

# Kirkburton Middle School

Turnshaws Avenue, Kirkburton, Huddersfield, West Yorkshire, HD8 0TJ

**Inspection dates** 21–22 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, governors and senior leaders are ambitious for all pupils. They have addressed rigorously all of the areas for improvement from the previous inspection, and now teaching, pupils' achievement and leadership and management, are all good.
- Pupils start Year 6 with broadly average standards. They make good progress to attain overall standards that are above those expected for their age at the end of Year 8, especially in English.
- Pupils make outstanding progress and attain above expected standards for their age throughout the school in mathematics.
- Pupil premium funding is used successfully to promote the achievement of disadvantaged pupils.
- The most able pupils are challenged appropriately and make good progress.
- Disabled pupils, those with special educational needs, and the few from minority ethnic backgrounds, achieve equally well. Staff use accurate information about pupils' individual needs to provide generally timely support.
- Most teaching is good, with some outstanding practice. The vast majority of teachers plan interesting activities that encourage pupils to think for themselves.
- Pupils enjoy lessons and are proud of their school. They say how safe and well cared for they feel.
- Behaviour is good. Pupils are especially welcoming to visitors and supportive of each other.
- Leaders promote pupils' spiritual, moral, social and cultural development very well through many visits and extra-curricular opportunities that help build pupils' self-confidence and raise their aspirations.
- Parents are highly positive about the school's work. They value the ways in which staff prepare their children for secondary school and for their future lives in modern Britain.
- The headteacher has skilfully managed recent and significant staffing changes. His high expectations ensure strong teamwork, improving teaching and pupils' achievement, and high staff morale.
- Senior and middle leaders are thoroughly involved in checking that staff adhere to all school policies.
- The governing body is adept at holding school leaders to account. Governors receive, and understand, detailed information and data about the school's work.

### It is not yet an outstanding school because

- A small minority of boys do not make enough progress in writing.
- Not all teaching checks carefully that pupils fully understand the work before they move on to other activities.
- Sometimes, activities are not modified sufficiently to meet some pupils' changing needs in lessons.
- A small minority of pupils are insufficiently challenged and motivated to give of their best and to respond to teachers' comments about how to improve their work.
- Teaching assistants are not always fully effective in supporting pupils in lessons.

## Information about this inspection

- Inspectors observed teaching and learning in a range of lessons, of which two were joint observations with senior leaders. In addition, inspectors made three shorter visits to classrooms to listen to pupils reading.
- Inspectors sampled pupils' work informally in lessons in a wide range of subjects. In addition, they scrutinised work in writing and mathematics from Year 8 separately.
- Inspectors also reviewed a range of documents, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governing body meetings, records relating to behaviour and attendance and documents pertaining to safeguarding.
- Meetings were held with pupils across Years 6 to 8, governors and school staff, including those with management responsibilities. A discussion also took place with a representative of the local authority.
- Inspectors evaluated the 65 responses of parents to the Ofsted on-line questionnaire (Parent View) as well as responses from parents to the school's own internal questionnaires. Inspectors also took account of the views of 44 members of the school's staff through the inspection questionnaires they returned.

## Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

Tudor Griffiths

Additional Inspector

Steven Beverley

Additional Inspector

## Full report

### Information about this school

- Kirkburton Middle (deemed secondary) School has pupils in Years 6 to 8 and is smaller than the average-sized secondary school.
- Almost all pupils are of White British heritage.
- The proportion of disadvantaged pupils, those supported through the pupil premium funding is below the national average. The pupil premium is additional funding to support those pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- All pupils are educated on the school's site.
- Since the previous inspection, there have been significant changes in staffing, including the appointment of some new senior and middle leaders.
- The school receives support from the local authority and from the Shelley pyramid of schools.

### What does the school need to do to improve further?

- Improve teaching even further, so more pupils make outstanding progress, and particularly boys in writing, by:
  - ensuring that all teachers check pupils' understanding systematically before moving on to other planned activities in lessons
  - ensuring that all teachers are sufficiently flexible to change the planned activities in lessons to meet pupils' changing needs
  - ensuring all lessons challenge and inspire all pupils to give of their best and that they respond to teachers' comments about how to improve their work further
  - ensuring that all teaching assistants make effective contributions to pupils' learning in all lessons.

