

Park Road Junior Infant and Nursery School

Park Road, Batley, West Yorkshire WF17 5LP

Inspection dates

18–19 April 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders' drive, determination and commitment have successfully led to improvements in teaching and outcomes since the last inspection.
- Governors know the school well. They work closely with senior leaders and provide effective support and robust challenge so that the school continues to improve.
- In key stages 1 and 2, the quality of teaching is strong. Teachers know their pupils well and have high expectations of them. Pupils enjoy their learning, are focused and work hard.
- Teachers use their assessments to set work that meets pupils' varying needs and abilities. Most pupils make good progress from their starting points. However, work for most-able pupils can lack challenge, so they do not always reach the high standards they are capable of.
- Pupils behave exceptionally well. They are self-confident, respectful and caring individuals. This is a result of the school's unwavering approach to promoting pupils' personal development and welfare.
- The curriculum is broad and balanced and is enriched by specialist teachers and staff and a wide range of activities and visits.
- The school's work to promote pupils' spiritual, moral, social and cultural development is effective. Teachers actively promote fundamental British values.
- The school puts a high priority on pupils' welfare and safety. Procedures for safeguarding are robust.
- Overall, the teaching of writing is effective, and pupils are making good progress. However, opportunities for pupils to write more extensively are still developing, and approaches to teaching handwriting are variable.
- Children in the Nursery get off to a good start. However, in Reception, progress slows, especially that of boys. Children's next steps in learning are not effectively identified and so provision does not meet their needs. Given their starting points, too few children exceed the early learning goals.
- Work to improve attendance and reduce persistent absence is paying off but remains a school priority. Attendance is stubbornly below average. Too many pupils are regularly absent.

Full report

What does the school need to do to improve further?

- Improve early years provision so that:
 - teachers' accurate assessments lead to learning and provision that meet the children's needs
 - adults provide tasks and activities that engage and challenge children, especially boys, across the early years curriculum
 - more children who enter Reception at a typical level of development exceed the early learning goals, especially in literacy and mathematics.
- Improve the quality of teaching to be consistently good or outstanding, so that a greater proportion of pupils make rapid progress and achieve well, by:
 - challenging the most able pupils to reach higher standards by providing more challenging and demanding work
 - adopting a more consistent approach to the teaching of handwriting
 - providing more opportunities for pupils to write extensively and extend their use of complex vocabulary
 - further developing pupils' reading and comprehension skills to enable them to read more complex texts.
- Continue to strengthen pupils' behaviour through improving attendance, in particular of pupils who are regularly absent, by:
 - closely tracking and analysing attendance of different groups of pupils
 - continuing to work closely with families to make sure that pupils attend school regularly.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, including governors, are uncompromising in their pursuit of excellence for Park Road. The headteacher successfully develops all staff and encourages pupils so that they can be the best they can. The staff team shares the vision, is passionate about the community it serves and wants the best outcomes for all pupils. It is no surprise, therefore, that all parents and carers who met with inspectors said that they would recommend the school to others.
- The headteacher, ably supported by the governors and the leadership team, has been unstinting in her efforts to improve the quality of teaching and raise standards across the school since the last inspection. Accurate self-evaluation feeds into effective school improvement planning, which is tightly focused on the key priorities identified to drive further improvements.
- The senior leadership team members have clear roles and responsibilities. Despite being new to role, leaders are knowledgeable about their respective areas and know what needs to be done to secure further improvement. Leaders have been effective in disseminating good practice, which has resulted in the improvements seen.
- Performance management is used effectively to keep expectations high and to address the school's priorities. Whole-school training and individual coaching are some of the successful strategies that have led to better teaching, learning and assessment. Pay awards for teachers are only given when performance targets are successfully met.
- Following a pupil premium review, the pupil premium funding is now being spent effectively. Regular checks are made to evaluate the impact on learning for disadvantaged pupils. The funding is used to ensure that there are experienced staff and resources to teach pupils in specific groups, including the most able disadvantaged pupils, to accelerate their progress. As a result of this strategy, disadvantaged pupils' progress has improved considerably.
- Additional funding for pupils who have special educational needs (SEN) and/or disabilities is used effectively. These pupils are supported well to make good progress from their starting points.
- The primary physical education (PE) and sports funding is used to develop staff confidence and expertise by enabling them to observe and work alongside specialist sports coaches. The funding has also been used to provide opportunities for pupils to engage in competitive sports and to encourage healthy lifestyles.
- Pupils' spiritual, moral, social and cultural development is promoted well. Opportunities to debate and learn about different religions and beliefs deepen pupils' moral, spiritual and cultural awareness.
- The school has developed a curriculum that is broad and balanced and meets the needs of its pupils. It is planned so that pupils have a range of learning experiences that are stimulating and challenging. Educational visits, visitors to school and the use of specialist teachers of art and music add further inspiration and engagement within the wider curriculum. The 'Sowers and Growers' club is just one example of the importance

the school places on ensuring that the pupils lead healthy lifestyles, and food grown at the club is available every lunchtime for pupils.

