

Lydgate Junior and Infant School

Inspection report

Unique Reference Number	107678
Local Authority	Kirklees
Inspection number	324620
Inspection dates	17–18 June 2009
Reporting inspector	David Halford

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	273
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs J Brook
Headteacher	Mrs Judith Hopwood
Date of previous school inspection	6 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lydgate Road Soothill Batley West Yorkshire WF17 6EY
Telephone number	01924 326714
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Age group	4–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This larger than average primary school serves an area of some social and economic disadvantage, although the number of pupils entitled to free school meals is only slightly above average. A significant number of pupils come from Asian backgrounds, largely Indian and Pakistani, but few of these pupils are at the earliest stages of learning to speak English as an additional language. A relatively small number of pupils from East European backgrounds are at the earlier stages of learning to speak English as an additional language. The number of pupils with learning difficulties and/or disabilities is broadly average, but the proportion of pupils with a statement of special educational need is below average. The Early Years Foundation Stage consists of one Reception Year. There is pre-school provision within the school, but it is managed separately and not subject to this inspection. The school has gained the Sportsmark, Activemark, Investor in Pupils and Healthy Schools Awards. The headteacher was appointed just before the last inspection and there have been significant changes in staffing in the interim period.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where the pupils' personal development and well-being are outstanding. Central to its success is the excellent leadership and drive of the headteacher who, since the last inspection, has developed a new leadership team and united all staff to collaborate effectively with a shared vision for raising standards. Pupils display very positive attitudes to learning and play an important part in the success of the school. Pupils enjoy school immensely and parents are equally positive, with comments such as, 'My child derives so much self-confidence out of the learning environment that I wouldn't consider any other school'.

Pupils achieve well as they pass through the school. Pupils currently in Key Stage 1 and 2, many of whom joined the school with below average standards when they entered the Reception Year, are making good progress and by the end of Year 6, standards are above average in English, mathematics and science. Pupils' standards in basic skills are on a steadily rising trend. Nevertheless, pupils' speaking and listening skills are not as well developed as they should be and a significant number of pupils lack confidence in speaking as a result.

Leaders and managers have identified effectively the weaker aspects of learning and implemented actions to bring about improvement. Underachievement is swiftly identified and remedied because of the effective systems that closely monitor pupils' progress, which have improved significantly since the last inspection. Teachers have had to improve their skills to enable these systems to be effective. They speak highly of the way that they have been offered training and support in their professional development. As a result, the quality of teaching is consistently good throughout the school. There are examples of very high quality marking of pupils' work, which informs pupils how to improve, but the consistency of this good practice is not yet embedded throughout the school.

Pupils say they feel safe in the school and, because relationships and behaviour are excellent, they enjoy their education greatly. Their enjoyment is enhanced by the way in which they are encouraged to become independent learners. Pupils told inspectors about how much they enjoyed taking responsibility for the in-school 'Job Centre', and the work in cookery, taking place during the inspection days, was clearly enjoyed by all taking part. A very wide range of curricular enrichment, frequent opportunities for physical education, and nutritious food choices contribute to pupils adopting outstandingly healthy lifestyles. Pupils make a very strong contribution to their school community. This is seen in a very impressive display of pupils' work in the school hall and in the work undertaken in the school grounds and 'wild garden'. Pupils develop good literacy, numeracy and computing skills and this contributes well to their good economic well-being.

