

Cawley Lane Junior Infant and Nursery School

Cawley Lane, Heckmondwike, West Yorkshire, WF16 0AN

Inspection dates 21–22 May 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Children start in school with skills that are very low for their age. They make good progress through the school and leave with skills that are much closer to those expected for their age.
- Teaching and learning are good in all year groups and subjects, with some teaching that is outstanding.
- Support workers and teaching assistants make a significant contribution. For example, they ensure that pupils successfully develop their speaking and listening skills.
- The teaching of reading skills in the Early Years Foundation Stage is highly effective and pupils progress through the school confidently developing their reading skills.
- Pupils are very confident learners and are enthusiastic in lessons. They behave well and fully cooperate with each other and staff to make the school environment calm and the lessons purposeful.
- The new headteacher is successfully gaining the support of staff and parents.
- Leaders and governors are ensuring that the standards in the school are continuing to rise and, as a result, the school is improving.
- The governing body knows the school well and its members are effective in managing the resources and their planning for its future.

It is not yet an outstanding school because

- On occasion, the activities in lessons are not always challenging enough for pupils to make rapid progress.
- Overall, the marking of work is very effective and provides good guidance for helping pupils to improve their learning. However, this is not always done consistently in mathematics books.
- Although the school has very thorough systems in place to check its own performance, leaders do not consistently use the information about how well pupils are doing to ensure that they make enough outstanding progress.

Information about this inspection

- Inspectors observed 21 lessons and parts of lessons. All teachers were observed at least once. Two lessons were observed jointly, one with the headteacher and one with the key stage leader.
- Inspectors met with staff, pupils, parents and members of the governing body, and held a telephone discussion with a representative from the local authority.
- The inspectors took into account 52 staff questionnaires. They also considered information from previous school surveys carried out with parents. There were not enough responses to the on-line questionnaire (Parent View) to take these into account.
- The inspectors reviewed work in pupils' books, listened to groups of pupils read and observed pupils at playtime and at lunchtime.
- Inspectors observed the school's work and considered a number of documents, including the school's own evaluation of its performance, its improvement plan and minutes from governors' meetings.

Inspection team

Jonathan Woodyatt, Lead inspector	Additional Inspector
Juliet Demster	Additional Inspector
Stephen Helm	Additional Inspector

Full report

Information about this school

- The school is much larger in size than most primary schools.
- The large majority of pupils are of Asian or Asian British heritage and a high proportion speak English as an additional language.
- The proportion of pupils supported through school action is much higher than in most primary schools. The proportion supported at school action plus or with a statement of special education needs is similar to other primary schools.
- The proportion of pupils known to be eligible for the pupil premium funding is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress.
- Since the last inspection, there have been changes to the leadership with the appointment of a new headteacher and deputy headteacher.
- There have also been a number of changes in the staff at the school, with more than half of the teachers leaving or joining over the last few years.

What does the school need to do to improve further?

- Increase the proportion of lessons where the teaching is outstanding by ensuring that:
 - activities provided for pupils fully match their learning needs so that they make outstanding progress
 - marking in mathematics books provides clear guidance on how pupils can improve their standards even further.
- Raise standards further by ensuring that leaders use the school's own information on pupils' progress effectively to identify where learning needs to be more rapid.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills in communication, language, literacy and personal and social development which are very low for their age. Children make good progress in the Nursery and Reception because staff plan exciting and interesting activities for both indoors and outdoors that are matched very well to their needs.
- Pupils generally join Year 1 with skills that are well below those expected. They make good progress throughout Key Stages 1 and 2 and leave at the end of Year 6 with skills that have improved to below those that are expected for their age.
- The achievement of pupils in reading, writing and mathematics has been improving over the past three years. In 2012, more Year 6 pupils than in previous years reached or exceeded the nationally expected standards in their tests.
- Reading, writing and mathematics are taught well throughout the school so that pupils can make good progress at each stage of their learning. This is clearly demonstrated by the work in pupils' books. However, evidence in writing books indicates that their achievement here is not always as strong as in other subjects. This is mainly due to the fact that, because a large number of pupils are at a very early stage of learning English, the leadership places emphasis on developing speaking and listening skills, prior to those of writing. This strategy is proving highly successful.
- Reading is enjoyed immensely by pupils, who are encouraged to read both at school and at home. Support given to pupils with reading, in the classroom, in small group activities or in one-to-one sessions is highly effective. Checks on pupils' phonic skills (the knowledge of letters and sound to help read unfamiliar words) carried out in Year 1, show that pupils exceed the levels expected for their age.
- Point scores in national tests show that pupils who are eligible for the extra funding through the pupil premium reached lower standards in 2012 than those not eligible for these funds and other pupils nationally. Disabled pupils and those with special educational needs also did less well in these tests.
- School leaders have identified these issues and are taking successful action to resolve them through providing additional support for pupils. Recent school data show that both groups of pupils are making better progress in all subjects and the gaps in attainment are closing. This reflects the school's strong commitment to equality of opportunity and ensuring that no pupil is discriminated against.

