

# Lydgate Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107678
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	377623
<b>Inspection dates</b>	12–13 December 2011
<b>Reporting inspector</b>	Kathryn Dodd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	273
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Brook
<b>Headteacher</b>	Judith Hopwood
<b>Date of previous school inspection</b>	17 June 2009
<b>School address</b>	Lydgate Road Soothill Batley WF17 6EY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 17 lessons or part-lessons involving nine teachers. The inspectors held discussions with staff, groups of pupils, members of the governing body, and parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 52 questionnaires returned by parents and carers, 98 from pupils and 26 from staff.

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

- It determined whether pupils are making consistently good progress, particularly focusing on mathematics and the more-able pupils.
- It established the impact of efforts to improve attendance.
- It evaluated how well teachers use assessment information to provide work that matches pupils' varying abilities, particularly to challenge the more-able pupils and how they involve pupils in understanding how to improve their work.
- It explored how well the curriculum meets the needs of pupils, particularly in mathematics and for the more-able pupils.
- It gauged the effectiveness of leaders and managers at all levels and the governing body in reviewing information about pupils' progress and in using it to influence their monitoring activities, to shape improvement planning and to evaluate the school's effectiveness.

## Information about the school

The very large majority of the pupils at this slightly larger than average-sized school are from minority-ethnic backgrounds, mainly of Indian and Pakistani heritage. The remainder are mostly of White British heritage. Although the very large majority of pupils speak English as an additional language, very few are at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals has increased since the previous inspection and is above average. The proportion of pupils with special educational needs and/or disabilities has also increased and is well above average, although the proportion with a statement of special educational need is below average. The school is accredited with several awards which include Investors in Pupils, Leading Parent Partnership, Activemark and it 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. The exceptional way in which each child is cared for and nurtured reflects the real warmth and care that radiates from everyone. Pupils learn in an extremely welcoming setting, where a strong sense of harmony pervades its diverse population. The outstanding contribution to promoting community cohesion reflects in pupils' excellent spiritual, moral, social and cultural development and in their striking personal qualities. Pupils are extremely proud to belong to their vibrant school community, eagerly contributing positively to it by playing a pivotal role in shaping learning opportunities. They are polite, courteous and respectful and say they feel totally safe. Pupils' knowledge of how to lead a healthy lifestyle is impressive. Parents and carers overwhelmingly agree that they are happy with their child's experience. They say that 'the school models a calm and positive environment for success' and that they 'wouldn't want their children to go anywhere else'.

From starting points that are often much lower than typical for their age, children make good progress in the Early Years Foundation Stage. After this successful start, pupils continue to make good progress so that, by the end of Year 6, attainment is usually broadly average. Pupils' good progress reflects the good quality of teaching and an effective curriculum. In lessons where teachers make effective use of assessment information to provide well matched activities and to direct their questions so that pupils, especially the more able, are continually challenged, learning moves forward at a good rate. In some lessons, however, more-able pupils do not always find the work challenging enough. In English, attainment in reading is often above average. Attainment in writing is not as strong as that in reading, but following a recent whole-school improvement priority aimed at improving writing, progress is accelerating and the gap with reading is narrowing. In mathematics, progress is good but it is inconsistent. Pupils' rate of progress is not as brisk when opportunities to apply mathematical skills, such as solving problems or using skills as part of work in other subjects, are overlooked. In addition, in writing, pupils are clear about the steps they need to take to improve but these good practices are not fully embedded in mathematics.

The inspirational and unwavering leadership of the headteacher provides an excellent educational direction. This is why, for example, outstanding links are forged with parents and carers and with partners beyond school. A strong sense of teamwork and high morale pervade the school. Staff and the governing body fully share in the

same vision and strive to meet it with equal determination. Good monitoring of the quality of provision by leaders ensures that the evaluation of pupils' overall good achievement is accurate. Well-targeted plans for further improvement are in place. However, the school does not always make the best use of the data which pinpoints variances in pupils' progress, such as that of different pupils' groups and over time, in order to influence their choice of monitoring activities. Nevertheless, the school is moving forward at a good rate. Recent successes are evident in key areas including improved behaviour, higher attendance and better achievement in writing. This good track record of success demonstrates a good capacity to continue to improve.

### **What does the school need to do to improve further?**

- Raise attainment and accelerate pupils' progress to a consistently good rate, particularly in mathematics, by:
  - ensuring teachers always provide work that matches pupils' varying needs, particularly to challenge the more-able pupils
  - making sure that all pupils are clear about the steps they need to take to attain challenging learning targets
  - providing more opportunities for pupils to use and apply their mathematical skills by solving problems and as part of work in other curriculum subjects.
- Improve the effectiveness with which pupil progress information is reviewed in order to influence the monitoring of the quality of provision and inform self-evaluation even more precisely.