Governance of the school

- Governors are highly ambitious for the quality of education on offer. They have a good understanding of the school's strengths and areas that need to improve.
- Governors bring a relevant range of expertise and knowledge that helps to provide effective challenge and support. They have received appropriate training and are eager to extend their skills and understanding even further. They are led effectively by an experienced chair, who ensures that all consider their roles to be professional. As a result, governors are well placed to hold leaders to account.
- Governors make regular visits to the school to check the school's work. The evidence gathered then supports the work that leaders and governors undertake to improve the school further.
- Governors receive detailed information about the achievements of different groups of pupils. They know that in the past, for example, disadvantaged pupils have not achieved as well as other pupils. They are clear about how additional funding to support these pupils is used, including the support and resources in place. They know that these are now having a positive impact on improving the achievement of these pupils.
- Governors also ensure that leaders use funds effectively to provide additional support to meet the specific needs of pupils. This includes the appointment of specialist teachers in art and music and PE coaches to enhance the curriculum.
- Governors are clear about their legal duties for safeguarding, ensuring that only the best staff are recruited, after careful consideration.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and staff follow correct procedures to ensure that pupils are safe. They take swift and appropriate action when necessary. They refer to, and communicate with, outside agencies and follow up concerns with rigour.
- Teachers and other adults, including visitors, are aware of the school's procedures for safeguarding.
- All necessary checks are undertaken in the recruitment of staff, and induction processes provide relevant information and training. Recruitment records are detailed and complete, and policies are followed fastidiously.
- Pupils said that they feel safe, and parents agree that their children are safe. The school undertakes a range of risk assessments to keep pupils and staff safe.
- The school's links with individual families, in which pupils live in particularly vulnerable circumstances, are highly effective. Staff are dedicated to minimising the degree of risk associated with these situations. They make themselves available throughout the school day, and beyond, to ensure that all pupils and families receive the support they

need.

Quality of teaching, learning and assessment

Good

- Effective action taken since the last inspection has improved the quality and consistency of teaching across the school. As a result, the teaching in key stage 1 and 2 is effective, and consequently pupils make good progress in almost all aspects of their learning.
- Adults have positive relationships with pupils. Classrooms are places where pupils enjoy learning because it is exciting, engaging and connected to the curriculum topics. Pupils are asked for and offer suggestions for their topics, and teachers use this information to shape their teaching and learning experiences to motivate and meet the needs of the pupils.
- The application of the 'learning pit' process, through which pupils learn to be resilient and overcome difficulties, prepares them well for the challenges, opportunities and responsibilities of adult life.
- Teachers in key stages 1 and 2 use their assessment information to plan work for pupils so that they make progress from their starting points. They build on the interests and enthusiasm of pupils and, as a result, pupils engage authentically with their work. Arrangements to assess children's learning in the early years, especially in Reception, are not fully developed. Children in Reception do not make good progress. Teaching requires improvement.
- Following weak progress in reading in key stage 2 in 2017, a new approach to the teaching of reading was introduced. It is designed to ensure that pupils develop their love of reading and improve comprehension, deduction and inference skills. A home reading approach, 'Reading Rockets', engages and encourages pupils to read regularly at home. The impact of this new approach to reading is yet to be seen in pupils' outcomes.
- The teaching of writing is successful. In many classes, pupils write confidently in a range of formal and informal contexts, and for different audiences and purposes. Teachers encourage pupils to write in detail and with an eye for punctuation and basic vocabulary that makes an impact on the reader. Leaders want to further improve outcomes by exposing the pupils to more exciting and complex vocabulary. While work is generally well presented, there is an inconsistent approach to the teaching of handwriting across the school, sometimes hampering the quality of work produced.
- The teaching of phonics is effective. Pupils routinely use their phonic skills to blend sounds or as a basis for spelling. They also use this knowledge to read unfamiliar words with confidence. Consequently, this has supported the improvements in outcomes. All pupils, by the end of Year 2, meet the expected standard.
- The teaching of mathematics has improved since the last inspection. Pupils are now being guided to tackle mathematical problems and use their knowledge of numbers to solve them. As a result, most pupils are working at the standard expected for their age.
- Teaching does not always help pupils to deepen their knowledge and understanding beyond the basic level. This means that too many pupils in key stages 1 and 2 do not

