



Cawley Lane Junior Infant and Nursery School

Inspection Report

Unique Reference Number 130351
Local Authority Kirklees
Inspection number 293634
Inspection dates 11–12 December 2006
Reporting inspector George Crowther

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

Type of school	Primary	School address	Cawley Lane
School category	Community		Heckmondwike
Age range of pupils	3–11		West Yorkshire WF16 0AN
Gender of pupils	Mixed	Telephone number	01924 325690
Number on roll (school)	380	Fax number	01924 325691
Appropriate authority	The governing body	Chair	Mr D Thornton
		Headteacher	Mr R Ovenden
Date of previous school inspection	27 January 2003		

Age group	Inspection dates	Inspection number
3–11	11–12 December 2006	293634

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Cawley Lane is a larger than average primary school serving an area that has some social disadvantage. The proportion of pupils eligible for free school meals is average. About 80% of the pupils are from Pakistani backgrounds, and the proportion has risen considerably over the past few years. Almost all the rest of the pupils are from White British backgrounds. Pupils' attainment when they start school is very low. Many pupils in the Foundation Stage and Key Stage 1 are at the very early stages of learning English and, throughout the school, a lack of fluent English has an adverse effect on the learning of many pupils. The proportion with learning difficulties and/or disabilities is higher than for most schools. There have been many recent changes in the teaching staff.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Cawley Lane is a good school. Many pupils have to overcome significant barriers to learning in order to make good progress. The school has a very positive approach to encouraging pupils' achievement and recognises and tackles the many challenges they face. A strong focus on pupils' personal development and good teaching provide effective support for learning.

Often from very low starting points, pupils make good progress across the school. Even so, by the end of Year 6 standards are below average. Progress during Years 3 to 6 has been a weakness, but has improved steadily over the past two years, as have results in the Year 6 national tests. Moreover, progress in lessons is currently good, indicating continued improvement. Pupils of all abilities and from all backgrounds make the same good progress.

Pupils enjoy school, are keen to do well in lessons, and behave well. Good provision for developing pupils' understanding of their own well-being means that they know a lot about being healthy and staying safe. They have a strong sense of their place in the school community because they contribute to it in many ways. The quality of teaching is good. Most lessons are interesting and challenging because teachers want the pupils to do well. In a few lessons, however, the teaching methods or the tasks given to pupils do not help them to make as much progress as they could. The curriculum is good, well-planned and meets the diversity of pupils' needs effectively. Good provision in the Foundation Stage gives children a confident and productive start at school.

The headteacher's good leadership is helping the school to improve. The recently formed senior leadership team is giving the school a strong focus on raising standards. Initiatives that have been started however, now need to be seen through and the impact on pupils' achievement evaluated rigorously. The school's cautious evaluation of its own effectiveness led it to undervalue many aspects of its work. In practice, however, leaders have a clear view of what the school does well and what needs to be done to improve further. This provides a good platform for further development. The school provides good value for money.

What the school should do to improve further

- Improve the quality of teaching and learning by increasing the proportion of lessons where it is good or better.
- Pursue initiatives to improve pupils' achievement rigorously and ensure that they are evaluated systematically to ensure they are having a positive impact on all pupils' learning.

Achievement and standards

Grade: 2

Most children join the Nursery with very weak skills, often speaking little English. Even though they make good progress across the school, standards in Year 6 are below those expected nationally. In the Nursery and Reception classes, a strong focus on practical activities and enriching children's language helps them to make good progress. By the time they join Year 1, however, standards are still low. During Years 1 to 6, progress is good because teachers build pupils' basic skills systematically, particularly for those who are strengthening their English. The results of national tests at the end of Year 2 and Year 6 have fluctuated over the past few years. Sometimes they have been significantly below average because the proportion of pupils with learning difficulties was high. In Year 6, results have improved over the past two years. The 2006 mathematics and science results were not far short of the national average. More importantly, pupils' achievement improved, with about a third of Year 6 doing better than expected and very few failing to reach their target. Across the school, good progress is also evident in lessons. Pupils with learning difficulties, and the high proportion learning English as an additional language, make good progress. Work is well matched to these pupils' needs and they get good support from the staff.

Personal development and well-being

Grade: 2

The pupils enjoy school and are keen to do well because they say lessons are interesting and there are lots of exciting activities. Consequently, attendance is good. A typical comment was: 'I'd like to come to school on Saturday and Sunday, as well.' The pupils are friendly, polite and well behaved and these positive attitudes support their learning. They get on well together and with the staff. This develops their confidence. Pupils' spiritual, moral, social and cultural development is good. Assemblies provide valuable times for thought, such as when pupils considered what precious gifts they could give to their family. In class, there are also times when pupils can discuss their thoughts and feelings. Pupils' social development benefits from the wide range of activities out of lessons, including a residential visit. Pupils value the celebrations of a variety of faiths.

