

Norland CE Junior and Infant School

Inspection report

Unique Reference Number	107537
Local authority	Calderdale
Inspection number	377594
Inspection dates	15–16 November 2011
Reporting inspector	Carmen Markham

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	79
Appropriate authority	The governing body
Chair	Ken Hendersen
Headteacher	Samantha Dawson
Date of previous school inspection	09 February 2007
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Introduction

The inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed three teachers. They spoke to pupils about their learning and looked at learning in lessons and in pupils' books. The inspectors held meetings with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 22 questionnaires from parents and carers, and those from pupils and staff 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 the school's work to improve all aspects of assessment and the impact of this on provision and outcomes.
- The effectiveness of leadership and the governing body in distributing management responsibilities and in holding subject leaders and class teachers to account for the performance of pupils.
- The impact of the Early Years Foundation Stage leader in ensuring that reception children have their needs consistently met in a mixed-age class.
- How the school ensures that pupils have a broad knowledge of global traditions, cultures and beliefs.

Information about the school

The school is much smaller than the average primary school. It serves a village and its surrounding rural area. A much lower proportion than average of pupils is known to be eligible for free school meals. Almost all pupils are of White British heritage and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well below the national average. All children are taught in one of the three mixed-age classes. The school has been awarded Healthy School status, Basic Skills Quality Mark and Sports Activemark.

There is a pre-school with day-care provision on the school site. This is run by a private provider and has not formed part of this inspection; it will receive a separate inspection, and the report is available on the Ofsted website.

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. A major strength of the school is the outstanding care, guidance and support that it provides for its pupils. Pupils' attitudes to, and knowledge of, safety and healthy lifestyles are outstanding. Pupils behave well, take on many responsibilities in school and take very good care of each other.

Good teaching and the outstanding use of assessment to support learning have ensured that pupils' attainment is above the national average in English and mathematics and that they make good progress. Teachers assess pupils' work regularly and accurately; this enables them to become familiar with the progress of all pupils and to set targets which pupils understand and use well. This improved use of assessment has ensured that teachers plan lessons that meet pupils' needs well resulting in very little difference in the performance of different groups of pupils. Pupils with special educational needs and/or disabilities are identified early and provided with very good quality support so they make good progress. However, the proportion of pupils attaining the higher levels in Key Stages 1 and 2 is not consistently as high as it could be because they are not always sufficiently challenged. Additionally, there are not enough opportunities for them to develop and apply problem-solving skills.

The school has rigorously addressed areas for improvement identified during its previous inspection. This reflects the commitment of the leadership team and the governing body to ongoing improvement, supported by team work and effective partnerships. Staff morale is high and the school's engagement with parents and carers is good. The school's monitoring and evaluation of its performance is accurate. Well-targeted development planning is effective. All staff are fully involved in this process and are committed to it. Therefore, the school's capacity for sustained improvement is good.

The school has evaluated its contribution to community cohesion and produced an action plan to develop this aspect of its work. Community cohesion has a very positive impact on the school and local community but the school has not fully understood the requirements to extend this work beyond the locality. Therefore, pupils do not have a good knowledge of national and global traditions, cultures and beliefs.

What does the school need to do to improve further?

- Raise the attainment of more-able pupils so that they all attain at the higher levels in Key Stage 1 and Key Stage 2 by:
 - providing more challenge in English and mathematics
 - providing pupils with more opportunities to develop and apply problem-solving skills.
- Promote engagement with a range of community groups beyond the school and the immediate community by:
 - rigorously analysing the school’s religious, ethnic and socio-economic context
 - developing and applying a robust action plan that reflects the context of the school, strengthens community cohesion and provides pupils with a good knowledge of national and global traditions, cultures and beliefs.

Outcomes for individuals and groups of pupils

2

Pupils are enthusiastic members of the school community who achieve well and enjoy their learning. They are rapidly developing the skills of effective, confident and independent learners who understand their responsibility for their own learning. They are aware of the progress they are making and know how to improve their work. In lessons, pupils are well motivated and are usually fully engaged in learning as their work is relevant to their interests. They value the interesting homework they are set, as this involves them in activities that engage their parents and carers. Pupils’ good behaviour and regular attendance contribute well to their learning.