## Inspection judgements

### The leadership and management are good

- The school is led by a fully committed headteacher, who has high expectations of all pupils.
- The headteacher has addressed robustly all areas for improvement from the previous inspection, thus enhancing the quality of teaching and of pupils' achievement. He has managed very well indeed the many and recent changes in staffing. Under his guidance, staff are a cohesive team who work well together.
- The headteacher is fully supported by senior leaders. They share his ambition for further improvement. They have refined arrangements for gathering information about pupils' progress and ensure it is used increasingly effectively by most teachers to identify, and tackle, underachievement early.
- The roles and expectations of middle leaders have been transformed, since the previous inspection. Bespoke training has heightened their confidence in checking regularly the quality of teaching and its impact on pupils' learning and progress over time. Middle leaders are now central in sharing best practice, and in identifying and improving aspects of teaching that still require attention.
- Strong professional development provided by colleagues within the school and by the Shelley pyramid of schools, as well as astute support from the local education authority, have enhanced the quality of teaching. This in turn has improved pupils' achievement.
- Robust performance management arrangements underpin all of this work. The headteacher has effective procedures in place to make accurate decisions about any teachers' movement up the salary scale. Governors are appropriately informed of and included in all aspects of this work.
- The school has an accurate picture of its strengths and areas for development. Leaders and managers produce detailed plans to improve further the school's work. For example, they have identified the work still to be done to improve teaching even more, in particular to hone the skills of teaching assistants.
- Teachers know their pupils well. They make good use of the school's refined arrangements to check the progress of all pupils, successfully addressing shortfalls in achievement. As a result, the school makes sure that all pupils have an equal opportunity to do well.
- Although disadvantaged pupils lagged behind their peers and other pupils nationally in 2014, the school has worked successfully to improve this situation. Gaps in the progress made by disadvantaged pupils and their non-disadvantaged peers are closing. In some years, they have fully closed. This is because of the effective use of pupil premium funding.
- The curriculum is enhanced by an array of sporting, musical, and performing opportunities. There are regular visits to museums, libraries and local places of interest. Pupils talk enthusiastically about the enterprise, 'eco' and 'taste of Asia' special days, about the interesting science, technology and mathematical challenges, the work inspired by visiting playwrights, poets and artists, and the exciting extra-curricular activities, such as archery, acrobatic gymnastics and computing. The primary school sport funding is used well and increasing numbers of pupils are taking part in a wider range of sport and games.
- The school's motto 'enjoying achieving, succeeding together' underpins the very effective promotion of pupils' spiritual, moral, social and cultural development. Through the daily formal, and informal, learning experiences, staff help all pupils to be ready for transition to secondary school, and confident citizens of the future.
- Through the work of the school council, local youth engagement group, and visits from people in authority within the local community, the school promotes well the fundamental British values of freedom, law and equality of opportunity. Staff continuously promote good relations with all and tackle decisively any discrimination that may arise.
- Partnerships with parents are good. Parents express high levels of confidence in the work of the school, and with the impact the school has on their children's lives.
- Safeguarding arrangements are very effective and meet requirements. School leaders are adept in identifying pupils at risk of harm, and engaging with the local children's safeguarding board, and other partners, to respond appropriately.
- The local authority knows the school well and provides appropriate support to enhance the work of the governing body, and help to ensure that the school's own judgments about its overall effectiveness are accurate.
- **The governance of the school:**
  - Governors carry out their responsibilities diligently and effectively.
  - The governing body receives and understands detailed information about pupils' progress, attendance and behaviour, as well as the quality of teaching and impact of arrangements to keep pupils safe. This information is used well to ask probing questions of leaders.

