

Hoyle Court Primary School

Fyfe Grove, Baildon, Shipley, West Yorkshire, BD17 6DN

Inspection dates 9–10 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a very welcoming and caring school. It works very well to meet the different needs of its pupils.
- Pupils' achievement is good. This is particularly true in reading and mathematics where more pupils attain the higher levels than is typical. It has improved strongly since the last inspection.
- Progress is accelerating across all Key Stages, so that by the time pupils leave in Year 6 the majority of pupils are reaching above average standards in English and mathematics.
- The quality of teaching is good with a small amount that is outstanding.
- Monitoring systems to track the progress of all groups of pupils, including those with special educational needs and those supported through the pupil premium are meticulous. Consequently, these pupils make the same good progress as their peers.
- The headteacher is forming a strong leadership team, many of whom are relatively new in post. They share a drive and passion to ensure the best outcomes for all their pupils.
- Pupils have good attitudes to learning. They behave well in lessons and work hard. Almost all say they feel safe and enjoy playing with their friends.
- Governors are well-informed and support and challenge effectively. They hold the school rigorously to account.

It is not yet an outstanding school because

- There are still some classes where teachers do not always plan activities that are exciting and stimulating enough to engage and motivate all pupils to do as well as they can.
- The recently formed senior leadership team are not yet fully involved in the monitoring of teaching to ensure that all is consistently at least good.

Information about this inspection

- Inspectors observed 10 teachers and 16 part lessons of which two were observed jointly with the headteacher and deputy headteacher.
- In addition, meetings were held with two groups of pupils, members of the governing body and school staff.
- Inspectors observed the school’s work and looked at a number of documents. These included the school’s progress tracking data, planning and monitoring documentation, self-evaluation summary, the school development plan, the safeguarding and equalities policies and minutes of governing body meetings and behaviour and attendance records.
- Also, inspectors took account of the 23 responses to the online questionnaire (Parent View) and others completed by staff. They also talked with parents and pupils about the school’s work and analysed questionnaires recently completed by parents.

Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

Full report

Information about this school

- Hoyle Court is slightly smaller than the average primary school.
- Most pupils are White British and speak English as their first language.
- The proportion of pupils known to be eligible for pupil premium is lower than average.
- The proportion of pupils supported by school action and the proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the current government floor targets.
- There have been significant changes in staff since the last inspection, both in teaching and a key leadership post, with the very recent appointment of a new assistant headteacher.

What does the school need to do to improve further?

- Increase the pace and quality of learning for pupils so that it consistently matches the best by:
 - ensuring that teachers plan activities that are consistently exciting and practical in order to enthuse and motivate pupils to do as well as they can
 - making sure that pupils understand what they are learning by using language that is easily understood to them.
- Develop the systematic monitoring role of the recently formed senior leadership team, to make sure that all teaching is good and the proportion of outstanding teaching rises, through lesson observations that provide teachers with clear development points on which to base further improvement.

Inspection judgements

The achievement of pupils is good

- Children enter the Reception class with skills that are broadly in line with those expected for their age, except in elements of reading and writing. They leave in Year 6 with attainment that is above average in reading, writing and mathematics.
- Pupils' achievement rose significantly in 2011 and this improvement was maintained in 2012.
- The progress of pupils in most year groups is consistently good and has increased sharply since the last inspection.
- The proportion of pupils attaining above average levels in reading and mathematics has been above average over the last three years. A successful school focus on writing has raised the proportion of pupils attaining the higher levels to the national average.
- Progress in Key Stage 1 fell significantly in 2010/11. However, following more stable staffing, progress is now accelerating securely and rapidly and attainment is now close to the national averages. Listening to pupils read during the inspection confirmed that attainment in reading in Key Stage 1 is now at least average and sometimes higher.
- Pupils who are disabled and those who have special educational needs make good progress in line with their peers. This is equally true for those pupils who are supported by the pupil premium. Meticulous school systems to track progress are used effectively to provide targeted support and programmes to meet pupils' specific needs. Talented classroom assistants ensure that pupils are both challenged and supported to access all aspects of their learning.
- Outcomes for children in the Early Years Foundation Stage are generally good. Many opportunities are provided for them to follow their own interests. However, progress is most rapid when more structured activities and skilful adult interaction are evident.

The quality of teaching is good

- The quality of teaching is good and, on occasion, outstanding. Pupils' relationships with adults and with each other are good and they are almost always keen to learn.
- Most lessons generally proceed at a brisk pace and teachers plan their lessons to take account of the different abilities of pupils. Teachers usually share with pupils what they should be able to do in lessons and they check on how well they are learning and adapt their teaching accordingly. Occasionally, the objectives of the lesson are not always understood by some pupils, as they are not always in language that they can easily understand.
- Targets are used effectively by most teachers. These work the best when they are clearly linked to pupils' next steps in learning.
- Lessons often contain a wide range of resources and practical, busy activities to enthuse and engage pupils. In these lessons pupils' enjoyment and excitement is tangible. For example, in a Year 2 lesson, a video clip of 'Charlie and the Chocolate Factory' was used to capture the pupils' interest from the outset. This was then coupled with a tray of different sweets, which pupils had to describe using their different senses of touch, taste, smell and feel. All were encouraged to think of exciting adjectives to use.
- In some less effective lessons these creative, fun experiences are not always provided and the opportunity to promote the enjoyment of learning is lost. Consequently, pupils' motivation declines and progress is not as rapid as it could be.
- Many lessons contribute well to pupils' spiritual, moral, social and cultural development. Opportunities to work in pairs and in groups, to help each other and to discuss aspects of lessons encourage the skills of co-operation and negotiation.
- Through opportunities to assess their own and others' work and through teachers' marking, pupils are encouraged to take an active part in their learning and respond to teachers' comments informing them how to improve.