The quality of teaching is good

- Where teaching is outstanding, teachers have high expectations for what pupils can achieve. They frequently ask questions that check pupils' understanding and explore the ideas that pupils suggest. Activities are expertly matched to meet the learning needs of individuals, and pupils play a significant role in their own learning, particularly through partner and group tasks. Weekly homework extends the opportunity for pupils to develop their skills. However, there is not yet enough teaching of this calibre to enable pupils to make consistently rapid progress over time.
- Outstanding assessment in the Early Years Foundation Stage gives staff an excellent understanding of children's skill levels. Teachers and support staff give children activities that build on what they have learned before and provide clear guidance with their next learning steps to secure good progress.
- The many pupils who speak English as an additional language achieve well because the school adapts learning to suit their needs. Governors and school leaders ensure that teachers and other adults have training in the skills required to raise standards in learning and they have recruited bi-lingual staff in order to improve communication with pupils and parents.
- The teaching of reading from the Early Years Foundation Stage and throughout the school is particularly effective and pupils make good progress to become confident and successful with

their reading. This is also reflected in the results of the checks on pupils' phonic skills.

- Teaching assistants and support workers often make an effective contribution to guiding the learning of different groups of pupils, such as those with barriers to learning due to language skills or special educational needs. They are involved in activities in and out of the classrooms, for example by providing help with learning phonics to support the development of speaking and listening skills.
- At times, pupils spend too much time cutting and pasting resources into books, which reduces the time for learning and does not sufficiently meet the needs of different groups of pupils or allow them to make rapid progress.
- Marking strategies are generally carried out well by teachers and they regularly set out 'next steps' for learning when marking pupils' books. However, inconsistency in the marking in mathematics books means that pupils do not always know the improvements required.

The behaviour and safety of pupils are good

- Pupils are very enthusiastic about their learning and cooperate exceptionally well with each other in group or paired activities in lessons, at playtime and at lunchtime. They always respond quickly to requests from teachers and other adults and this makes a big contribution to the friendly and calm atmosphere in the school.
- Because pupils enjoy coming to school, they arrive on time. Attendance is broadly average compared to other schools nationally. The school employs a community support worker who follows up the small minority of pupils with poorer attendance. As a result, parents understand the importance of sending their children to school and attendance has been steadily improving in the last three years.
- Pupils feel safe in the school because adults are very caring. Pupils and parents say that they are happy to talk to teachers, who are very supportive, because they listen and respond well to the issues they raise.
- There are very few incidents of misbehaviour in the school's records and very few incidents were seen in lessons or around the school during the inspection. The school has an effective system in place to manage behaviour and staff used it very well on the occasions where minor misbehaviour was observed.
- Pupils and school records indicate that bullying and racist incidents are rare. Pupils say that adults respond quickly if there are any incidents. There have only been one short-term exclusion and no permanent exclusions from the school in recent years.

The leadership and management are good

- The new headteacher has worked very hard to successfully ensure that the significant staffing changes of recent years have not affected the improvement in the school. He has done this by closely monitoring the standards of teaching and matching the training activities to help individuals to develop their skills. Staff commented that they can see the improvements, and new staff were very positive about the support for their own development that the school leadership provides.
- School leaders carry out a considerable amount of regular checking to gather information on the standards of pupils' learning and they have made recent changes to improve the systems for recording the information. However, school leaders and subject leaders are not as clear on the progress pupils are making and, therefore, what needs to be done to make more rapid improvements in their learning.
- The headteacher and governors recognise that the school plays a significant role in the community by providing pupils with a range of activities to enhance their social, moral, spiritual and cultural development. As a result, the curriculum includes music, science and French, and there are clubs and activities before, during and after school, such as breakfast club, dance club, roller skating and sports. Pupils are aware of different issues in the community and their

behaviour reflects a strong ethos of respect for others.

- Safeguarding arrangements comply with current regulation and school staff make sure that pupils remain safe both in school and while on activities. The headteacher ensures that all staff recruited or attending the school site have had appropriate checks for their suitability to work with children.
- Parents recognise that this is a good school and that staff are very supportive of their children. They are very complimentary about the progress their children are making and say that staff are very approachable, which inspectors agree with. Inspectors reported to the headteacher an issue raised about school meals and are confident that it will be dealt with.
- The local authority confirmed that it only needs to provide 'light touch' support for the school.
- **The governance of the school:**
 - It is clear in conversation and in the minutes of meetings that the governors are committed to seeing the school become outstanding. Their passion for this is evident in the way that they are planning improvements and rigorously holding the headteacher to account. They have very effectively managed the school's budget to secure the resources needed to carry out the current building work and to ensure that staff are recruited to meet the range of pupils' needs. They have successfully ensured that the funding from the pupil premium has raised the standards for pupils who are eligible to receive it. They are aware of improving the school through linking staff pay to performance, and have used appropriate targets for the headteacher in order to ensure these improvements and to model their high expectations to other staff. Governors frequently attend the school and are aware of current performance and the standards of learning taking place. Different governors have received training to ensure that they meet their statutory duties, including safeguarding arrangements. They are carrying out a review of their own performance to ensure that they continue to improve.

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	130351
Local authority	Kirklees
Inspection number	413115

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	469
Appropriate authority	The governing body
Chair	D Thornton
Headteacher	S Harris
Date of previous school inspection	7 October 2009
Telephone number	01924 325690
Fax number	01924 325691
Email address	office.cawleylane@edukirklees.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

