

Boothroyd Junior and Infant School

Temple Road, Dewsbury, West Yorkshire, WF13 3QD

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This school makes a significant difference to the lives of the pupils, their families and the community. Most pupils make good progress and achieve well.
- Good and often outstanding teaching enables pupils to enjoy learning and gain confidence in their abilities. The contribution of teaching assistants to pupils' learning is excellent.
- Pupils have a deep understanding of their achievement in lessons. This enables them to focus closely on how to improve and make rapid progress.
- Disabled pupils and those with special educational needs receive high quality support. They are settled and happy and make good and at times excellent progress.
- Lessons are adapted very skilfully to meet the needs of pupils who have a weak understanding of English.
- Pupils enjoy reading and mathematics. They benefit from a good range of activities that extend their knowledge of the wider world and of subjects such as art, music and sport.
- Spiritual, moral, social and cultural development is excellent; everyone gets on very well together. This contributes to pupils' excellent attitudes and outstanding behaviour and safety.
- Parents rate the school highly. They are unanimous in stating that they would recommend the school to others.
- The school values the involvement of parents. Regular invitations enable them to join lessons and visit school, for example, to the achievement assembly.
- The management of staff is very effective. Teachers and their assistants are deployed wisely and flexibly to support pupils. High quality training improves teaching.
- Underpinning the school's success is the inspirational leadership of the headteacher supported by a skilled leadership team and a knowledgeable governing body. All pupils are treated equally and have the same chance to do well.
- Given the current situation, the school is very well placed to improve in future.

It is not yet an outstanding school because

- Progress in writing is not as fast as in reading and mathematics. The more-able writers do not do as well as they could.
- Weaknesses in outdoor learning facilities in the Early Years Foundation Stage hamper some aspects of children's learning.

Information about this inspection

- The inspectors observed 24 lessons and part lessons.
- Inspectors conducted meetings with pupils, governors, members of staff and a representative of the local authority.
- An evaluation of 18 responses to the online questionnaire (Parent View) indicated the views of parents. In addition, outcomes of surveys conducted by the school of the views of parents and of pupils added to the inspection judgements.
- Evaluations of a range of school documentation assisted in making inspection judgements. These included the procedures relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' attainment and progress.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Gary Kelly

Additional Inspector

David Halford

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The vast majority of pupils are of Asian Pakistani heritage, almost all of whom speak English as an additional language.
- The number of pupils joining the school at times other than the usual is high, many of whom join from overseas and speak little or no English.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The percentage of pupils supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is close to average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There is a child-care facility available at the school called the Boothroyd Playgroup. It is subject to a separate inspection by Ofsted.
- The school has successfully gained a number of awards. These include the arts mark silver award for the quality of its art provision, the sports mark for physical education, the Eco mark silver award in recognition of its efforts to promote environmental awareness and the Inclusion Mark award.
- Since the last inspection, significant changes have occurred in the teaching staff and the role of senior and middle leaders has been reorganised.

What does the school need to do to improve further?

- Raise attainment further in writing and improve progress by: establishing clear strategies for supporting the progress of pupils who have a talent for writing so that the more-able pupils reach higher standards by, for example, giving targeted support for the more-able pupils from Key Stage 1 upwards and increasing opportunities for them to write in a wide range of contexts.
- Raising the quality of outdoor learning in the Early Years Foundation Stage by: securing higher quality, appropriate outdoor facilities for children to fully explore and learn in each of the six areas of learning required for their age.

Inspection judgements

The achievement of pupils is good

- The large majority of children start school in the Early Years Foundation Stage speaking little or no English and a very limited experience of the world. They make good progress but their skills are still below average by the end of Reception.
- In Key Stages 1 and 2 the good progress continues and is accelerating. An increasing proportion of pupils in all classes are reaching the standards expected for their age. Standards at Year 2 are below average but the gap with the national average is narrowing quickly.
- Around a third of pupils join school during Key Stage 2, often speaking no English. This influences the result in national assessments, and standards are below average at Year 6.
- For pupils educated for most of their time at this school, there is a different picture, and here standards are broadly average. The percentage of these pupils exceeding the standards expected for their age in reading and mathematics is increasing rapidly. This year some of these pupils are set to gain the high standard of Level 6 in mathematics and inspection evidence confirms they are well on track to do this.
- Writing is the weakest subject. Although pupils make remarkable gains in their ability to speak English, many struggle with their understanding and this makes writing very difficult for them. While progress in writing is accelerating, strategies to boost the achievement of the more -able pupils are not as rigorous as they are in mathematics. As a result the standards in writing for the more-able pupils are not high enough.
- The diverse needs of pupils are met well. Disabled pupils and those with special educational needs benefit from excellently managed, timely support. New arrivals to school also get skilled support. Well trained teaching assistants give one-to-one support and help pupils in groups. All these groups of pupils make good progress and at rates that are better than the national rate.
- Regular checks of the progress of pupils in receipt of pupil premium, including those eligible for free school meals, highlight any requiring extra support. There is no significant difference between the attainment of these pupils and others. If such a pupil is falling behind, swift action helps them to catch up.

