

Cawley Lane Junior Infant and Nursery School

Inspection report

Unique Reference Number	130351
Local Authority	Kirklees
Inspection number	341030
Inspection dates	7–8 October 2009
Reporting inspector	John Foster

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	433
Appropriate authority	The governing body
Chair	Mr D Thornton
Headteacher	Mr R Ovenden
Date of previous school inspection	1 December 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's planning, governing body minutes, the school's evaluation of its performance and its policies. An analysis was made of the 160 questionnaires returned by parents and carers.

- the progress pupils make at each stage of their time at the school
- the effectiveness of teaching in enabling all groups of pupils to make consistent progress
- the school's safeguarding arrangements
- the effectiveness of the senior leaders and the governing body in monitoring the school's performance.

Information about the school

The school is much larger than the average primary school. A large, and increasing, percentage of pupils are from an Asian or Asian British Pakistani background. Currently over 80% are from this group and they speak English as an additional language. Most of the remaining pupils are of White British heritage, with a few from other minority ethnic groups. The percentage of pupils with special educational needs and/or disabilities and those with a statement of special educational needs are above national averages. The percentage of pupils eligible for free school meals is above average.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where the quality of pupils' learning is consistently good because they are taught well. The headteacher provides excellent leadership and, along with the senior leadership team, ensures good leadership overall. Governance has improved since the previous inspection, but remains satisfactory because governors are too reliant on the headteacher.

Children start school with very low attainment, and they make good progress throughout the school. By the end of Year 6, pupils' attainment is slightly below average, with standards in writing below those in other subjects. More-able pupils are not always given enough challenge and, although work is marked effectively, children are not involved well enough in assessing their own work. There is good provision in the Early Years Foundation Stage, though the indoor provision is better organised than that outdoors.

Pupils' behaviour is exemplary and their spiritual, moral, social and cultural development is outstanding. Attendance levels are satisfactory and pupils thoroughly enjoy their time in school. There are excellent arrangements for ensuring equality of opportunity and tackling discrimination. Because the headteacher and senior managers have a good understanding of the school's strengths and what needs to be done to improve, the school is in a good position to maintain improvement.

What does the school need to do to improve further?

- Continue to raise standards by:
 - - offering greater challenge for higher-attaining pupils
 - - improving the quality of writing
 - - involving pupils more in assessing their own work, giving them clear information about how they can reach higher levels.
- Improve the outdoor provision in the Early Years Foundation Stage by:
 - - matching the planning for outdoor activities to the high quality for those indoors
 - - enabling children to move more freely between the indoor and outdoor activities
- Develop the role played by governors by:
 - - enabling them to be more active in monitoring the school's performance
 - - arranging regular visits for them to see the school in action
 - - having them take greater responsibility for evaluating what the school does well and identifying where improvements need to be made.

Outcomes for individuals and groups of pupils

2

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Children start in the Nursery with attainment that is very low for their age. They are taught well and throughout the Nursery and the Reception classes they make good progress. By the time they start in Year 1 their attainment is low. Throughout Key Stage 1, pupils continue to make good progress, because they are taught well and because of their own application and excellent behaviour. They are very attentive in lessons and eager to start their work. Their attainment at the end of Year 2 is well below average though this has improved when matched against national figures. By the time they leave the school at the end of Year 6, pupils' attainment has improved to a little below average. While many reach the expected Level 4 in English, mathematics and science, not enough pupils attain the higher Level 5. In some lessons, brighter pupils are not challenged enough. Pupils with special educational needs and/or disabilities achieve equally well as other groups of pupils. Those at an early stage of learning English quickly gain confidence and the ability to use spoken English, and their progress in lessons is similar to their peers.

Pupils told inspectors that they enjoy school. They say that their lessons are fun and teachers help them well with their learning. They say that they feel safe in school and this is well supported by inspection evidence that safeguarding arrangements are good. Pupils' behaviour is outstanding. They care for each other well and their exemplary behaviour helps them to progress well. Pupils know about taking exercise and eating correctly to keep healthy.

Pupils' spiritual, moral, social and cultural development is outstanding. The many and varied experiences provided allow pupils to value and appreciate others' beliefs. Pupils have clear moral values. They know right from wrong and get on very well together at work and play. The wide cultural mix in the school, along with opportunities to see, for example, theatre groups in school, promotes their excellent cultural development.

Pupils are engaged well in contributing to the school and the wider community. They gain a good understanding about how to support their school community through, for example, the good work of the school council. The school is at the heart of, and organises events for, the community and pupils enthusiastically take part in these activities. Pupils eagerly described a recent Eid Bazaar that they helped to organise to raise money for a charity appeal in Africa.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils make good progress because the quality of teaching is good overall. At its best teaching is inspirational, pupils react well to the stimulus provided and, as a result, learning is excellent in these lessons. While planning is good overall, occasionally it fails to identify different work for groups of pupils, resulting in a few pupils, and particularly the more able, having insufficient challenge. Support staff are used well to help pupils to learn, particularly when giving bilingual language support to pupils. Teachers' marking is good. They assess work accurately and give pupils guidance to improve their work. However, pupils are not yet involved well enough in assessing their own work. In a few lessons, pupils spend too much sitting on the carpet listening to the teacher, thereby having too little time to complete their tasks.

