

Hanging Heaton Church of England Voluntary Controlled Junior and Infant School

Inspection report

Unique Reference Number	107709
Local Authority	Kirklees
Inspection number	356219
Inspection dates	16–17 June 2011
Reporting inspector	Brenda Clarke

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair	Mr Lee Carson
Headteacher	Mrs Lindsay Gallagher
Date of previous school inspection	2 July 2008
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Inspection number 356219

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Introduction

This inspection was carried out by two additional inspectors. They observed five lessons and five teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at documentation including the school's data, work in pupils' books, plans for future development and safeguarding arrangements. Questionnaires returned by pupils, staff and the 26 returned from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of strategies to further accelerate pupils' progress at Key Stage 2.
- The achievement and standards reached by different groups of pupils.
- The impact that recent staff absences has had on pupils' learning and progress.
- Whether leaders at all levels have sufficient skills to manage change, sustain improvement and ensure that safeguarding procedures are effective.

Information about the school

The school is smaller than average in size. The proportion of pupils who are known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is above average. The school is an Investor in People and has gained the Gold Standard Healthy Choice Award.

There have been considerable staffing changes since the last inspection, including a new deputy headteacher, and a significant number of governors are new to their roles.

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 with a number of significant strengths. Strong Christian values underpin all aspects of the school's work enabling pupils to develop exceptional moral awareness. Outstanding quality care, guidance and support ensure that all pupils are valued and their individual needs met. One pupil mirrors the views of others when saying, 'We are a whole school family.' Pupils feel extremely safe and are happy and confident learners. Behaviour is outstanding and contributes significantly to pupils' enjoyment of school and exemplary attendance. Pupils particularly appreciate the recently introduced, good quality creative curriculum. The school has extensive partnerships that successfully broaden the scope of learning. This ensures a very good range of extra-curricular activities that most pupils attend. Enriching theme days, together with opportunities to work with church members and pupils in other schools, enable pupils to develop excellent social skills.

Most children enter the Reception class with skills just below those typical for their age and make good progress and achieve well. Since the last inspection pupils' attainment by the end of Year 2 has risen to well above average and to above average by the end of Year 6. Pupils are currently making outstanding progress in Key Stage 1. Significant staff changes have resulted in pupils making good rather than outstanding progress in Key Stage 2. Nevertheless, the staffing situation is now stable and progress is rising and attainment is above average. Although writing is above average it is not as high as other subjects because in Key Stage 2 staff miss opportunities for pupils to systematically develop and apply their skills, and the more-able pupils do not consistently receive enough challenge in their learning.

Teaching is good overall. In the good lessons teachers plan relevant and interesting topics that hold pupils' attention. Activities build systematically on earlier learning. Teachers' very effective behaviour management skills ensure lessons run smoothly. Although work is marked regularly comments do not always provide pupils with enough information to make their work better. Teaching in the Early Years Foundation Stage is good although opportunities are missed for children to apply their skills when working outdoors.

The school is well led and managed. The impact of staffing issues has been managed effectively given the limited options available to the school. A new governing body has effectively evaluated their roles and responsibilities. Systems for governors to monitor and evaluate provision and to hold the school to account are at an early stage of development. Improvement since the last inspection is good. Rigorous monitoring and evaluation of provision and effective interventions have led to significant improvements in the quality of teaching and learning, curriculum development, and care, guidance and support. This, together with rigorous tracking of pupils' progress, has enabled leaders to systematically

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raise pupils' attainment and progress, especially in reading and mathematics. This indicates a good capacity for the school to improve further.

What does the school need to do to improve further?

- Further accelerate pupils' progress in Key Stage 2, especially in writing, by:
 - – broadening opportunities for pupils to write for a variety of purposes, in a range of styles and across other subjects
 - – ensuring that teachers' assessments are used effectively to provide consistent challenge in writing for the more-able pupils and that they understand what is needed to reach higher levels
 - – ensuring that in all subjects teachers' marking informs pupils of their next steps in learning. 2
- Strengthen governance further by developing systems to:
 - – rigorously monitor and evaluate provision
 - – offer challenge and hold the school to account
 - – measure the impact of financial decisions.
- Further develop provision for outdoor learning in the Early Years Foundation Stage by planning structured opportunities for children to consolidate and reinforce their learning outdoors.

Outcomes for individuals and groups of pupils

2

In lessons pupils listen attentively to their teachers and others. They speak confidently and many pupils are eager to answer questions. Pupils develop very good attitudes to learning. They take their learning seriously, work with endeavour and concentrate for good periods of time. Good relationships in lessons promote pupils' confidence and self-esteem enabling them to thrive and enjoy their learning. Pupils are very enthusiastic learners, enjoy their lessons and achieve well.