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

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Achievement is good. Pupils, including those with special educational needs and/or disabilities and those of varying ethnic backgrounds, make good progress. In lessons, pupils are usually attentive, eager to learn and their behaviour is good and sometimes exemplary. Pupils work at a good pace, particularly when working alongside adults, in pairs or collaboratively. Most pupils respond very well to teachers' questions, although occasionally their concentration drifts when they sit as a whole group listening to their teacher, or when activities are insufficiently challenging. Pupils make good progress overall, although it accelerates in Years 5 and 6 because the quality of teaching is consistently good or better.

Pupils' enjoyment reflects the enthusiasm with which they participate in and talk about all that is on offer. Attendance has improved significantly and is now broadly average. Pupils say that behaviour has also improved. Most agree it is good. Pupils recognise the importance of taking responsibility for their own actions and appreciate opportunities to develop their skills in resolving conflict. This, along with their excellent appreciation of cultural and religious diversity, often through first-hand experiences, demonstrates why their spiritual, moral, social and cultural development is outstanding. Pupils relish the many opportunities they have to take on responsibility, influence school decision making and develop their entrepreneurial skills. Filming the 'School TV' bulletin, being health and safety representatives and running the 'Job Centre', are just a few examples. Pupils' excellent understanding of

how to lead healthy lifestyles mirrors their eagerness to attend the cooking club, to grow and eat the produce from their school garden and to check that lunchboxes are healthy. They participate in a wonderful array range of sporting activities, from cheerleading, to archery and fencing. The confidence, ease and maturity with which older pupils discuss their learning and work collaboratively together, demonstrates that they are well prepared for their future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	3
Pupils' attainment <sup>1</sup>	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	
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	3
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers' enthusiasm and very positive relationships, coupled with effective classroom organisation, make a strong contribution to pupils' good progress. Careful deployment of support staff enables pupils with special educational needs and/or disabilities to make good progress. In the best lessons, direct, fast-paced, skilful and challenging questioning, along with ongoing opportunities for pupils to discuss learning together keeps them fully engaged and deepens their knowledge and understanding. Opportunities for moving learning forward at a good rate, particularly for the more-able pupils, are sometimes overlooked because activities provided in a minority of lessons are not always sufficiently challenging. Good-quality marking in pupils' literacy books, along with the use of supporting structures such as 'marking ladders' and success criteria, ensure that pupils are clear about how they are getting on and what they need to do to improve. Similar practices are yet to be embedded in mathematics.

The curriculum places a high priority on broadening and enriching pupils' everyday experience. This contributes significantly to pupils' enjoyment. The range of extra-curricular activities, educational trips and visitors is excellent. Topics such as 'catastrophes' are relevant to current topical and global issues. 'Knowledge harvests' before a topic starts engage pupils in a process of consultation to establish what they already know. This enables new learning to be targeted rather than spending time repeating existing skills and knowledge. By providing good opportunities for pupils to write as part of work in other subjects, pupils'

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

achievement in writing is improving. This approach of widening the application of skills is not fully embedded in mathematics.

Making sure that each child is nurtured and cared for is at the heart of this school. Extremely high-quality pastoral support is evident in daily practice. Procedures to promote better attendance and improve behaviour are highly effective. Excellent partnerships fostered with parents and carers and with external support agencies, reflect the school's unrelenting commitment to eradicating any potential barriers to learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

In their united quest to drive improvement, leaders forge outstanding partnerships with parents and carers and beyond school. Staff value highly the opportunities that stem from such partnerships, particularly to extend their own professional development, to share best practice and to support other schools. Partnerships help to strengthen the curriculum in key areas such as sport, design and technology and art. Outstanding engagement with parents and carers reflects in the accreditation of the 'Leading Parent Partnership' award and in the significant contribution made by specialist staff, such as the learning mentor and attendance officer. By providing them with regular information sessions, seeking their views and explaining improvement priorities, such as approaches to managing behaviour and attendance policy, parents and carers make a very strong contribution to school improvement. Safeguarding procedures, particularly the arrangements to ensure that all staff are well trained and to ensure that pupils know how to keep themselves safe, are good. The school makes an outstanding contribution to promoting community cohesion. Leaders ensure that pupils show great sensitivity, tolerance and respect for the diverse backgrounds of its pupils and around the world. Very strong links with a nearby school enable pupils to participate in many exciting first-hand experiences alongside pupils from different local communities.