The majority of children have reached age-related expectations when they start school in the Reception class. Throughout the school they make good progress in English and mathematics and by the end of Year 6, their attainment is consistently above the national average. Pupils with special educational needs and/or disabilities make similar and sometimes better progress than their peers and by the end of Year 6 the attainment of most pupils in this group is broadly average. The performance of boys and girls is similar by the end of Year 6. More-able pupils achieve well overall but they do not always attain the higher levels of which they are capable. There is evidence in pupils’ current work that this is changing as work becomes more challenging.

Pupils feel exceptionally safe in school and they are very successful in adopting and promoting healthy lifestyles. They make a good contribution to their school community and their views are sought and listened to by staff and the governing body. Monitors and young leaders in school promote positive behaviour and a caring environment. The school council is active in working with the local community particularly in relation to local road safety. Enterprise activities, usually fund-raising, are also led by the school council and contribute positively to the development of skills for their future economic well-being. Many of these activities are related to projects that support pupils’ knowledge and understanding of different communities. Although pupils’ knowledge of national and global diversity is variable, their spiritual,

moral, social and cultural development is good. Pupils are very reflective, make reasoned judgements and respect the needs and interests of others.

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	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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers are very skilled in their management of mixed-age classes and in this they are very well supported by teaching assistants who give generously of their time to ensure a good quality classroom environment. Lessons are well planned as teachers' excellent assessment skills enable them to know their pupils well and put them into groups that ensure activities match their age and learning needs. Pupils are fully engaged in their learning at all times, as teachers' questioning skills are used effectively to extend pupils' understanding and involvement with their learning. Information and communication technology (ICT) and good quality resources, are well used by teachers to further engage and interest pupils, while also developing their ICT skills. Most lessons proceed at a brisk pace and pupils are usually challenged well. However, some more-able pupils have not attained the higher levels they were expected to reach because the required challenge at this level is not consistently present. Marking is thorough and helpful and pupils have personal targets to support their progress.

The curriculum is broad and balanced and key skills are developed well in all lessons. It is well planned to meet the needs of mixed-age classes without repeating topics. The school's drive to improve all aspects of assessment has ensured that the curriculum is regularly monitored to ensure that knowledge and skills are well developed and that there are no gaps in learning. Evidence from displays and pupils' books demonstrates the success of topic work that makes good use of visits to the local area and beyond. Good partnerships with other organisations, particularly local schools, provide many extra-curricular experiences such as sport, music and chess. Through the curriculum, pupils are well informed about healthy and safe lifestyles.

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

The proportion of pupils who attend after-school clubs is high. Good planning ensures that all pupils have good access to their curriculum. However, the school is at an early stage of providing pupils with opportunities to develop and apply problem-solving skills across the curriculum.

The care, guidance and support for pupils are a priority for the school. The arrangements for child protection are very good. All staff are involved in the process of identification of needs and support for pupils. This ensures good continuity as children move through school. The school sees itself as a family where its members care for each other. The school council and pupil young leaders work with pupils during break and lunch times. The robust tracking system enables pupils who need additional support to be identified rapidly, assessed and appropriate action provided. Very good use is made of specialist outside agencies. Parents and carers are very welcome in school, kept well informed of progress and seen as essential partners in their child’s education. Exemplary case studies demonstrate the strong impact of the provision on pupils whose circumstances make them vulnerable. Transition arrangements into and out of school are excellent and well supported by other providers. The school works closely with parents and carers to ensure that pupils attend school regularly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
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 has been successful in developing and improving the school because she is ambitious for its success and takes a very careful and considered approach to new ideas and initiatives. These are trialled with staff and the governing body and only changes that are found to be helpful are implemented. This ensures that they have the support of all the team and can be driven forward effectively. The improvements to assessment provide an excellent example of this. This approach to improvement requires regular monitoring and evaluation; the school is effective in analysing its performance annually and in providing effective development planning to improve provision and performance. This is well supported by the expectation that classroom staff and subject leaders have well defined roles and are held rigorously to account for the performance of their class and subject.