From starting points that are mostly typical for their age on entry to Year 1, pupils make good progress. The school has minimised the impact of staff absence on Key Stage 2 pupils' progress by the judicious use of teaching assistants, movement of key staff and recent additional catch up interventions to accelerate pupils' learning. Leaders identified that pupils' standards in mathematics were declining and quickly devised staff training to develop pupils' basic skills and mental agility. As a result pupils' attainment in mathematics has recovered to above average, matching that of reading. In Key Stage 2 pupils' progress in writing is slower than in other subjects. This is because pupils have limited opportunities to write at length and to use different writing styles across subjects. Whilst most pupils have targets to improve their writing these are rarely used in lessons, providing little benefit to pupils' learning. Pupils with special educational needs and/or disabilities make good progress because they receive carefully targeted support from effective, well-trained teaching assistants.

Pupils have a good understanding of healthy lifestyles and most attend the good variety of sporting clubs and activities. However, a significant number do not routinely make healthy food choices at playtime. Pupils have an extremely strong voice in decision making; for

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example, through school council initiatives or pupil conferences. Hence pupils feel valued and are very proud and committed to their school. Older pupils routinely befriend those who are younger and all benefit from working together on special theme days such as 'Out Of This World'. Pupils show genuine concern for others and regularly raise money for their three sponsored children in Uganda. Pupils willingly take on extra responsibilities around the school. They play an appropriate part in community activities; for example, the Eco Warriors are currently planning to clean up the church yard. Pupils' understanding of life in multi-ethnic Britain is not as extensive. By the end of Year 6 pupils develop into mature, articulate young people with good basic skills that equip them effectively for the next stage of education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	1
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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Eighty per cent of the teaching seen during the inspection was good. In all lessons teachers explain clearly the purpose of the lesson so that pupils understand the tasks set. Instructions are clear and pupils understand what is expected of them. For example, in a mathematics lesson, older pupils were taught how to set out precisely the larger numbers used when solving problems, enabling them to organise their work effectively and achieve success. Teachers pose challenging questions that stimulate pupils and broaden the scope of learning. Teaching assistants are knowledgeable, well respected and contribute significantly to the learning of those whose circumstances may make them vulnerable. At

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Key Stage 2, fewer of the more-able pupils attain the higher levels in national tests in writing than in other subjects. This is because teachers do not consistently ensure work is sufficiently challenging or remind pupils of their individual targets and what is needed to reach higher levels. In all subjects work is marked regularly but comments do not routinely inform pupils how to improve their work.

The curriculum is good with outstanding features. Extra-curricular provision and enrichment are outstanding and offer pupils a wide range of opportunities to develop their sporting and creative interests. The recently appointed community development worker has been instrumental in ensuring that equal opportunities are available for all pupils. This has resulted in exceptional pupil participation. The curriculum meets the needs of pupils well and promotes considerable enjoyment. The newly introduced creative curriculum has fired pupils' enthusiasm. It is relevant and engaging because it takes account of pupils' suggestions and interests. The curriculum is effectively planned to ensure good links between subjects although opportunities for pupils to practise their writing skills in other subjects are not fully exploited.

The quality of care, guidance and support is outstanding. Pupils feel extremely secure and say there is no bullying. Almost all parents and carers who responded to the questionnaire indicated that the school meets their children's needs well. Pupils who are vulnerable due to their circumstances receive good support with well-organised arrangements that meet their individual needs. The good pastoral guidance given to all pupils enables them to think deeply of others and to demonstrate high levels of care and concern. Transition arrangements are thorough and prepare pupils well for their next stage of education. Excellent procedures to promote attendance are most effective and attendance rates are high.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher gives a strong steer to the school and is supported effectively by a knowledgeable and energetic management team. Together they have developed a united staff team firmly focused on improving provision further and ensuring a consistent approach to the introduction of new initiatives. The systematic monitoring and evaluation of teaching and learning in classrooms has brought about good improvement in the quality of teaching. Subject coordinators are now fully involved in school improvement and have comprehensive plans to improve their subjects further. These factors, together with rigorous tracking of pupils' progress to achieve ambitious targets for improvement, are key reasons why the school has improved significantly since the last inspection.

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Governors give satisfactory support. They fulfil their statutory responsibilities and seek training to gain additional expertise. Although many governors are new to their roles, they are becoming more proactive in monitoring and evaluating provision so that their ability to challenge and play a more informed role is increasing.

Equality of opportunity is at the heart of this small school's provision. Interventions are well-planned to ensure that all pupils are fully included and that the achievements of different groups of pupils are carefully tracked. The school is well aware that some of the more-able pupils need to make better progress in their writing, and systematic tracking, teacher accountability and further curriculum innovation is beginning to have an impact.

