

Reinwood Junior School

Inspection report

Unique Reference Number	107621
Local Authority	Kirklees
Inspection number	356197
Inspection dates	5–6 July 2011
Reporting inspector	Jane Hughes

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	The governing body
Chair	Mr Howard Lockwood
Headteacher	Miss Emma Batty
Date of previous school inspection	10 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed 13 teachers. Inspectors held meetings with representatives of the governing body and staff, and talked with pupils, parents and carers. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 106 parents and carers, as well as those from pupils and staff.

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

- The performance of higher-attaining pupils in English and mathematics.
- The effectiveness of provision in meeting the needs of all pupils, particularly higher-attaining pupils.
- The quality of teachers' feedback to pupils.
- The effectiveness and impact of monitoring and evaluation by senior leaders.
- The accuracy of leaders' views on the school's performance.

Information about the school

The school is of larger than average size when compared to other junior schools. The proportion of pupils known to be eligible for free school meals is broadly average. The majority of pupils are of White British heritage, with approximately one third of pupils from minority ethnic backgrounds. A larger than average proportion of pupils speaks English as an additional language. A broadly average proportion of pupils has special educational needs and/or disabilities. The school has achieved many awards including Investors in People, Activemark Gold, Artsmark Silver, Sing Up Silver and Healthy School status.

Since the last inspection in January 2008, there have been many changes to staffing. The long-serving headteacher retired. There is now an acting headteacher and an acting deputy headteacher who were previously assistant headteachers at the school. There have been eight new teacher appointments due to promotion or retirement.

The school shares a building with Reinwood Infant and Nursery School which occupies the ground floor.

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

Reinwood Juniors is a good school. Several personal outcomes for pupils are outstanding. The extent to which pupils feel safe and adopt healthy lifestyles is excellent and they are aware of this. For example, pupils say, 'instead of just staying at home on your computer, you realise what fun sport is.' Pupils' contribution to the school and the wider community and the extent of their spiritual, moral, social and cultural development are also outstanding. As a consequence, the school community is outstandingly harmonious and is a valued local resource. The outstanding curriculum engages pupils to a high degree in their learning. Pupils' enjoyment of school is reflected in their consistently above-average attendance.

The headteacher, other leaders and the governing body encourage staff to work effectively in curriculum teams to raise pupils' attainment and accelerate the progress they make. They acknowledge that there is room for standards to rise further and for pupils to make still faster progress. Currently, levels of challenge, though generally high, are inconsistently so and the quality of feedback from teachers to pupils sometimes lacks sufficient information to ensure pupils improve their work. Senior leaders and the governing body have a clear understanding of the school's strengths and which elements need to be developed. The pace of improvement is brisk and much has been achieved in a relatively short period of time. The school demonstrates good capacity for sustained improvement.

Pupils' good learning builds well on their previous attainment. The progress of all groups of pupils, including those with special educational needs and/or disabilities is equally good. The school's inclusive approach ensures that there is appropriate individual learning support for pupils of all abilities, including those with special educational needs and/or disabilities and also for higher-attaining pupils and those with particular gifts and talents. Progress in lessons is good because pupils engage readily in their learning. Over recent years, there has been a rising trend in pupils' above-average attainment. In 2010, pupils reached levels that were significantly above average in English and mathematics, the highest for at least five years. Current data and pupils' work show this trend is set to continue. Staff are assiduous in their collection and collation of data to track the progress of individual pupils. Senior leaders draw this information together well, although there is less informative analysis of how well different groups of pupils perform. Valuable partnership work with a range of outside organisations supports pupils' successful learning. Nonetheless, work in conjunction with the infant school staff in support of pupils' academic development is underdeveloped.

What does the school need to do to improve further?

- Raise attainment and accelerate further pupils' progress by:

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- increasing adults' expectations of pupils to reflect the most challenging seen in the very best lessons
- ensuring teachers' feedback to pupils through marking consistently provides areas for development.
- Develop further the impact of leadership and management on raising standards by:
 - establishing a clearer analysis of the progress of different groups of pupils, similar to those already produced for individual pupils and whole cohorts
 - building on existing links with the co-located infant and nursery school to establish consistent approaches to pupils' learning.