The school focuses well on the curriculum and adjusts it as required to meet the children's needs. Because children start school with very limited language skills, developing speaking and listening forms the core of the curriculum and teachers use frequent opportunities to improve these skills. Many opportunities are given to the children to gain experience through first-hand experiences. For example, they walk through the local woods and visit different places of worship. Visits and visitors support learning well. The school provides a good range of extra-curricular opportunities. Because many children go to the Mosque at the end of the school day, many of these activities take place at lunchtime and before school.

The school cares for pupils well, with excellent relationships between pupils and adults. Pupils with special educational needs and/or disabilities are identified early and appropriate action is taken to support their needs. Parents and carers are fully involved

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in the process and the school supports them in helping their children. Arrangements for child protection and risk assessments are very good and meet requirements. While attendance rates are a little below average, the school does all in its power to ensure that pupils attend regularly. There are good links with outside agencies to help support learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Under the excellent leadership of the inspirational headteacher, leadership and management overall are good. He has an excellent knowledge of the school and the people in it. His vision for the school is clear – he wants all that is best for pupils – a vision shared by all who work in the school. This places the school in a good position to continue its good improvement. The senior leadership team is a good, cohesive unit, fully involved in monitoring the school's performance and planning for the future. Because its members work in different areas of the school, they ensure continuity in pupils' learning across the school. Subject leaders are well established in their role and monitor well.

Governance is satisfactory. While the governing body has improved since the previous inspection, and has developed the use of committees to focus its work, governors remain too reliant on the headteacher to keep them informed about what is happening at the school. Too few governors visit school to see it in action so they are not aware of what children are learning. They are still insufficiently involved in strategic planning. Arrangements for safeguarding are good and the school has effective systems for checking on adults working in the school, to ensure children's safety.

Links with parents and carers are good. The school supports them well, such as when the community worker holds lessons for mothers to help them develop their spoken and written English. They are kept well informed about their children's progress through regular parents' evenings and day-to-day contact with their children's teacher.

The school's arrangements for promoting community cohesion are good. Local links are well established, through contacts with other schools in the local area. The school's procedures for promoting equal opportunities and tackling discrimination are outstanding. The school gives good value for money.

These are the grades for leadership and management

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Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

From starting points that are very low compared with those of children of similar age, children make good progress in the Early Years Foundation Stage. They settle in well to the Nursery and are happy at school, preparing them well for moving to the Reception classes. Many children have very little understanding of English, but they are supported well by the bilingual support staff. By the end of Reception, most are still working at low levels compared with children nationally. Teaching and learning are good, with children encouraged to participate in a variety of learning activities. The leadership of the Early Years Foundation Stage is good, with the staff working well as a team. Rigorous assessments are carried out and the information gained is used well to plan activities closely relating to children's needs.

The indoor accommodation is spacious, well organised and used well for learning. The outdoor area, though small for the number of children, is adequate in size. However, it is not organised as well as the indoor learning area, and the activities in this area are not as challenging as those indoors. In the outdoor area, children are overly directed and do not have the freedom to choose where they want to work.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers have very positive views about the school. Of the 160 questionnaires returned, very few gave negative responses. The questionnaires supported inspection judgements fully. For example, when asked whether their children like school, all but one of the parents and carers agreed that this was the case. They consider teaching to be good and that the school meets their children's needs fully. A few parents and carers feel that the school does not listen to, nor act upon, their suggestions well enough but the inspection team found no evidence of this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cawley Lane Junior Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 160 completed questionnaires by the end of the on-site inspection. In total, there are 433 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	210	66	108	34	2	1	0	0
The school keeps my child safe	198	62	120	38	2	1	0	0
The school informs me about my child's progress	182	58	120	38	10	3	0	0
My child is making enough progress at this school	140	44	158	50	18	6	2	1
The teaching is good at this school	180	57	134	42	2	1	0	0
The school helps me to support my child's learning	146	46	158	50	8	3	0	0
The school helps my child to have a healthy lifestyle	160	50	152	48	4	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	162	51	146	46	4	1	2	1
The school meets my child's particular needs	144	45	166	52	6	2	2	1
The school deals effectively with unacceptable behaviour	162	51	136	43	16	5	0	0
The school takes account of my suggestions and concerns	128	41	160	51	22	7	0	0
The school is led and managed effectively	180	57	134	42	0	0	0	0
Overall, I am happy with my child's experience at this school	188	59	124	39	4	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of Cawley Lane Junior Infant and Nursery School, Heckmondwike, WF16 0AN

Thank you for the welcome you gave to the inspection team when we came to inspect your school recently. I would like to thank you for helping us with our work and to tell you what we found out about your school.

You are fortunate to go to a good school where all the staff care for you well, and help you to make good progress with your work during your time at Cawley Lane. Your headteacher and all the staff want the very best for you. As a result, you told us that you enjoy school a great deal. Your behaviour and attitudes to school are excellent and this helps you and the teachers to work together to help you to improve your work. The teaching you receive is good. You told us that should you have a problem there are always adults that you talk to and they will deal with it for you.

In order to make your school even better, we have asked your headteacher, the staff and governors to:

- keep working towards raising standards even further
- improve the outdoor learning area for Nursery and Reception children
- make sure that the governors are more involved in the school's work.

You can help by making sure that you attend school regularly and by keeping on working as hard as you do.

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