Statutory safeguarding requirements are vigilantly met. The school has good procedures in place, such as robust risk assessments, to provide a safe learning environment for pupils. Partnerships are outstanding and wide-ranging, contributing significantly to provision; for example, sharing an artist in residence with a local school or developing citizenship through participation in the recent mayor-making event. Many sporting links greatly extend opportunities for pupils to develop expertise and enjoyment in sport. Twinning with Ravenhall School has enabled pupils to support others with differing needs, providing valuable experiences for both sets of pupils. Links with parents and carers are good. The school is welcoming and has developed effective outreach procedures to support those families experiencing problems. Community cohesion is planned carefully and promoted effectively on a local and international level, but the school acknowledges that there is more to be done to extend pupils' understanding of cultural diversity in Britain.

These are the grades for leadership and management

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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

Children enter the Reception class with skills at levels just below those expected for their age. Children make especially good progress in their personal development so that by the

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end of Reception most have outstanding attitudes to learning and behave very well. These very positive aspects enable children to quickly settle in Year 1 and to take full advantage of the primary curriculum. Letters, and the sounds they make, are taught particularly well enabling children to make good progress in reading. Most children achieve well to enter Year 1 with skills typical for their age and a significant minority exceed them.

Good arrangements for entry into the Reception class give children a smooth introduction into school life. Teaching is good overall. Children are happy, confident learners because relationships are very strong. Behaviour management is very good so that children listen carefully and respect others. There is a good mix of adult-led and child-initiated activity. Assessment is good and well organised to gain an accurate picture of children's progress. The curriculum provided indoors ensures enriching, relevant activities, carefully planned to meet children's interests. Opportunities are missed to ensure that good learning opportunities planned in the classroom are replicated in outdoor provision. This limits opportunities for children to reinforce their learning when working outdoors. Leadership and management are effective. Staff have comprehensive plans in place to improve provision further, safety requirements are met and the day runs very smoothly.

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

About one fifth of parents and carers responded to the questionnaire. A large majority of these are happy with the school's provision. All feel that the school keeps their children safe and most respond that their children enjoy school. Almost all believe that teaching is good. A significant minority of parents and carers expressed concerns about the consultation process for shortening of the school day and limited opportunities to be involved in decision making processes. Inspectors reviewed the consultation process for the changing of school hours and found an appropriate range of procedures in place. However, the school acknowledges that most meetings take place during or immediately after the end of the school day, providing limited opportunities for the involvement of parents and carers who are working at this time.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hanging Heaton Church of England Voluntary Controlled Junior and Infant 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 130 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	45	17	52	0	0	1	3
The school keeps my child safe	16	48	17	52	0	0	0	0
My school informs me about my child's progress	10	30	19	58	4	12	0	0
My child is making enough progress at this school	11	33	16	48	5	15	1	3
The teaching is good at this school	9	27	20	61	1	3	1	3
The school helps me to support my child's learning	8	24	16	48	8	24	0	0
The school helps my child to have a healthy lifestyle	11	33	21	64	0	0	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)	14	42	13	39	5	15	0	0
The school meets my child's particular needs	11	33	18	55	2	6	0	0
The school deals effectively with unacceptable behaviour	10	30	17	52	4	12	0	0
The school takes account of my suggestions and concerns	8	24	14	42	7	21	2	6
The school is led and managed effectively	11	33	14	42	6	18	1	3
Overall, I am happy with my child's experience at this school	14	42	15	45	2	6	1	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



20 June 2011

Dear Pupils

Inspection of Hanging Heaton Church of England Voluntary Controlled Junior and Infant School, Batley, WF17 6DW

Thank you for your warm and friendly welcome and for answering all of the inspectors' questions when we inspected your school recently. We enjoyed talking with you and sharing your class assembly. You spoke so confidently in lessons and in the interesting meetings we had with you. We enjoyed finding out about your new curriculum and the many theme days and clubs that you attend. The vast majority of you really enjoy school.

Yours is a good school. All staff take very good care of you and you feel extremely safe. Your behaviour is outstanding. Keep this up!! You work hard in lessons and make good progress. You are very enthusiastic about your learning and most of you attend the very good range of clubs.

I have asked your headteacher, other staff and the governing body to do three important things to make your school even better for you.

- Make sure that pupils in Key Stage 2 make as much progress as those in Key Stage 1 - especially in your writing.
- Make sure that children in the Reception class have lots of interesting learning opportunities when working outdoors.
- Ensure that school governors keep a close check on how well the school is doing.

We know that you will do your best to help. We send our very best wishes.

Yours sincerely

Brenda Clarke

Lead inspector

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