- Governors have detailed discussions about major spending decisions, in particular the allocation of pupil premium and Year 7 'catch-up' funding. For example, they have authorised additional staffing and resources to support the teaching of literacy and numeracy in small groups when this is needed.
- Governors are thorough in the annual review of the performance of the headteacher. They receive appropriate information about the performance targets set for teachers, and check potential links with salary progression. They know that the headteacher will ensure that teachers only receive financial reward, if pupils reach their challenging targets for achievement.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils enjoy positive relationships with one another and with all of the adults.
- They take seriously their roles as 'befrienders,' young leaders and ambassadors, and peer mentors, supporting one another well, to make sure that no-one feels left out of school life. As a result, few pupils are absent regularly and attendance is above average.
- The vast majority of pupils are welcoming to visitors, sociable, and proud to talk about their school. They speak enthusiastically about the many trips, residential visits, and extra-curricular activities, and how important it is to involve everyone and treat each other fairly.
- Pupils are keen to talk about each other's achievements. They enjoy their responsibilities as school councillors and house captains and these positions help them to contribute to a strong school community.
- Pupils know of the different types of bullying, particularly racist, homophobic and cyber-bullying. Records show that the infrequent incidents of inappropriate behaviour are dealt with effectively, and quickly, by staff.
- In lessons, most pupils support each other well. They embody successfully the school's motto, 'enjoying, achieving, succeeding.'
- On occasions, a small minority of pupils lose concentration, and do not persevere with planned activities. This is particularly the case where their needs and interests are not met sufficiently well.

### Safety

- The school's work to keep pupils safe and secure is outstanding. The school's leaders promote a climate in which all pupils' views are valued and considered fully.
- Pupils regularly access the school's website, and talk informatively about the children's on-line safety section, the pupil help page, and the special emblem they can log on to, if they have concerns, to send a confidential e-mail to school.
- Senior leaders have established a team of highly-trained and dedicated staff who are always at hand to offer support to individual pupils and their families.
- Links with external agencies are wide-ranging and provide additional specialist advice when needed.
- Personal, social and health education lessons, together with visits by representatives from local authority services, are well organised. As a consequence, pupils are exceptionally confident in the use of the internet, highly conscious of potential risks posed by emails from unknown people, by conversations using social media, and by the surfing of extreme websites.
- Adults are very well trained in child protection and safeguarding matters. Pupils say that all of the adults look after them extremely well.
- Pupils go out of their way to include one another in friendship groups, school visits and activities, so that no one feels left out. School councillors and 'befrienders' are particularly active in making sure that pupils in all years feel safe and confident in their lessons.
- Governors visit the school frequently to carry out checks of safety and record and act immediately upon their findings.
- Parents are very supportive of the school's work. A very high proportion of parents' responses on Parent View, and of those collected by the school from recent questionnaires, say their children feel very happy and safe at all times.

## The quality of teaching is good

- Teaching is improving strongly. Staff readily share ideas about their teaching with other staff in school and

within the Shelley pyramid of schools. As a result, pupils learn and achieve increasingly well.

- Most teachers plan stimulating experiences to motivate pupils and to encourage enjoyment in learning. For example, in a Year 8 science lesson, pupils recalled enthusiastically the details of a previous investigation in which magnesium reacted with oxygen in different ways. They concentrated intently to write word equations to depict their findings and were delighted to reach the correct answer. Similarly, Year 6 pupils persevered very well to share responses to a picture of children at play, eagerly working out the implicit, as well as the explicit, details generated by the picture.
- The teaching of mathematics is a strength of the school. Pupils enjoy the daily oral mathematical challenges that teachers pose, working out mental calculations confidently and readily justifying their reasoning. In books, work over time shows regular opportunities for pupils to apply their mathematical knowledge and deepen their understanding, to solve everyday problems.
- A high proportion of pupils indicate how much they enjoy reading. Daily reading lessons reinforce important reading skills, such as scanning and skimming. They provide successful opportunities for pupils to hone skills of inference and deduction and to acquire new language in different contexts.
- The teaching of writing is also good. Teachers model well different aspects of punctuation and grammar for effect, build pupils' confidence in writing increasingly complex sentences and in sequencing ideas thoughtfully in increasingly well-constructed paragraphs.
- Leaders recognise the scope for a small minority of boys to make even better progress in writing, especially in the use of more adventurous vocabulary, in providing more detailed accounts, and in justifying in more depth different points of view.
- Relationships with pupils are good in all lessons. Most teachers know their pupils well. Teachers plan carefully to meet pupils' different needs. As a result, the most able learners, disadvantaged pupils, those with disabilities and special educational needs, and the small minority from minority ethnic backgrounds, all achieve well.
- There is good teaching in all subjects, especially in science, art and in design and technology.
- At times, some pupils are insufficiently challenged and motivated to give of their best. Not all teachers check carefully enough pupils' understanding before moving on to other work, and they do not always adapt the planned activities to meet pupils' changing needs.
- Effective opportunities are provided, by most teachers, for pupils to respond to marking that invites them to improve their initial written work. A small minority of marking does not ensure that pupils take full advantage of these opportunities and thus stretch themselves fully.
- Teaching assistants are not always deployed well enough to support and enhance pupils' understanding in lessons.