make the strong and rapid progress that they could to achieve higher standards and greater depth. Work for the most able pupils, for example, sometimes lacks challenge.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's welcoming and caring ethos is central to its work in raising standards for pupils. From the moment pupils enter the school each day, they are treated with respect and a genuine sense of care by the adults in school.
- Pupils' welfare is a major school priority. Leaders work successfully with other agencies, including the local authority and social care, when they identify any pupils or families that may be at risk.
- Staff know the pupils very well, and pupils benefit from outstanding pastoral care. The learning mentor is an asset to the school and supports pupils' social and emotional well-being exceptionally well. Pupils enjoy the range of support she provides that helps them to make good progress socially and emotionally.
- Pupils have been taught well how to manage risk, which equips them well for the outside world. Pupils understand the risks of using the internet and, for their age, have an appropriate understanding of the potential risks of social media, including use of mobile phones.
- Pupils feel very safe in school. They said that any instances of bullying are rare. On the occasions that this happens, the school deals with it very well. Pupils learn about different forms of bullying and are taught to respect others.
- The school site is very well kept and maintained. Pupils respect the learning environment, which is clean, bright and inviting.

Behaviour

- The behaviour of pupils is good.
- Pupils show an excellent awareness of the high expectations that leaders have of their behaviour. The pupils' self-control and desire to meet the high standards expected were seen consistently across school, in lessons and at play and lunchtime.
- The breakfast club is very well attended and helps to ensure that those who attend are ready for learning. Consequently, pupils are eager to start their day at school.
- Pupils show self-discipline and work well together or by themselves. They relish the challenge that well-planned work brings and focus intently on completing tasks. Pupils are right to be proud of their achievements and display extremely positive attitudes to learning.
- Time is well utilised; pupils respond immediately to what the teacher says, they listen attentively, work hard and focus on their work. This is because they understand what they need to do and because teachers know them well. Staff and pupils enjoy positive

relationships and, because behaviour is good, teachers can be more adventurous in the different learning opportunities they provide.

- Older pupils are keen to be role models for their peers. They are extremely proud when they are nominated as head boy and head girl, school council representatives or digital leaders. They represent their school very well.
- Leaders have established systems to check pupils' attendance. Absences are followed up swiftly on the first day, and the school engages with a range of agencies when there are attendance concerns. As a result, attendance is improving although still below the national average. Improving attendance remains a school priority in order to strengthen the behaviour of pupils even further. Too many pupils are still regularly absent.
- All parents', pupils' and staff's responses to school questionnaires indicate that the school operates in an orderly and safe manner. Inspectors agree.

Outcomes for pupils

Good

- Outcomes for pupils have continued to improve since the last inspection. In key stages 1 and 2, pupils achieve well.
- Leaders have invested time and resources to ensure that the proportion of pupils that achieve the expected standard in the Year 1 phonics screening check increases. This has been successful, and the proportion of pupils meeting the standard is now above the national average.
- At the end of key stage 1 in 2017, attainment improved on the 2016 outcomes in reading, writing and mathematics. An above-average proportion of pupils reached the expected standard in each of these subjects. The proportion reaching greater depth in reading, writing and mathematics also improved, although remains below average. Inspection evidence found that pupils in key stage 1 are currently making more rapid progress in reading, writing and mathematics.
- In 2017, at the end of key stage 2, pupils' attainment was above average in writing and mathematics but below average in reading. From pupils' starting points, this represents good progress in writing and mathematics, but not in reading. School leaders were right to be worried by the reading results and immediately set about putting in place strategies to ensure that this does not recur. Current information shows that pupils are achieving well and making good progress in reading, writing and mathematics.
- The most able pupils do not reach the standards they are capable of achieving. Tasks or work set are not always demanding enough to enable these pupils to reach their full potential.
- Pupils who have SEN and/or disabilities are supported sensitively by the individual and additional adult support they receive. This support is focused on improving the progress that these pupils make and, as a result, these pupils achieve well.
- Published outcomes, the school's own information and inspection evidence show that disadvantaged pupils are now making good progress. The pupil premium funding is

being used effectively to bring about rapid improvement in their achievement.