Leadership and management of the school are good. Good progress is currently being made with work on community cohesion and good overall progress has been made since the last inspection. The impact of school leaders and governors in improving attendance, teaching and learning, and standards indicates that the school is providing good value for money and has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The effectiveness of the Early Years Foundation Stage, including the quality of teaching and learning, is good and improving. Children benefit from lots of space and the good number of

adults who support them well, including the staff that are bilingual. Children settle quickly into the setting and enjoy themselves because of the exciting activities provided and the warm supportive relationships they enjoy with all the adults. 'I love school!' said one as she moved from the real sand beach outside, to go 'fishing' in the rock pool. Children start Reception with skills that are below those typical for their age. Most enter Year 1 with skills that are broadly in line with those expected for their age because of the good progress they make. Progress is best in their personal development, but more moderate in their development of early reading and writing skills. Children cooperate well in a warm and secure environment that is very effective in promoting their welfare. They benefit from an exciting curriculum where they have good opportunities to choose and work independently. They enjoy role-play in the 'Fruit Shop' (which promotes healthy eating) and the 'Travel Agents'. Each theme is followed up well including exciting trips to a farm, railway and museum. The tracking of children's progress is becoming more effective, with staff making accurate judgements about the children's development and identifying their next steps in learning. The new and enthusiastic coordinator is providing good leadership ensuring that all staff aspire to do their best for the children. There are plans to further develop the good partnership with parents and carers and to improve the outdoor play area through extra resources and a canopy.

What the school should do to improve further

- Improve pupils' skills and confidence in speaking and listening.
- Ensure consistency in teachers' marking so that pupils have a clear understanding of how to improve their work.

Achievement and standards

Grade: 2

Most pupils start Year 1 with skills that are broadly typical for their age due to the good provision made for them in the Early Years Foundation Stage. Pupils make good progress through Key Stage 1 and standards in reading, writing and mathematics are just above average by the end of Year 2. This good progress continues through Key Stage 2 where standards in English, mathematics and science have been on a rising trend in recent years and are now above average. Within this good overall picture, pupils do not have enough opportunities to develop their skills in speaking and listening, most notably in speaking. The school sets challenging targets and most pupils achieve them. Pupils with learning difficulties and/or disabilities and the pupils who speak English as an additional language also make good progress. This is largely due to the positive manner in which teachers and teaching assistants modify lessons for them and monitor their individual progress with precision and care.

Personal development and well-being

Grade: 1

Spiritual, moral, social and cultural development is outstanding because the school takes every opportunity to promote the pupils' self-esteem and assists them to develop a strong sense of right and wrong. They learn, very effectively, how to show concern and respect for others and about social and cultural diversity through well-planned work in school and purposeful use of outside agencies. As a result, their social development and understanding of other cultures are outstanding. Pupils demonstrate very high levels of enjoyment and enthusiasm in their work; relationships are excellent and behaviour in and around school is exemplary. They make a very strong contribution to the school community with their positive attitudes and in the manner

in which they discharge the responsibilities they undertake. Pupils are confident in the school and they show considerable trust in the adults with whom they work. Their understanding of healthy lifestyles is promoted excellently through the provision of healthy food and the wide range of physical activities provided. The school works very hard to promote good attendance, but struggles with the regular attendance of a small minority. Pupils are developing their basic skills and are learning to be good citizens, which contributes well to their good economic well-being.

Quality of provision

Teaching and learning

Grade: 2

During the inspection, teaching was never less than satisfactory and there were examples of outstanding teaching. This overall pattern shows good improvement from when the school was last inspected, and is impacting well on pupils' improving standards and progress. In lessons, teachers make sure pupils know what they need to learn and set interesting tasks which pupils enjoy greatly. This was seen to good effect in a Year 3 class where work on 'Rainforests' involved information and communication technology (ICT) skills which promoted excellent enjoyment and effective learning. Teachers are readily aware of gaps in pupils' knowledge; needs are identified well and provided for promptly. Pupils with specific learning needs receive well-focused help from teachers and teaching assistants. Consequently, learners of all abilities, including those with learning difficulties and/or disabilities and those who speak English as an additional language, make good progress. Pupils' excellent relationships, attitudes to learning and ability to work independently and collaboratively are developed well and make a positive contribution to their very good personal development and well-being. Within this good overall provision, teachers' marking of pupils' work, while frequent and regular, is inconsistent in identifying ways for pupils to improve.