Outcomes for individuals and groups of pupils

2

Pupils are eager to learn and settle quickly to tasks set. They are calm and polite in lessons, listen carefully to instructions and complete a good volume of work. They are particularly good at working collaboratively and show self-confidence as they answer questions or address their classmates. Pupils say, 'the best thing is that teachers are always pushing you to work harder and it's not just doing work that you find easy.' As a result, pupils achieve, enjoy and behave well. They understand their targets well and know the characteristics of the levels towards which they are working. They confidently assess the quality of their own work and that of their peers and provide some helpful improvement points. All groups of pupils, including those with special educational needs and/or disabilities and higher-attaining pupils, learn at a good rate in lessons and over time. Their attainment continues to rise and they make good progress from variable but increasingly above-average starting points. A larger than average proportion of pupils are now working beyond the levels expected for their ages in English and mathematics. More pupils in Year 6 who are higher-attaining pupils are expected to reach higher levels in their work this summer. Pupils with special educational needs and/or disabilities progress as well as their peers due to the personalised support programmes and skilful staff who work with them.

Pupils confirm that they learn a great deal about healthy lifestyles and enjoy a wide range of sporting activities. They also grow vegetables to eat at lunchtime and collect fresh eggs from the school's chicken. Pupils take their community responsibilities very seriously. They support sustainable approaches to school life through eco-projects linked to litter picking, recycling, water and energy conservation, thus contributing outstandingly well to the community.

Pupils have a keen awareness of the differing needs of their peers and show themselves to be highly perceptive, respectful and mature as they engage, for example, in Black History work. Pupils are personable and develop high levels of self-esteem through the responsibilities they assume in school. They show a strong commitment to their friends and peers and care extremely well for others.

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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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Teachers work hard to engage pupils in lessons through setting creative and practical tasks. In the best lessons, teachers clearly explain to pupils what they will be learning and they plan a series of brisk activities that stimulate enthusiasm and strong responses among the pupils. For example, pupils thoroughly enjoyed working on music soundscapes during transition week activities, linking these to Viking artefacts. At times, these high levels of teacher expectation dip and so pupils' learning is not as effective. The 'Power of Reading' initiative is filtering through the school, raising expectations and engaging pupils in extended reading. There is close attention to the needs of higher-attaining pupils as well as those with particular gifts and talents. Many pupils are given the opportunity to engage early in secondary school lessons such as cookery, mathematics and multimedia courses. The high-quality curriculum draws strongly creative links between different subjects of the curriculum following highly-constructive feedback from the school council. This daily diet of exciting and engaging activities absorbs pupils fully in their learning. They comment, 'every time work is different but the challenge week puts your learning into practice.' The curriculum is tailored to meet individual needs and promotes pupil-initiated learning and enquiry. Teachers plan weekly for pupils to make regular use of new technologies to support their learning. Collaborative work across the local pyramid of schools enhances a range of subjects including singing and sport.

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Pastoral care is strong. Pupils say that attentive and caring teachers and other adults ensure that they feel safe and secure. Almost all the parents and carers who responded to the questionnaire confirm this. They typically comment, 'the school provides an environment that cares, is safe yet allows and promotes growth.' Well-planned induction and transition programmes ensure that pupils quickly settle in and successfully move on to the next phase in their learning. During the inspection, pupils spent each morning in the class they will join next year, getting to know their new teachers. The school promotes regular attendance and punctuality well.

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	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team provides a strong and well-directed drive for improvement. This galvanises the enthusiastic staff team who work with purpose and a collective vision. The senior leadership team embodies a range of complementary skills that have introduced innovative practice and supported clear improvement in key areas. A particular strength of the headteacher is the manner in which she has empowered middle leaders to develop their roles, to undertake additional training, and to cascade new knowledge to the rest of the staff. Newly-qualified teachers receive strong mentoring and quickly develop a keen sense of ambition and thirst for responsibility and success. This communicates well to pupils. Comprehensive data sets provide a clear indication of individual pupils' progress and also the progress made by each year group. Current monitoring systems are not as well-developed in terms of easily identifying the progress made by different groups of pupils even though the data are available. Experienced and conscientious administrators ensure that the school runs smoothly day to day. Good site supervision ensures the school is secure and well-maintained while lunchtime assistants and kitchen staff help pupils to enjoy healthy and sociable lunchtimes.