- Inspection findings confirm parents' views that teaching is good.

The behaviour and safety of pupils are good

- Pupils' behaviour is positive in the classrooms and around school. Good behaviour was seen in almost every lesson during the inspection. At playtimes and lunchtimes people are polite and courteous to each other. This has a good impact on how well the pupils learn.
- Pupils are happy and confident to share their views with the inspectors. Pupils feel safe and this is confirmed by the views of the parents. As a result, pupils enjoy school.
- Through effective systems for monitoring and tackling absence, the school has raised attendance to above average levels. Pupils understand the importance of coming to school every day and being on time in order to learn.
- The school's behaviour policy is understood by all pupils who clearly articulate rewards and sanctions, saying that the school is effective in its responses to concerns.
- There have been no exclusions since the last inspection.
- Pupils have an up-to-date knowledge of internet safety and the different forms of bullying that may occur. They say that should bullying occur, they are confident it will be sorted out.
- A minority of the 23 parents who responded on Parent View indicated concerns with bullying. This was investigated by the inspectors by taking account of the parent questionnaires recently completed by over half the families in school, talking to other parents at the beginning and end of the school day, speaking to pupils informally and analysing comprehensive records kept by the school. Inspection evidence thus gathered shows that bullying is rare and is appropriately dealt with by the school. Parents and pupils spoken to by inspectors did not suggest that bullying was in any way an on-going problem.
- Pupils willingly take on responsibilities and talk enthusiastically about the work of the school council and the playground 'buddies'.
- Pupils have a good understanding of health and safety procedures. They enjoy the visit from the 'Health Bus' and the different activities it provides.

The leadership and management are good

- The headteacher, deputy headteacher, the governing body and the more recently extended senior leadership team have worked successfully to bring about significant improvements since the last inspection. The vast majority of pupils now make securely good progress. The quality of teaching has improved and is now good. Behaviour and safety have also improved significantly and are now good.
- The school evaluates its effectiveness accurately. The outcomes are used astutely to set the development priorities for the school. The school improvement plan is comprehensive in tackling the areas needing development and details the amount of improvement to be made and the timescale for this improvement.
- The local authority has provided effective advice and support for the teaching of mathematics and English which has improved the quality of teaching in these subjects.
- The monitoring of teaching and learning has been undertaken mainly by the headteacher, who, by skilful use of performance management targets and regular monitoring, has been instrumental in bringing about significant improvements in the quality of teaching.
- The recently formed leadership team is now well placed to extend this systematic monitoring of lessons, to ensure all teachers' practice matches that of the best. Written feedback is provided to teachers, but does not always clearly highlight areas to ensure teachers fully understand the focus for their next observation.
- Regular progress meetings are used effectively to ensure that staff are accountable for the

progress their pupils make.

- Systems for promoting equality and tackling discrimination are robust. Staff are sensitive to all pupils' needs and the tracking of pupil progress for all groups is meticulous. Underachievement is identified early and appropriate programmes of support provide an effective means in accelerating progress for these pupils.
 - All statutory requirements relating to safeguarding are met.
 - The curriculum has an appropriate focus on developing the basic skills of reading, writing and mathematics. Teachers plan together in teams to ensure continuity and consistency of provision.
 - Writing enjoys a high profile in the school through 'The Writing Wall' and there are well developed opportunities for using these skills across other subjects.
 - The school promotes a positive atmosphere where pupils understand that part of learning is to make mistakes. They are open and unafraid to say that they need help and teachers respond with sensitivity and understanding. Pupils have a well-developed sense of right and wrong and are more than willing to help by giving 'top tips' to others and sharing ideas.
 - Pupils learn about other cultures and traditions and demonstrate a good understanding of other faiths.
 - The curriculum is enhanced by extra-curricular activities, visits and visitors that are appreciated by all the pupils.
 - **The governance of the school:**
 - Knows the school's strengths and weaknesses well.
 - The governing body has a clear focus on improvement.
 - Individual governors and committees have responsibilities for aspects of the school's work and they are proactive in challenging the school in a number of areas.
 - The governing body ensures that all pupils have the opportunity to 'be the best'.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107283
Local authority	Bradford
Inspection number	405095

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	5-11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Val Sherrad
Headteacher	Lynda Florence
Date of previous school inspection	2 February 2011
Telephone number	01274 581898
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