The quality of teaching is good

- Throughout the school, the quality of teaching is good and at times outstanding. Under the excellent leadership of the headteacher, staff are enabled to develop their expertise and work together as a very close team. Pupils report that lessons are fun and parents say their children are often, 'bursting with excitement' coming to school.
- In the Early Years Foundation Stage, staff work closely together to give every child a good start. Children benefit from an array of very well planned learning activities. The learning outdoors is adequate, but the facilities accessible to the class bases are weak, which reduces aspects of learning. For example, there are too few facilities for children to develop their learning in all of the six different areas required for their age.
- Teaching assistants are well trained and wisely deployed. The difference they make to the progress of disabled pupils and those with special educational needs and those who speak English as an additional language is outstanding.
- Systems for tracking pupils' progress are excellent. Half-termly tests and one-to-one discussions between pupils and staff create a detailed insight into pupils' individual achievement. This enables the creation of specific, highly personalised targets. These motivate pupils and lead to rapid progress by providing them with a particularly clear insight into how well they are doing and what else is needed
- Staff pitch lessons at just the right level. Lessons are adapted to strengthen the pupils' knowledge of English and teachers make time to extend the pupils' speaking skills.

- Reading is taught well with a good focus on developing the pupils' understanding of letters and the sounds they make (phonics). High expectations are made of pupils. This was demonstrated in an excellent Year 2 lesson where pupils performed at high levels for their age by using verbs in the past tense.
- Books are carefully chosen. They captivate both boys and girls and inspire learning. For example, in upper Key Stage 2, *'The Lion the Witch and the Wardrobe'* generated high quality, imaginative writing based on the book's characters Lucy and Edward. The school has not yet developed a clear strategy for raising the performance of the more-able in writing, as it has successfully done in mathematics.
- Pupils' work is celebrated very well. Excellent quality displays inspire pupils, set high aspirations, and build their pride and confidence. Teachers make good use of information and communication technology to enhance learning and give clear guidance to pupils. At times, pupils use the latest technology in the form of mini laptops to research and make presentations linked to the current class topic.

The behaviour and safety of pupils are outstanding

- A calm and very well managed atmosphere pervades the school. As a result pupils thrive, naturally helping others, rarely falling out and showing a great desire to learn.
- Care and guidance is outstanding. Excellent procedures ensure that pupils in need of support receive it. Very effective work by all staff and particularly the behaviour manager diffuses incidents of anger and ensures any aggressive behaviour is rare. Bullying is not a feature of this school and racism or discrimination almost unheard of.
- Excellently planned assemblies reinforce the high profile within the school for promoting curiosity, sharing common values and respecting others. Pupils sat with rapt attention as the headteacher discussed famous scientists and then sang with great natural rhythm and enjoyment before serenely and reverently reflecting and thinking as a part of prayer. Spiritual, moral, social, and cultural development is excellent. Pupils relate very well to each other, celebrating differences and respecting others.
- Excellent procedures promote positive behaviour. Pupils strive to gain 'smiley faces' in lessons for good work and attitudes. They have great pride if they are awarded a 'trusted friend' badge and are very keen to gain the coveted 'Star of the Week' presented at the achievement assembly.
- Attendance is rising rapidly. It is now average and continuing to improve. Very strong leadership by the headteacher has led to the rapid reduction in absence. Effort to work with the families and key members of the community gains their trust and stresses the value of regular attendance. The family support worker is energetic in helping families to bring their children to school. The attendance officer is vigilant and thoroughly checks absence and lateness.

The leadership and management are good

- Since the last inspection, the headteacher, together with a very strong governing body, has done a remarkable job. A clear view of how to move the school forward is skilfully transferred into excellent decisions that secure rapid improvement.
- Staff are greatly valued. Morale is high. Skilled senior leaders nurture, cajole and demand the best from staff. Reviews of the performance of all staff carefully feed into training to meet individual and school needs. The quality of the teaching assistant team has been bolstered significantly by regular and good quality training and newly qualified teaching staff benefit from excellent support.
- All aspects of the school are very effectively managed. The provision for disabled pupils and those with special educational needs is excellent. Both English and mathematics are very well managed and leadership is being built in other subjects. The school's accurate evaluation of its performance leads to the right decisions for improving it.

- The curriculum is adapted to meet the diverse range of pupils' needs. Strong provision in English and mathematics is complimented by strengths in art, music, sport, history and geography. Educational visits to museums such as Eden Camp, residential visits and exploring drama with a local theatre broaden the pupils' understanding of the wider world.
- Communication with parents is high quality, including a very informative website. Parents are encouraged to help their children at home. Regular opportunities give parents access to school, for example, by sharing achievement assemblies and joining lessons. Courses are provided to further the education of parents in English and mathematics.
- The local authority is a close, productive partner with the school in its journey of improvement. It provides an accurate view of the school's performance, helps to improve teaching through training and keeps an eye on the budget.
- **The governance of the school:**
 - The governing body is very strong. It has high aspirations for the school and a very clear view of where it can improve. Governors visit the school regularly to gain an insight into how it operates. They keep up-to-date with national changes by attending training. Statutory duties are diligently applied; safeguarding procedures fully meet requirements. Effective procedures secure the best value from the budget. Pupil-premium funding is carefully spent. Additional staff are employed to support such pupils and funds directed to enable pupils to access all aspects of the curriculum, for example, educational visits. Governors understand the school's performance data and its implications for the quality of teaching. This links to setting challenging targets for staff to drive improvement with teachers' pay linking to the effectiveness of teaching. The governors give the headteacher ambitious but relevant objectives designed to sustain the school's rapid improvement.

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	107598
Local authority	Kirklees
Inspection number	405114

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Pam Reynolds
Headteacher	Lesley Butcher
Date of previous school inspection	5 May 2011
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