

Old Bank Junior Infant and Nursery School

Inspection report

Unique Reference Number	107687
Local authority	Kirklees
Inspection number	377624
Inspection dates	10–11 May 2012
Lead inspector	Melvyn Hemmings

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	160
Appropriate authority	The governing body
Chair	Charles Cope
Headteacher	Carolyn Walker
Date of previous school inspection	9 March 2009
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Introduction

Inspection team

Melvyn Hemmings
Nancy Walker

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 20 lessons or parts of lessons taught by nine teachers. Discussions were held with the vice-chair of the governing body, staff, groups of pupils and a local authority representative. They observed the school's work and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 45 parents and carers were scrutinised.

Information about the school

Old Bank is smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well above average. An above average proportion of pupils are from minority ethnic groups, particularly Hungarian Roma. The proportion of pupils who join and/or leave the school during the year is exceptionally high. Most of those who join are at an early stage of learning to speak English. The school meets the current floor standards which are the minimum standards expected by the government for attainment and progress. It has gained a number of national awards, including the Activemark, and holds 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Old Bank is a good school. Its main strengths are the astute leadership of the headteacher, the effectiveness of senior leaders in driving improvement, high staff morale, pupils' achievement and their behaviour. It is not yet outstanding because there are inconsistencies in the quality of teaching and the evaluation of the impact of the professional development of staff on pupils' learning is not always rigorous enough.
- Pupils' attainment is below average in English and average in mathematics by the end of Year 6. This represents good achievement from their low starting points on entering school. The high numbers of pupils joining and leaving during the year has a significant, negative impact on overall levels of attainment, particularly in English.
- Teachers and teaching assistants work effectively together to ensure pupils are engaged in their learning and are motivated to do well. Classroom management is good so that lessons run smoothly and time for learning maximised. However, there are inconsistencies in the level of challenge for pupils and in opportunities for them to work independently.
- Pupils have positive attitudes to learning, are well behaved and considerate to others. They have a good understanding of how to keep themselves and others safe. Attendance is improving rapidly and is close to the national average.
- The headteacher's leadership has been central to improvement since the school's good performance at the previous inspection. Her ambitious vision for further improvement is shared by all staff and the governing body and morale is high. The leadership of teaching and management of performance are good, although evaluation of the impact of the professional development of staff on pupils' learning lacks sufficient rigour at times. Leaders do not always ensure that teachers respond successfully to identified areas for development. The curriculum provides a wide range of stimulating experiences.

What does the school need to do to improve further?

- Improve the quality of teaching further by:
 - ensuring all teachers use a variety of teaching methods to meet the different needs of pupils
 - increasing opportunities for pupils to develop their independent learning skills
 - making sure that pupils are always challenged effectively.
- Strengthen leadership and management by:
 - rigorously evaluating the impact of the professional development of staff on pupils' learning
 - ensuring teachers respond to identified areas for development.

Main Report

Achievement of pupils

National comparative data indicates that pupils' attainment, by the end of Year 6, is below average in English and average in mathematics. This data must be treated with caution as the exceptional high number of pupils joining and leaving school has an adverse impact on overall attainment. Importantly, the school's own data shows that pupils at the school the longest make the most progress. They achieve well from their skill level on entering school, which is generally well below that expected, especially in language, communication and social development. As a result, the attainment of these pupils by the end of Year 6 is broadly average in English and mathematics.

In the Early Years Foundation Stage, adults place strong emphasis on developing children's personal and social skills. Consequently, they quickly gain in confidence and in their ability to make choices for themselves. Children show interest and enjoyment in their activities, working and playing happily together. As they pass through the school, pupils successfully build upon previous learning. This is exemplified in reading. Although attainment is below average by the end of Key Stage 1, pupils have made good gains from their low starting points. This good progress is maintained in Key Stage 2 so that, by the time they leave school in Year 6, their attainment in reading is average. Pupils' positive attitudes and their enthusiasm for learning contribute positively to the progress they make. They concentrate well and are willing to persevere when faced with difficulty. Pupils enjoy taking part in discussions and are able to communicate their ideas and opinions clearly. They write creatively in a variety of styles, including poetry. Pupils' mathematical calculation skills are secure and they collaborate well with others to use them to solve problems in everyday situations. This was evident when pupils in Years 4 and 5 were using a variety of methods to convert fractions to decimals.

All parents and carers who returned questionnaires agreed that their children made good progress. There is no significant difference in the performance of different groups. Disabled pupils and those with special educational needs make good progress. Their individual needs are identified early and a variety of intervention programmes put into place to meet them successfully. Minority ethnic pupils are mainly of Hungarian Roma heritage. Many of these join school with little or no spoken English and stay for short periods. Nevertheless, they

make good progress, particularly in their acquisition of English language skills. The work of a bi-lingual teaching assistant effectively supports the progress of these pupils.