The governing body makes the most of its varied expertise to support all elements of the school with demonstrable success. It adopts recommended good practice with regard to safeguarding across the school's work. Health and safety, child protection and safer recruitment are covered well by the school. There are strong links with appropriate support agencies to ensure pupils' specific needs are well met. The school establishes effective partnership work with a range of organisations and other schools. Although links between the leaders and staff of the co-located schools are developing well and already ensure strong pastoral links, there is not enough co-ordination with regard to aspects of pupils' academic learning and development.

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Leaders promote equality of opportunity and tackle discrimination well. Careful analysis of need, coupled with accurate evaluation of pupils' skills, ensures that the appropriate level of support is provided for all pupils. Senior leaders promote community cohesion well and have a clear overview of the school's context. The school works effectively with other organisations whether based locally, nationally or internationally. The highly-successful 'intergeneration' project is one of a number of initiatives stemming from the 'Community' project. This affords pupils the opportunity to organise events for older people from the local community and to mix with them.

The school deploys its resources well, achieves good outcomes for pupils and provides good value for money.

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	2
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	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

Views of parents and carers

Approximately one third of parents and carers returned the inspection questionnaire. The very large majority of respondents appreciate what the school provides for their children. They say, 'parents feel welcome in school and a partner in children's learning.' A small minority raised individual concerns about different aspects of the school's work. Inspectors' findings with regard to these are covered in the body of this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Reinwood Junior 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 106 completed questionnaires by the end of the on-site inspection. In total, there are 349 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	58	42	40	2	2	0	0
The school keeps my child safe	64	60	40	38	1	1	1	1
My school informs me about my child's progress	50	47	52	49	3	3	1	1
My child is making enough progress at this school	53	50	47	44	3	3	1	1
The teaching is good at this school	55	52	47	44	3	3	1	1
The school helps me to support my child's learning	49	46	49	46	6	6	1	1
The school helps my child to have a healthy lifestyle	53	50	48	45	5	5	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)	60	57	42	40	3	3	1	1
The school meets my child's particular needs	57	54	43	41	4	4	1	1
The school deals effectively with unacceptable behaviour	42	40	56	53	4	4	1	1
The school takes account of my suggestions and concerns	43	41	55	52	2	2	4	4
The school is led and managed effectively	55	52	47	44	1	1	3	3
Overall, I am happy with my child's experience at this school	66	62	36	34	4	4	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 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.



7 July 2011

Dear Pupils

Inspection of Reinwood Junior School, Huddersfield, HD3 4YL

Thank you for making the inspection team so welcome when we visited your school recently. We enjoyed listening to your views on school and seeing all the exciting activities you undertook during transition week. You told us how much you enjoy school and we saw that for ourselves.

We judge that Reinwood Juniors is a good school. Your headteacher, staff and governing body do an increasing number of things outstandingly well. For example, they help you to learn a great deal about how to live healthily and safely. We were delighted to hear you say that 'because the school always reminds you about safety on the computer or when you meet a stranger, it's in your head, and you walk away'. We saw how you learn to be highly-positive citizens and to be very successful at helping others in the school, the local community and beyond. Your teachers provide what you describe as 'an amazing curriculum' which keeps you interested in lessons so you learn well and reach above-average and increasingly high standards in your work.

We have asked the staff to do a number of things to help bring about further improvements in your school. We want them to continue to raise your attainment and to speed up still further the rates of progress you make in your learning. There are also some aspects of how the school is run that we want the adults to improve, for instance by working more closely with the infant school and checking how different groups of you are getting on. You can help by continuing to be enthusiastic in lessons and trying as hard as you can to do your best work at all times.

We send you our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead Inspector

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