- Pupils' outcomes across other curriculum subjects are good. Pupils are building on their previous learning and developing secure knowledge, understanding and skills from their different starting points. Displays, work in books and school planning show that a good range of curriculum subjects have been covered in each year group and that pupils are meeting standards expected of them in these subjects.

Early years provision

Requires improvement

- Senior leaders have evaluated the quality of teaching, learning and assessment in Nursery and Reception and are aware of what is working well. However, due to significant and recent staffing changes, they have not been able to take prompt enough action to fully eliminate the historical weaknesses in the setting. As a result, the quality of teaching is not yet consistent. Consequently, children's progress is not yet good enough.
- Since the previous inspection, the proportion of children reaching the early learning goals in each area of learning has been below the national average. Children start Year 1 with skills which are below average overall. Their progress requires improvement, as they do not yet make consistently good progress over time.
- The environment in the Nursery is welcoming, purposeful, well organised and calm. When pupils join the Nursery, many have weak skills compared with typical three-year olds. The good teaching they receive ensures that they make strong progress.
- Despite the engaging and welcoming environment in Reception, children's progress slows, as many do not make the good progress they need to or are capable of making in reading, writing and number. Too few children who enter Reception at typical levels of development leave the early years exceeding the early learning goals, especially in literacy and mathematics. Too few, therefore, make better-than-expected progress.
- Boys make less progress than girls from their starting points in Reception. Not enough has been done to address the gender differences in almost all areas of learning. Boys engage superficially with activities available and, as a result, the progress of these children is limited. Fewer boys have the skills they need to get off to a flying start in their next stage of education.
- Leadership of the early years is effective. The early years leader has a clear and accurate understanding of what needs to be undertaken to improve the setting and is addressing historical weaknesses with rigour. Adults know the starting points for children and are starting to make sure that planned activities focus on challenging them to the next step. However, this is not yet consistent in Reception.
- The leader is addressing weaker aspects especially with the introduction of more rigorous methods for assessing children's achievement. These are now being applied particularly well in the Nursery. The children's learning journeys provide a useful record of children's learning for staff and parents to build on earlier experiences.
- Senior leaders know the weaknesses in the provision and are working with the early years leader to secure the necessary improvements. Leaders use additional early years funding effectively to make a difference to children's progress, especially for

disadvantaged children.

- Children are safe and well cared for. Staff ensure that all welfare requirements are met assiduously.

School details

Unique reference number	107640
Local authority	Kirklees
Inspection number	10047810

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

Type of school	Nursery Infant Junior
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Michael Davis
Headteacher	Julie Hampson
Telephone number	01924 326728
Website	www.parkroadschool.co.uk
Email address	head.parkroad@kirkleeseducation.uk
Date of previous inspection	22–23 March 2016

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are from minority ethnic backgrounds and many are at an early stage of speaking English or speak no English when they start at the school. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who have SEN and/or disabilities is below the national average. A small number of these pupils have an education, health and care plan.
- The proportion of disadvantaged pupils who are known to be eligible for support through the pupil premium funding is above the national average.
- The school provides full-time places for children in the Reception and part-time places for children in the Nursery.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics

by the end of Year 6.

Information about this inspection

- Inspectors visited 22 lessons or part-lessons across the school to observe teaching and learning. A number of these were conducted jointly with senior leaders.
- Formal and informal discussions took place with senior leaders, including governors, and with subject leaders, staff, pupils, parents and a representative from the local authority.
- Documentation relating to the school's website and safeguarding, including the single central record and information of recruitment checks, was scrutinised.
- The school's self-evaluation, plans for improvement and analysis of pupils' attainment, progress, behaviour, exclusions and attendance were evaluated.
- Pupils' work in different subjects was scrutinised.
- Inspectors listened to Year 1, Year 2 and Year 6 pupils read.
- Pupils' behaviour was observed by inspectors in lessons, and during break and lunchtimes.
- Inspectors spoke with pupils about their work informally during lessons, and met with groups of pupils to discuss their learning and listen to their views about their school. There were no responses to the online pupil survey.
- Inspectors took into account the eight responses to Ofsted's online questionnaire, Parent View, and one response from a member of staff to the online survey.

Inspection team

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Ofsted Inspector

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