the quality of provision across the school.

The headteacher has quickly established very positive relationships with staff and with parents and carers, who express their overwhelming support. In her quest to drive improvement forward, she forges effective partnerships with others. These partnerships help to extend the curriculum successfully, provide professional development opportunities for staff and seek out best practices. An active group of parents and carers raise significant funds to support school improvement. Advanced plans are now in place to extend opportunities for parents and carers to be able to express their views more fully through 'surgery' sessions. Safeguarding procedures are satisfactory and are currently being reviewed and strengthened. The school makes a satisfactory contribution to community cohesion. The school is a harmonious place to learn and opportunities for pupils to engage with community groups nearby are good. Extending opportunities for pupils to engage with ethnically-diverse groups further afield has already been identified by leaders as an improvement priority. The governing body makes an effective contribution, particularly to improvement-planning and self-evaluation processes. They know that their next steps are to support the headteacher more effectively by strengthening their skills in holding the school to account, particularly with regard to safeguarding procedures.

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	2
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	2

Early Years Foundation Stage

Learning gets off to a good start. Children make good progress from their widely varying, but overall average starting points. By the start of Year 1, the proportion of children reaching and exceeding the age-related level of development is often higher than is expected nationally. Very warm and caring relationships between adults and children, along with a welcoming learning environment, ensure that children feel very happy and safe. Children’s personal, social and emotional development is good. They quickly learn to behave extremely well. This reflects the continual encouragement from staff, along with the excellent role models from working alongside their older classmates. Staff regularly collect information about children’s small steps in achievement. They use this information effectively to plan activities and to tailor their questions to the varying needs of children during adult-directed sessions. However, at present, as children explore their environment through independent play, it is not always clear what they are expected to learn. The progress of the more-able children is sometimes held back when they are required to complete worksheets that do not provide them with opportunities to build on what they already know and can do. Leadership and management are good. Since the previous inspection, leaders have successfully extended the quality of the learning environment, especially by providing good opportunities for learning outdoors. They make effective use of assessment information to pinpoint where children’s achievements could improve further. This is why leaders are well aware that their next steps are to provide more challenging learning opportunities for the more-able children.

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

An above-average proportion of parents and carers returned questionnaires. They express their overwhelming support for all aspects of the school's work. They highly value the 'very friendly approach of staff' and ease with which they can talk with the headteacher. Parents and carers of pupils with special educational needs and/or difficulties and with other additional needs particularly appreciate the good level of care offered so that their children reach and exceed challenging learning targets.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Denby Church of England Voluntary Aided First 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 inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	65	7	35	0	0	0	0
The school keeps my child safe	15	75	5	25	0	0	0	0
The school informs me about my child's progress	12	60	8	40	0	0	0	0
My child is making enough progress at this school	12	60	7	35	1	5	0	0
The teaching is good at this school	15	75	5	25	0	0	0	0
The school helps me to support my child's learning	14	70	6	30	0	0	0	0
The school helps my child to have a healthy lifestyle	15	75	5	25	0	0	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)	13	65	6	30	0	0	0	0
The school meets my child's particular needs	13	65	7	35	0	0	0	0
The school deals effectively with unacceptable behaviour	11	55	9	45	0	0	0	0
The school takes account of my suggestions and concerns	11	55	7	35	1	5	0	0
The school is led and managed effectively	13	65	7	35	0	0	0	0
Overall, I am happy with my child's experience at this school	12	60	8	40	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 is 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 up 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.



12 October 2011

Dear Pupils

**Inspection of Denby Church of England Voluntary Aided First School,
Huddersfield, HD8 8UN**

Thank you so much for the extremely warm welcome you gave me when I inspected your school. I thoroughly enjoyed my time with you and finding out your views. You go to a good school. By the time you leave at the end of Year 5, your attainment is above that expected and you make good progress. I was particularly pleased to:

- find out that your attainment in mathematics has improved and that more of you reach the higher levels of attainment
- see your excellent behaviour in lessons and around school
- see how confident and mature you are when discussing your learning with your classmates and with adults
- hear in your assembly about the many 'small ways' you know you can offer help to one another and that these can make a 'big difference' to how you feel.

So that your school becomes even better, I have asked that some improvements be made. These are to make sure that:

- You always make good progress in reading and writing by making sure that:
 - your teachers always give you work that makes you think really hard
 - you are clear about what you need to do to reach your learning targets
 - you have more chances to practise your writing skills
 - the adults who teach you to read develop their skills so that they can all teach you equally well
 - adults check more carefully how well you are learning.
- You are given more first-hand chances to develop your understanding of the different cultures in the United Kingdom and around the world.

You can help by telling your teacher if your work is ever too easy and by checking all the time what you still have to do to reach your learning targets. I send my very best wishes to you all for a very bright and successful future.

Yours sincerely,

Kathryn Dodd
Lead Inspector

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