

Withinfields Primary School

Withinfields, Southowram, Halifax, West Yorkshire , HX3 9QJ

Inspection dates 12–13 June 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.

- Many children start school with skills and knowledge below those generally expected for their age. From their low starting points they make good progress in their learning.
- The quality of teaching is typically good with some that is outstanding. This good quality teaching is the main reason for pupils' good progress, particularly in Key Stage 2.
- Pupils' behaviour is good and they feel safe. They behave well in lessons and around the school. Rare incidents of challenging behaviour are managed expertly by staff who understand the needs of all pupils.
- The school ensures that all groups of pupils do well, no matter what their starting points. It uses the extra funding it receives for those eligible for the pupil premium very well.
- The school provides an excellent curriculum for the pupils, ensuring that good progress is made.
- Governance is good. The governing body is acutely aware of the school's strengths, where improvements need to be made, and challenge senior and middle leaders very well.
- School leaders have a shared ambition for the school with a strong commitment and desire to continually raise standards. This is an improving school with leaders successfully improving teaching and pupils' attainment.

It is not yet an outstanding school because

- A small amount of teaching does not meet the needs of all the pupils.
- Pupils do not always have enough opportunities to get on with independent work quickly enough.
- School leaders do not make the best use of available data to identify potential weaknesses within different groups of pupils.

Information about this inspection

- Inspectors observed 19 lessons, one of which was observed jointly with the headteacher. In addition, inspectors observed pupils read and scrutinised the work in pupils' books.
- Discussions were held with two groups of pupils, members of the governing body, a representative from the local authority, senior leaders and parents.
- Inspectors took into account the 38 responses to the online questionnaire (Parent View) and the results of the school's recent parents' survey.
- Inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

Edward Price

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are known to be eligible for the pupil premium is below average. The pupil premium is additional government funding for children in local authority care, those from service families and those known to be eligible for free school meals.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, especially in Key Stage 1, so that it is consistently good and more is outstanding by:
 - ensuring that pupils of all abilities are given more opportunities to amend and correct their work based on advice given in teachers' marking
 - ensuring work is always matched to meet the needs of all pupils
 - creating opportunities for pupils to get on with their own independent work more quickly
 - enhancing the teaching of writing.
- Improve the performance of Key Stage 1 pupils and the more able, particularly girls by:
 - ensuring senior leaders make better use of available data to ensure all groups progress equally well
 - identifying fluctuations and trends in the achievement of different groups.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are generally well below those typical for their age. Children make good progress and make choices for themselves in a stimulating learning environment.
- Pupils continue to achieve well in Years 1 and 2 overall, although progress for some has slowed in recent months, as a result of some inconsistency in the quality of teaching.
- Progress is more consistent in Years 3 to 6, where pupils make the strongest progress. In these years, pupils respond well to effective teaching, particularly in mathematics. Their overall attainment in English and mathematics is broadly average by the end of Key Stage 2, although stronger in mathematics than in writing.
- Most pupils read well. Following disappointing results in last year's phonics screening test, the school has tackled the teaching of phonics (how letters and sounds are linked) well this year. This has ensured that there is good progress in reading, throughout the school. Pupils enjoy reading books from the reading scheme, and improve their reading and become more fluent and confident the further up the school they reach. Boys in particular show a keen interest and enjoyment in books.
- Progress in English, particularly writing, is slower than in mathematics, because the quality of teaching does not match that found in mathematics. The result is that attainment is broadly average by the end of Key Stage 2 with few pupils, particularly girls, attaining higher levels.
- The funding for pupils eligible for the pupil premium has been used to provide additional individual and small groups support as well as a pastoral worker. This has proved successful, with these pupils making good progress overall, with the gap between the attainment of pupils known to be eligible for free school meals and other pupils, having narrowed rapidly. All Year 6 pupils known to be eligible for free school meals achieved average standards in the Year 6 national tests.

