

# Hanging Heaton Church of England Voluntary Controlled Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107709
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	309482
<b>Inspection dates</b>	2–3 July 2008
<b>Reporting inspector</b>	Kath Halifax

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Lindley
<b>Headteacher</b>	Mrs Lyndsay Gallagher
<b>Date of previous school inspection</b>	6 December 2004
<b>School address</b>	High Street Hanging Heaton Batley West Yorkshire WF17 6DW
<b>Telephone number</b>	01924 325252
<b>Fax number</b>	01924 325252

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This small primary school serves a village community of owner occupied and rented accommodation. Most of the families are in employment. This is reflected in the low take up of free school meals. Almost all pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is broadly average with a very small number with statements of special educational need. The school has achieved the Healthy Choice Gold Award and Investors in People.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school. It has gone through a turbulent period over the past two years with considerable changes at classroom and management levels. It has not progressed as far as it should have done since the last inspection. While pupils in Years 1 and 2 make good progress to reach above average standards by the end of Year 2, this is not built on as well as it might be in Years 3 to 6, where progress slows to a satisfactory rate. Pupils' steady achievement over these years means, however, that standards do generally remain above average by the end of Year 6. Staffing has been reorganised to better meet the needs of pupils and a substantial amount of staff training has taken place. As a result, the quality of teaching, whilst satisfactory, is improving and has a number of good features. For example, teachers have a better grasp of the National Primary Strategy and mostly plan work that stretches pupils of all capabilities. This is now resulting in increased progress for all groups of pupils including those with learning difficulties and/or disabilities, although the school knows there is more still to do to ensure that all teaching is as good as the best.

Pupils' personal development is good. For a period, behaviour declined and there were a number of exclusions. A review of the reward system and a consistent application of the behaviour policy have led to much improved attitudes and behaviour. Alongside the good provision for pupils' spiritual, moral, social and cultural development, and the effective care, support and guidance they receive, behaviour is now good and pupils have positive attitudes to their work. As one pupil commented, 'our Golden Rules help to keep us all safe, sensible and happy'. Attendance is above average.

The curriculum is now better focused on the important subjects of English and mathematics. An overhaul of the timetable means the curriculum is satisfactory with strengths in the provision for sport, clubs, and activities to enrich learning. Furthermore, parents report that the headteacher ensures the school is at the heart of the local community. For example, over 60 pupils, parents, ex-pupils and neighbours gave of their free time, working together on 'grounds day' creating seating areas, a sensory garden and, a particular favourite with pupils, an area to use stones and twigs to build 'bug huts'.

While the leadership of the headteacher is very good, leadership and management are, overall, satisfactory. It is only within the past year that governors have started to develop a sufficiently strategic overview of the school and to hold it to account and there remains more to do in this respect. Subject managers' uptake of opportunities for professional development is helping them to ensure they keep abreast of all that is happening in dynamic schools. Although leaders know more remains to be done to improve the quality of leadership and management amongst staff responsible for subject development, this focus on professional development means they are better placed to contribute to improving teaching and learning. During this time, also, systems have been introduced to track the progress of individual pupils and to identify gaps in knowledge. This has led to accelerated learning. Leaders recognise there is still a way to go, but with the increased skill, stability, and determination of staff, the school has already shown it has a good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision for children in the Foundation Stage is good. Children enter the Reception class enthusiastic and keen to learn, but their attainment is below that expected of children of this age, especially in their social and language development. Some parents expressed concern that children in the Reception class and Year 1 are educated together. Their fears are unfounded, good leadership and management, and meticulous planning ensure both age groups receive a rich curriculum. Though limited accommodation means the range of activities within each area of learning is restricted, adults have risen imaginatively to the challenge and ensured children make good progress, and are able to make choices and take responsibility for their learning both indoors and outside. For example, children had enormous fun and made considerable gains in all areas of learning assuming the role of holiday makers, playing in the sand and visiting the beachside shop. Children make good progress because of good teaching so by the end of the year, most are working well within the expected levels, with a significant minority achieving higher than would be expected.

### What the school should do to improve further

- Raise the achievement of pupils in Years 3 to 6.
- Improve the quality of teaching to that seen in the best lessons.
- Ensure subject leaders manage their subjects and contribute to improved teaching and learning.
- Ensure the governing body fulfil their role in evaluating the school's performance and in holding it to account.

A small proportion of the schools where overall effectiveness is judged satisfactory but which have areas of underperformance may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils make good progress in Years 1 and 2, and reach above average standards. However, this progress is not matched sufficiently in Years 3 to 6 where achievement is satisfactory; pupils' standards remain above average by Year 6. Pupils' achievement has been affected detrimentally by considerable staffing changes and a lack of suitable training for permanent staff. Teachers' planning of work to sufficiently challenge pupils of differing capabilities is improving. The school's focus on writing has paid dividends and pupils' attainment in speaking and listening is very good in all age groups. Training for teachers and support staff in a number of areas over the past six months is beginning to have an effect, particularly in reading, and data show pupils' rate of progress is accelerating.