## The achievement of pupils is good

- Pupils join the school in Year 6 with broadly average standards. They make good progress to attain standards that overall are above expectations for their age by the time they leave Year 8.
- In mathematics, pupils make outstanding progress, consistently attaining above expected standards for their age. The vast majority show agility in their mental calculations and apply mathematical knowledge confidently to solve everyday problems and challenges. Pupils' books indicate a depth of understanding in their detailed working out of calculations. In lessons, pupils share verbally the reasons behind their answers with increasing self-assurance.
- Progress across the school is particularly strong in reading. In their daily reading lessons, the vast majority of pupils become fluent and confident readers, and acquire good inference and deduction skills. As a result, they enjoy reading and read aloud with good levels of self-expression.
- Most pupils are competent writers. In history, pupils write extensively about different settlements and about the reasons behind the Roman conquest of Britain; in textiles, they design well-conceived plans to re-cycle garments; in English, they write detailed character studies from the novels they read, and confident evaluations of the effectiveness of the language used by writers in various ballads.
- A small minority of boys do not make enough progress in writing. They do not use sufficiently adventurous vocabulary and do not provide enough detail in their written work, especially to justify different points of view.
- A very large majority of pupils respond enthusiastically to the many thought-provoking learning opportunities in other subjects, particularly science, art and design and technology. They learn how to build a go-kart, consider the four types of motion when designing a pull-along toy, assess the merits of cardboard re-cycling projects, and paint high quality pop art portraits, and 'still life' pictures inspired by

Giorgio Morandi.

- Pupils with disabilities and special educational needs, and the small minority from minority ethnic backgrounds, make good progress. This is because all of these pupils benefit from targeted support from adults who know their individual needs well.
- The most able pupils also achieve well. In the vast majority of lessons, they are suitably challenged by activities and experiences that deepen their thinking.
- The progress made by disadvantaged pupils is improving rapidly, and is good compared with other pupils nationally. Any gaps in achievement from their starting points in Year 6, in reading, writing and mathematics, with non-disadvantaged peers, both in school, and nationally, are closing. In school, they have closed completely in some years.
- In 2014, the attainment of disadvantaged pupils by the end of Year 8 was almost six terms behind their non-disadvantaged peers in school, in reading, writing and mathematics. The school has taken effective action, through daily targeted one-to-one activities and small group work, to reduce these gaps in attainment significantly to approximately three terms.
- Good support is made available for pupils at risk of falling behind. For example, Year 7 'catch-up' funding is used well to provide specialist resources and teaching. The school's information on the impact of these measures shows good gains to date, especially in reading, spelling and basic numeracy skills, for a large majority of pupils.
- These overall achievement gains illustrate the school's strong commitment to equality of opportunity.
- Pupils enjoy good experiences in physical education and sport. They participate in a wide range of activities, competitive and informal, funded from the primary school sports initiative, and understand the importance of exercise and of leading a healthy lifestyle.

## 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

<b>Unique reference number</b>	107773
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	462248

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

<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	10–13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	487
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Smith
<b>Headteacher</b>	Gary Johnson
<b>Date of previous school inspection</b>	23 April 2013
<b>Telephone number</b>	01484 222737
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