The quality of teaching is good

- The majority of lessons observed by inspectors were of a good quality with some that were outstanding.
- Pupils say that teachers 'know what levels' they are at and that work is usually matched to their ability. They enjoy the thematic approach to the curriculum, which they find fun and enjoyable, and are often so engrossed in their learning that they are unaware that they are participating in literacy or numeracy.
- Where teaching was good, lessons were delivered at a good pace. Teachers' plans showed good detail and ensured that work was appropriately matched to pupils' abilities. Opportunities were provided for pupils to develop collaborative working skills. For example, in a lesson where pupils were solving mathematical problems, they used good team skills to negotiate with others in their group and with other groups to arrive at a team solution.
- Where teaching was less effective teachers' explanations were too lengthy, which slowed the progress for many pupils, particularly the most able. This was particularly evident in the teaching of writing.
- The teaching of mathematics is particularly good. Pupils enjoy their mathematics lessons, they learn well, as a result of stimulating topics and a variety of teaching methods. Pupils' work is presented to a high standard.
- Teachers use information about pupils' progress well when setting personal targets and when monitoring the rate of progress of pupils within their classes.
- Teachers' marking of work is generally good. It informs pupils of what they have done well and provides them with suggestions as to how to improve their work. Not enough time, however, is

given for pupils to reflect and respond to these comments, or to improve the piece of work in subsequent lessons. Again, this has a more detrimental effect on pupils' achievement in writing than in other subjects.

- Disabled pupils and those who have special educational needs make good progress because their individual needs are identified early and good support is provided by well-trained staff. Their progress is tracked well by senior leaders.
- Teaching in the Early Years Foundation stage is good. Nursery and Reception children mix well and play happily with each other, make decisions about their own learning and demonstrate their understanding of what they are learning very well.

The behaviour and safety of pupils are good

- Pupils behave well around school and in lessons. In the vast majority of lessons, their attitudes to learning are good and they participate well in lessons. They say that they enjoy lessons and feel well cared for and safe.
- Pupils have a good understanding of different types of bullying, including those through the internet and cyber bullying. They are confident in assessing risk.
- The teaching staff are very adept at ensuring pupils have high standards of behaviour. The school's admission policy welcomes new pupils to the school, some of whom display challenging behaviour. The school ensures that all pupils are cared for well to ensure they make good overall progress in their learning.
- The view expressed by parents on Parent View or directly to inspectors strongly confirm that parents feel that the school is a happy and safe place for their children and that the school ensures pupils are well behaved.
- Attendance is slightly above average this year as a result of a range of rewards and incentives developed by the school. The governing body's stricter policy on term-time holidays and the threat of legal action has proved a considerable drive to improve attendance.
- Due care and attention is given to all safeguarding considerations and it is managed efficiently.

The leadership and management are good

- Leaders have an overall accurate view of the school's performance and use this to plan appropriately for further improvement. There is a shared agreement among staff about how to make the school even better.
- Checks on the quality of teaching and learning by the headteacher and senior leaders have become more robust since the last inspection. They provide rigorous feedback to teachers about how their practice can be improved.
- A continuous drive to improve teaching through high quality professional development helps the teaching staff to improve their work further. Performance management is integrated well and is put to good use in the process to award any increases in salary.
- A rich curriculum has a range of links to different subjects, is meaningful and exciting for children and encourages pupils to progress well with their learning. Parents agree that this is a strength of the school.
- Although senior leaders could track certain groups more closely, such as progress in Key Stage 1 and that of the more-able girls, the tracking and impact of the support given to pupils with special educational needs is more robust.
- The school receives a light-touch approach from the local authority.
- **The governance of the school:**
 - The governing body are clear about the strengths of the school and are keen to address the few weaknesses. Governors ask challenging questions of the headteacher as well as other senior leaders to ensure pupils make good progress. They are very well informed about the quality of teaching across the school and make excellent use of performance data, which is

presented in a form which is easily accessible to them. Governors take individual leadership roles for the different areas of the school development plan and rigorously check that progress is made in meeting the targets set. They make appropriate use of data to plan for the use of funding, such as the pupil premium, and check that the money spent is having a positive effect on pupils' achievement.

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	107502
Local authority	Calderdale
Inspection number	411746

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	282
Appropriate authority	The governing body
Chair	Anne Moffatt
Headteacher	Duncan Hetherington
Date of previous school inspection	15 April 2010
Telephone number	01422 363581
Fax number	01422 344496
Email address	head@withinfields.calderdale.sch.uk

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