A strong emphasis is placed on the inclusion of all pupils in everything the school has to offer. Pupils' welfare, for example, is kept in firm view and permeates school life. A concerted effort to promote equality of opportunities helps to bring about improvement in achievement and is why the gap between reading and writing is now closing. Although good systems are also in place to track the performance of varying pupil groups, these are not fully established for more-able pupils. Leaders and managers regularly undertake a good range of activities to monitor the quality of provision. Although this is having a positive effect on strengthening the quality of teaching even further, their efforts do not always stem from a rigorous enough analysis of information about the progress of pupils. The effective governing body is extremely supportive and offers challenge. Although their skills in reviewing pupil

progress information is still developing, they have been particularly successful in holding the school to account in key areas, such as improving attendance and accelerating pupils' progress in writing.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When children join in the Early Years Foundation Stage, the very large majority have skills that are well below those typical for their age. Learning gets off to a successful start and children make good and, sometimes outstanding progress. By the start of Year 1 however, only a small minority have caught up enough to reach the nationally expected levels of development. The extremely warm and very caring relationships between adults and children, along with the welcoming and stimulating learning environment, ensure that children enjoy learning and feel extremely safe. Children's personal, social and emotional development is particularly good because adults encourage them to behave well, take turns, share, and to develop their confidence and independence. Children quickly become eager and confident young learners and all children get on noticeably well together, irrespective of their similarities or differences. Excellent attention is given to ensuring that the welfare needs of children are met. The partnership between home and school is strong. Opportunities for parents and carers to learn alongside their children enable them to support learning effectively at home. Adults work well together to assess children's progress. They record children's achievements carefully and plan future work based on this knowledge. Learning, therefore, builds effectively on what children can already do. Children's good progress is a result of effective leadership and management. A strong emphasis is placed on developing children's communication and language skills. This is why leaders are now focusing, correctly, on extending opportunities to further improve children's reading and writing skills, particularly during the times when they play and learn outdoors.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	2
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**

Although a below-average proportion of questionnaires were returned, parents and carers, including those who talked with inspectors, express their overwhelming support for almost all aspects of the school’s work. They are in full agreement that their children are kept safe. Parents and carers of children in the Early Years Foundation Stage say that their children settle in quickly and find staff very approachable, particularly when they need support and advice. A very small minority indicated that the school does not deal effectively with unacceptable behaviour. Inspectors found behaviour to be good. Pupils say that ‘it is improving all the time’. Recent initiatives aimed at enabling pupils to resolve their own conflicts are successfully contributing to this improving picture.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lydgate Junior and Infant 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 273 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	46	26	50	2	4	0	0
The school keeps my child safe	27	52	25	48	0	0	0	0
The school informs me about my child's progress	19	37	28	54	5	10	0	0
My child is making enough progress at this school	20	38	30	58	2	4	0	0
The teaching is good at this school	24	46	26	50	2	4	0	0
The school helps me to support my child's learning	21	40	27	52	2	4	0	0
The school helps my child to have a healthy lifestyle	23	44	27	52	2	4	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	25	35	67	0	0	1	2
The school meets my child's particular needs	16	31	33	63	1	2	1	2
The school deals effectively with unacceptable behaviour	20	38	27	52	4	8	1	2
The school takes account of my suggestions and concerns	15	29	31	60	2	4	1	2
The school is led and managed effectively	21	40	30	58	0	0	1	2
Overall, I am happy with my child's experience at this school	21	40	30	58	1	2	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 December 2011

Dear Pupils

### **Inspection of Lydgate Junior and Infant School, Batley, WF17 6EY**

Thank you for the very warm welcome you gave the team when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You go to a good school. By Year 6, your attainment is similar to that expected for your age and you make good progress. These are just a few of the things that really impressed us:

- seeing all the wonderful ways you get involved in school life and how much you enjoy taking on responsibility, such as health and safety officers, running the job centre and filming the weekly School TV bulletin
- seeing you all get along really well together, no matter what your background, treating one another with respect and learning peacefully together
- hearing that you feel so very safe and well cared for
- hearing you speak so clearly and confidently during your Christmas show and seeing so many of your very proud parents and carers there to support you
- seeing your good behaviour and hearing you say that is improving all the time
- finding out that more of you are now coming to school every day.

We have asked that some improvements be made. These are to make sure that:

- your attainment improves and that you all make consistently good progress, particularly in mathematics by making sure you are all given work that makes you think really hard, you are all clear about your learning targets and you are given more chances to practise your mathematical skills
- adults with special responsibilities improve how they check on how well you are learning.

You can help by making sure that you tell your teacher if your work is too easy and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best, behave really well all of the time and all come to school every single day.

Yours sincerely

Kathryn Dodd  
Lead inspector

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