Curriculum and other activities

Grade: 2

The curriculum is effective in promoting the good progress which pupils make. Provision for the development of pupils' skills in literacy and numeracy is strong, although further work is required to target the improvement of pupils' speaking and listening skills. A strength of the curriculum is the use made of ICT to support topic work as well as lessons in basic skills. Education for health, safety and pupils' well-being are good, as seen in the excellent provision for the social and emotional aspects of learning. The school has developed a series of very exciting curriculum themes with meaningful links between subjects to make learning more interesting. These topics, such as 'Footprints' at Key Stage 1, inspire pupils to learn well. Enrichment of the curriculum is outstanding, partly through 'themed weeks', such as 'Money Week'. Learning is enhanced through a very good range of visits and visitors, including a residential experience for older pupils. There is a wide range of well-supported lunchtime activities and after-school clubs which promote good exercise. Also, the popular gardening club enables pupils to plant, grow and harvest vegetables. These out-of-school activities are thoughtfully planned to accommodate pupils' other cultural commitments, for example early evening meetings at the Madrassa.

Care, guidance and support

Grade: 2

Provision for pupils' care, guidance and support builds well upon the excellent relationships, which exist in the school. Safeguarding arrangements meet current government guidelines. Any elements of bullying or racism are rare, and pupils are confident that they would be dealt with effectively should they occur. Good attention is paid to the needs of vulnerable pupils and outside agencies are used promptly when necessary to ensure that the needs of these pupils are provided for well. A firm stance has been taken with regard to holidays in term time, and while this has not pleased a very small minority of parents, it has succeeded in reducing absence. The school has clear and detailed tracking systems, which identify the progress made by every child in mathematics and English. The information is used well to set challenging targets for future performance and also identifies those pupils who need further support if their work is falling behind their peers.

Leadership and management

Grade: 2

Since the last inspection there has been a significant change in the senior leadership of the school. Under the astute direction of the headteacher, this change has taken place gradually, but from the current school year, appointments have been made which have established a team of senior leaders who are confident, capable and share a collective vision of purposeful improvement. This view is shared well by all the staff who appreciate the support they have been given by colleagues and governors to adapt successfully to change and development. As a result of these changes, the school's self-evaluation is accurate, pupils' standards are rising and achievement is good. Monitoring systems to check on school improvement and pupils' progress have improved significantly since the last inspection and are now good. Governance is good. This is because governors are well informed, knowledgeable about school improvement, know which areas of work are being developed and what needs to be developed further. As a result, they are able to hold the school to account well. The school has very strong links with its local community and is promoting community cohesion effectively. Links with the wider community are being established, but there is more to do nationally and internationally. The school is successfully promoting equality of opportunity and eliminating discrimination and this results in all groups of pupils making good progress. The school is well placed to develop further in the future.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

My colleagues and I really enjoyed our recent inspection of your school. Thank you very much for your warm welcome, and for looking after us so well. You were very helpful in lessons when we asked you to explain what you were doing and also very friendly around the school. Particular thanks should go to everyone who spoke with us and who helped us to understand why it is that you enjoy your school so much.

Lydgate Junior and Infant School is a good and improving school, with some really interesting work taking place. We think the way your school provides for your personal development and well-being is outstanding. The staff care for you all well, make sure you feel safe and secure and we think that the way your headteacher and her staff manage your school is good. I shall remember Year 3 using their ICT skills, working on the 'Rainforests' and my discussions with Year 6 pupils about their work managing your 'Job Centre', together with your lovely Community Art Display in the Hall.

When we visit schools we also look for things that will help each school to get even better. At the moment, while we think the standards you attain in your work are good, we would like you to have more opportunities to develop your speaking and listening skills. We have also asked your teachers to try to be more consistent when they mark your work in giving you a clear picture of what you need to do to improve it.

Thank you once again for all your help when we made our visit to you. We send you all our very best wishes for the future, especially those boys and girls who are going to High School soon. We do hope that you continue to enjoy learning as much as you do at the moment.