Quality of teaching

Adults in the Early Years Foundation Stage work effectively as a team to meet the different needs of children. They provide activities that are practical, stimulating and successful in capturing and maintaining children's interest. Throughout the school, teachers plan lessons effectively to build upon prior learning. They have good subject knowledge and are able to explain new ideas clearly and confidently. Most teachers use a range of teaching methods, including the use of information and communication technology (ICT) and paired and group discussions, to enthuse all pupils and add variety to lessons. In classes that lack this variety, the activities do not always provide sufficient challenge for different groups. Teaching assistants provide valuable support for all pupils. They are particularly effective in leading a range of intervention activities for disabled pupils and those who have special educational needs. As a result, these pupils make the same good progress as others. Relationships are good and pupils respond positively throughout lessons. They particularly enjoy working collaboratively. This was seen to good effect when pupils in Year 6 were working in pairs to write an interesting description using similes and adjectives.

The teaching of reading is good with teachers effectively developing pupils' skills in linking letters and sounds. Activities are planned well to develop these skills in a progressive manner, such as when children in the Reception class were learning to identify and correctly say words containing 'igh', 'oo' and 'ow' sounds. Teachers use marking and feedback effectively to guide pupils to the next steps in learning. Pupils' social development is promoted well by the opportunities for them to work collaboratively to solve problems. There are times, however, when lessons are too teacher directed and this limits pupils' progress as independent learners. Teachers have high expectations of pupils' behaviour and effectively teach them the difference between right and wrong. This makes a positive impact on their moral development. All parents and carers who returned their questionnaires felt that their children are taught well.

Behaviour and safety of pupils

Pupils behave well and are considerate in their relationships with others. They are polite, well-mannered and willing to help each other. Consequently, the school is a harmonious community and there is little disruption to learning. Pupils know about the different kinds of bullying, such as physical and racist bullying. They say such behaviour is very rare and are confident that staff would deal quickly with any such instances. Staff apply behaviour management systems consistently and have high expectations of the way pupils behave. Pupils with identified behavioural difficulties respond positively to the school's strategies for improving behaviour. Parents, carers, staff and pupils say that behaviour is good and has been over time. The school's behaviour logs confirm that behaviour has improved in recent years. Pupils say they feel safe and secure in school. The curriculum is planned successfully to provide pupils with a good understanding of how to keep themselves and others safe. Visits from representatives of the emergency services ensure they know about the issues involved in road, railway, fire and water safety. They understand the need to use the internet responsibly. In their questionnaires, all parents and carers felt their children were safe in school. One comment was typical, 'The school is very caring and my children are happy going there.'

Pupils willingly take on responsibilities, including being a member of the school council. In so doing they enhance school life, such as by organising the school's celebrations for the Queen's Jubilee and by ordering play equipment for break-times. They have a strong commitment to caring for others less fortunate than themselves. This is shown by the way they raise money for various charities throughout the year. The school identified that a small number of pupils were persistently absent and this was impacting negatively overall attendance. A school attendance officer was employed for one day a week to address the issue. This has proved successful, with attendance improving rapidly over time.

Leadership and management

Leaders at all levels are committed to driving the school forward. Teamwork is strong with a common sense of purpose in ensuring pupils' individual needs are met. School self-evaluation is accurate and gives a clear picture of strengths and weaknesses. This information is used effectively to prioritise areas for improvement and provide professional development for staff. The impact of staff development on learning, however, is not always evaluated rigorously. For example, training was provided to extend staff skills in leading guided reading sessions. Its effectiveness in furthering pupils' reading skills has not yet been measured. The performance of staff is monitored carefully, such as through regular lesson observations and scrutiny of pupils' work. Areas for development are identified but leaders do not always rigorously check that staff have responded successfully to them. The governing body is supportive of the school and successful in influencing its direction. The school's track record since the previous inspection shows there is good capacity for further improvement.

Safeguarding arrangements meet requirements and ensure that staff and pupils are safe, in and around school, at all times. The promotion of equality and tackling of discrimination is good. Leaders have a clear picture of the progress made by different groups and use the information well to ensure there are no significant gaps in their performance. A nurture group provides valuable support for pupils who, at times, have emotional and behavioural difficulties. There are effective systems to enable pupils new to the school to settle in. This is important given the high numbers of pupils who join during the year. The curriculum successfully meets pupils' needs and aspirations. Social development is promoted well through a variety of well-attended extra-curricular activities and visits to places such as the Railway Museum in York. Pupils' understanding of cultural diversity is enhanced by assemblies and the opportunity to mix with pupils from cultures different to their own. The school works well with parents and carers, with a parent support adviser successfully engaging with those who are hard to reach.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 May 2012

Dear Pupils

Inspection of Old Bank Junior Infant and Nursery School, Midfield, WF14 0HW

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a good school and that:

- you make good progress and achieve well
- teaching is good and you feel safe in school, as indicated in your questionnaires
- you are keen to do well and have positive attitudes to learning
- the curriculum is enriched by a variety of extra-curricular activities and educational visits, such as to the Railway Museum in York
- you enjoy school and behave well
- staff and governors are working hard to help you do even better.

We have asked your school to:

- improve teaching further by making sure all teachers use a variety of methods to help you learn, always giving you work that makes you think hard and increasing opportunities for you to find things out for yourselves
- make sure teachers act on advice they receive when their lessons have been observed by senior leaders. They should check more carefully the effectiveness of staff training in improving your learning.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings
Lead Inspector

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