

Inspection of Lydgate Junior and Infant School

Lydgate Road, Soothill, Batley, West Yorkshire WF17 6EY

Inspection dates: 12 and 13 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy coming to school and learning with their friends. They are polite, respectful and friendly to each other and to adults. Pupils play well together at breaktimes in the very extensive playground.

Pupils flourish at the school and behave well. The school is a calm and orderly environment. Bullying is very rare. Pupils know that if they are worried, there are staff who will help them. They have great trust in staff.

Pupils have a remarkable sense of equality and fairness. They are adamant that everyone should be treated equally no matter what they look like or where they come from.

The school has high expectations of pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to meet these high expectations and achieve well.

The vast majority of parents are overwhelmingly positive about the school. They told inspectors that staff 'do an amazing job'. Parents know their children are well cared for and safe in school.

What does the school do well and what does it need to do better?

The school's high ambition for pupils is reflected in the aspirational curriculum that pupils enjoy. Much thought has gone into designing a curriculum that meets the needs of all pupils. In mathematics and English, teachers continuously build on previous learning to secure a deep body of knowledge and high outcomes for pupils at the end of Year 6.

The school has developed new curriculums in some wider subjects. Staff plan interesting lessons that encourage pupils to contribute well. Pupils' knowledge is improving over time in these subjects. However, pupils' understanding in some of these subjects is not checked carefully enough. As a result, gaps in knowledge are not clearly identified. This means that sometimes pupils' understanding is not as deep as it could be.

The school makes reading and phonics fundamental to unlocking the whole of the curriculum for pupils. Well-trained staff deliver the phonics and reading programmes extremely well. Pupils who find reading more difficult receive skilful support to help them catch up quickly. This helps pupils become confident, fluent readers. There is an excellent focus on developing vocabulary so children understand what they are reading. The school provides additional opportunities for some pupils to read to adults to build their confidence.

Pupils with SEND are supported skilfully and their needs are identified well. The school works closely with parents and external agencies to identify the support each pupil needs. Teachers adapt work so that pupils can access the same curriculum as their peers. In Reception, children cooperate exceptionally well with adults and each other. Children are enthused and excited about learning. The curriculum has been planned very carefully to ensure children are ready for learning in Year 1. For example, children learn 'All about

me and my local area'. A book, 'The Train Ride', is used to help children become familiar with the sights on a train journey and understand how to plan a journey from the local station. Children use their mathematical skills to buy tickets and write about what they might experience during the journey.

School routines are well established right from Reception. High levels of concentration are sustained by the very youngest pupils. Most older pupils concentrate well in lessons and persevere with challenging tasks. Attendance continues to improve for pupils, including disadvantaged pupils.

Pupils benefit greatly from the school's unwavering focus on the wider curriculum. Leaders have high expectations. They promote pupils' independence, perseverance, pride and respect for others. Pupils' well-being is paramount. They have a remarkable understanding of mental health and of strategies to reduce stress.

Pupils spoke about the array of meaningful enrichment activities and are knowledgeable about various faiths and religions. They have a keen awareness of the importance of fundamental British values and describe them as 'rules that guide society'. Pupils are proud of their school and exceptionally well prepared for life in modern Britain.

Governors use their expertise to provide the school with appropriate support and challenge. They are highly committed to the success of every pupil and check on the school's work to achieve this ambition. Leaders support staff's well-being. Staff are appreciative of the work leaders do to reduce their workload and plan for change. Staff are proud to be part of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils' prior knowledge is not checked consistently well and gaps in key knowledge are not clearly identified. When this happens, pupils lack the foundations for new learning. The school should make sure that pupils' prior learning is checked consistently well so that they are ready for more complex learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107678
Local authority	Kirklees
Inspection number	10346192
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	294
Appropriate authority	The governing body
Chair of governing body	Nathan Wright
Headteacher	Anita Kishore
Website	www.lydgateprimary.kgfl.dbprimary.com/
Dates of previous inspection	15 and 16 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with leaders and held a discussion with the chair of governors and other governors. The lead inspector held a discussion with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and music. For each deep dive, the inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read.
- Inspectors also discussed the curriculum in religious education, history and writing. They sampled some pupils' work in these subjects. Inspectors also discussed the curriculum in early years.
- To evaluate the effectiveness of safeguarding, the lead inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first. Inspectors spoke with several staff to establish their knowledge and the actions taken when concerns have been raised.
- Inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school supports pupils' personal development.
- The lead inspector spoke with a number of parents at the end of the school day. Inspectors analysed responses to the Ofsted Parent View survey. They also considered the responses to Ofsted's online staff and pupil surveys.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Helen Stout	Ofsted Inspector
Rhian Williams	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024