Activities such as a recent health week are giving pupils a good understanding of their current lifestyle and the importance of exercise and a sensible diet. They feel safe in school and know how to stay safe out of school because many visitors help them to understand the dangers. Pupils develop a good sense of contributing to the community. The school council meets frequently and is raising funds for equipment to improve playtime activities. Older pupils' skills are developed well by extra responsibilities, such as supporting younger pupils at lunchtime. Visits, for example, to local mosques and churches, give pupils a better appreciation of the local community.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Lessons are well planned to help pupils make good progress. Exciting practical activities capture their interest, and well-structured tasks support their learning effectively. In many lessons, lively class teaching and good use of large computers screens motivate the pupils, as seen when Year 5 were finding out about numbers patterns. Good relationships help teachers to manage and organise learning well. Good support for learning from teachers and teaching assistants helps pupils to do their best. In a few lessons, when working with the whole class, teachers do not involve the pupils enough, and so learning slows. Occasionally, tasks do not provide enough challenge, or are not matched carefully enough to build upon pupils' existing skills.

Good systems for assessing pupils' attainment and checking on their progress help the school to support learning. For example, the school identifies groups of pupils for extra, targeted support, and this has been successful in raising standards. In lessons, ways of involving pupils in assessing their own understanding and progress are developing well, though this is not yet consistent across the school. All pupils have learning targets and most are aware of them. Careful assessment of pupils who have learning difficulties and the setting of precise learning targets help them to make good progress.

Curriculum and other activities

Grade: 2

The curriculum, supported by many opportunities for enrichment, meets the range of pupils' needs well and enables them to make good progress both academically and in their personal development. It is organised to promote practical learning, which appeals to everyone, especially the boys. Well chosen activities for pupils learning English encourage them to improve their understanding. Visitors, including theatre groups and storytellers, alongside visits to places of interest and residential experiences, provide particularly rich opportunities for learning. Themed weeks have given added impetus to the pupils' learning. For example, a recent week studying healthy lifestyles has had a positive impact on the way the pupils think about the need to eat healthily and be safe. The recent addition of a specialist teacher has led to considerable enthusiasm for physical activity. Extra-curricular activities, in the morning and after school, add interest and opportunities for all. The provision of a modern foreign language for the older pupils creates another dimension to their learning. The school has made a very positive start to arrangements for pupils moving from Reception to Year 1. The curriculum provided for them now includes more practical activities that are well suited to their learning needs.

Care, guidance and support

Grade: 2

Levels of care are very good, which helps pupils to do well at school. All the staff work hard to ensure each pupil is safe, happy and ready to learn. Parents recognise this and are very positive about what the school does for their children. The pupils say they feel safe and cared for in school and, if they have a problem, they know whom to turn to. Staff implement the clear procedures for first aid and child protection effectively. Together with governors, they are vigilant about health and safety checks. Guidance and support for pupils' academic progress are well matched to their needs. For example, a strong team of well trained support staff works alongside teachers, helping pupils to make good progress. Support is particularly strong for pupils learning English as an additional language. Teachers have a good awareness of pupils' individual needs and what they should be learning next. They generally provide good guidance to help them improve, but some marking of pupils' work is not clear enough about the next target for learning.

Leadership and management

Grade: 2

The headteacher provides strong, thoughtful leadership based on a clear understanding of the pupils' needs and aimed at maximising their achievement, both academic and personal. He has managed potentially disruptive staff changes effectively, maintaining a positive learning environment and enabling pupils to do well. Leadership recognises that the needs of pupils joining the school are changing, and is successfully supporting the growing number of pupils who have English as an additional language. The newly formed senior leadership team has an energetic determination to bring about improvements in all the school provides. Some initiatives have already resulted in better achievement. For example, the new curriculum for Year 1 pupils, which mirrors some of the best features in the Reception year, has already led to improvements in pupils' writing skills. However, other initiatives, such as the arrangements for personalised learning in Key Stage 2, have yet to be seen through rigorously or evaluated carefully. Leaders have a clear picture of the school's strengths and weaknesses and can articulate them well.

Equality of opportunity underpins the work of the school. All pupils are valued and their achievements celebrated. Resources are allocated strategically according to the greatest need. For example, teaching assistants, including bi-lingual staff, make a positive impact on learning. They support both pupils and families who have little or no English, as well as pupils who find their learning hard. Governors are clear about the strengths of the school and they provide good support. Their understanding of what the school is doing to improve pupils' achievement, and whether such initiatives are successful, is less secure.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome and for being helpful when we visited your school to find out how well you are doing. There are lots of good things about your school, but we also found a few ways in which we think it could be even better. The strengths we found are:

- you like being at school and you enjoy the wide range of interesting activities
- you are well behaved, friendly and polite, which makes your school a happy place
- you are keen to do your best in lessons, which helps you to learn quickly
- many of you are learning English and you are trying hard to improve
- special jobs for the older pupils are an enjoyable way of helping everyone in school
- your school praises you a lot for the good things you do
- there are good opportunities for you to share your thoughts and feelings
- you know a lot about being healthy and staying safe
- we saw lots of good teaching which helped you to learn well in lessons
- you try hard with your work and most of you are making good progress
- you like the way the staff take care to make sure you are safe and happy
- the teachers are very keen to keep improving the way you learn.

We would like you to work with your teachers to improve the way you learn.

- In some lessons, you do not get involved enough when your teacher is working with the whole class, or the tasks you are given are too easy or too hard. We have asked your teachers to make sure activities help you to learn quickly. You must try hard to do well.
- Your teachers try new ways of helping you to learn quickly, such as the personalised learning in Key Stage 2. We have asked them to make sure that the new ways of learning are helping all of you to make good progress.

Thank you for helping us with the inspection of your school.