## Personal development and well-being

### Grade: 2

Comments such as, 'we don't need to use the befrienders' bench now because everyone has friends', demonstrates the good behaviour now evident and harmony that exists within the school. Pupils have an interest in their work and a pride in their school, especially the gardens they have helped create. They speak with enthusiasm of how the school council has enhanced school life, and of the work they did to ensure school meals, the tuck shop snacks and packed

lunches are of good quality. They respond very well to the ethos of the school and, through religious education, have a good awareness of a broad range of faiths. Work with the 'connecting classrooms' initiative is enabling pupils to increase their understanding of other cultures, for example, in Pakistan and Bangladesh. Work in personal, social, health and citizenship education and well-thought-out activities in class give pupils confidence, enabling them to work as part of a team, and take responsibility for their learning. All of this prepares them well socially for the next stage of their education and life out of school, although their current level of academic achievement results in satisfactory skills for their future economic well-being overall.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is developing at a good rate and this is reflected in pupils' improved learning. A consistent approach to managing pupils' behaviour has resulted in a far better attitude to learning which can be seen in the quality of work pupils produce. Teachers plan their work conscientiously and are now clearer about what they expect pupils to learn in each lesson. However, when planning activities for groups, a small but significant number of teachers prioritise the tasks to be undertaken rather than the knowledge and skills to be achieved. This slows the rate of progress. Training for teachers and support staff is contributing well to improved learning. This has been particularly effective for support assistants in 'guided reading', which is beginning to boost achievement. Interactive whiteboards are used especially well to motivate pupils and illustrate teaching points.

### **Curriculum and other activities**

#### **Grade: 3**

In the recent past, unequal amounts of time have been allocated to subjects and some important subjects have been taught in an afternoon when pupils' concentration was not as good. This has affected learning. In addition, work to boost and support pupils who are underachieving was not taking place. Improvements have been made to overcome these issues, including the introduction of support groups. Although these changes are helping to raise achievement, they have not been in place long enough to be fully effective. The curriculum has real strengths in physical activities. Pupils say they especially enjoy 'boxercise', archery, and the numerous sporting clubs. A good range of visits and visitors enhance learning, and make it enjoyable and meaningful. For example, following a visit to a Second World War museum, pupils produced insightful letters, posters and leaflets demonstrating a good understanding of this period.

### **Care, guidance and support**

#### **Grade: 2**

Staff know their pupils and families well. Pupils say if they need help, there is always someone to turn to. The building is maintained to a high standard and meals are nutritious. Procedures to safeguard pupils, including the most vulnerable, are in place. Good links with other professionals ensure the health and well-being of pupils with learning difficulties and/or disabilities. Work with the behaviour support team, for example, has been particularly effective in helping pupils who experience difficulties managing their anger. Improved records tracking pupils' progress and achievement now identify gaps in learning, which are remedied through additional classroom support and classes to boost knowledge. Pupils are familiar with their

targets to increase their progress in English and mathematics. Links with the local high school aid smooth transfer to secondary education.

## **Leadership and management**

### **Grade: 3**

Under the energetic, vibrant leadership of the headteacher, things have moved forward at a good pace. An insightful evaluation of the school's strengths and weaknesses has resulted in a development plan that is firmly focused now on raising achievement. Governors recognise they had been complacent and whilst comfortable with the standards pupils attained, they were unaware of the underlying underachievement. With the restructuring of the governing body, governance is now satisfactory. Governors are more aware of what is required of them and are beginning to hold the school to account. Although more is still to be done to improve the quality of leadership and management amongst staff responsible for subject development, success in beginning to use challenging targets in raising pupils' standards points to a school that has a good capacity to improve.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Annex A**

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

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

As you know I spent a short time working in your school. Thank you for helping me with my work and for taking time to talk to me. I think you have done a splendid job improving the garden and playground.

You attend a satisfactory and improving school. These are some of the things you do well.

- Children in the Reception class and pupils in Years 1 and 2 make good progress and achieve well.
- After two years with lots of changes of teachers and leaders, the school is now improving at a good rate.
- Your attitude and behaviour have improved over the past year and, along with your attendance, are good.
- The adults in your school work hard to make sure you are well cared for.

These are the things I have asked to be improved:

- for those of you in Years 3 to 6 to work as hard as you can so you get better results in English and mathematics
- to make sure teaching is at least good in all lessons
- to use the skills of your senior teachers to improve the leadership and management of the school
- to make sure governors are more involved in checking how well you are doing.

I'm sure you will do all you can to help your teachers. I enjoyed my short time with you and wish you well for the future.