The governing body is well organised. It is also knowledgeable, as its members are allocated to an area of the school's work. The governing body’s monitoring role is effective and it acts as a strong critical friend to the school’s leadership team. The school adopts recommended safeguarding practices across all areas of its work. These are monitored regularly and improvements are made when necessary. The school promotes equal opportunity well and tackles discrimination effectively. Improvement to assessment and the tracking of pupils' progress has successfully

closed the gaps in performance between different groups of pupils and there is no evidence of any pupils being subject to discrimination. The effectiveness with which the school promotes community cohesion is satisfactory. The school and the local community form a cohesive community but there is only limited evidence that the school promotes community cohesion beyond its own community.

These are the grades for the 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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Reception class and the Year 1 class share the same classroom and outdoor play area. The teacher is exceptionally skilled in her ability to manage the independent learning of these two groups of children who have different learning needs. On entry to school, reception children settle quickly to their new environment and make good progress across the year. This represents good planning and strong team work by staff. Relationships are effective and children are encouraged to try new experiences. They benefit from the Year 1 children acting as role models; this helps to accelerate their progress. This was seen in a lesson where mixed-age children retold a traditional tale to the class. Children quickly learn to concentrate on a given activity and work both collaboratively and independently. The indoor and outdoor environments are both used imaginatively by children. However, the outdoor environment is limited as it becomes part of the school playground during break times. A good emphasis on speaking skills and work on sounds and letters effectively support reading. There is a similar emphasis on number recognition.

Children are kept very safe and are well cared for in a stimulating and welcoming environment. Observations are used to identify children's progress and to inform planning. Observations also form part of the good assessment procedures which ensure that the needs of all children are consistently met. Staff work closely with parents and carers and keep them well informed about their child's progress. Transfer arrangements into school are well planned and very effective.

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 in the Early Years Foundation Stage	2

Views of parents and carers

The percentage of parents and carers who responded to the questionnaire was average. Parents and carers are overwhelmingly positive about the school. They identify many strengths including teaching, the caring and nurturing atmosphere and the happy and welcoming environment that enables pupils to enjoy school and to succeed. Parents and carers feel welcome in school and believe that the school keeps them well informed about their child’s life in school and their progress. These positive views of parents and carers are reflected in the inspection team’s findings.

A small minority of parents and carers noted some concerns which broadly reflect the areas identified as areas of disagreement in the responses to the parents’ and carers’ questionnaires. They relate to challenge for more-able pupils, pupils’ progress, the management of behaviour, the management of the school and restricted outdoor provision in the Early Years Foundation Stage. The team found that more-able pupils are currently challenged by most of the teaching, but that in some lessons this requires improvement. The team also found evidence to confirm concerns about the restricted outdoor space for reception children. Both these points are reflected in the report. To check the other concerns of parents and carers a formal meeting was held. There was no evidence during the inspection or at the parents’ and carers’ meeting of the other concerns expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norland CE 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 inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	77	4	18	1	5	0	0
The school keeps my child safe	11	50	11	50	0	0	0	0
The school informs me about my child's progress	10	45	12	55	0	0	0	0
My child is making enough progress at this school	11	50	7	32	4	18	0	0
The teaching is good at this school	9	41	10	45	2	9	0	0
The school helps me to support my child's learning	9	41	11	50	2	9	0	0
The school helps my child to have a healthy lifestyle	11	50	8	36	3	14	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)	10	45	8	36	4	18	0	0
The school meets my child's particular needs	8	36	11	50	3	14	0	0
The school deals effectively with unacceptable behaviour	9	41	9	41	4	18	0	0
The school takes account of my suggestions and concerns	9	41	7	32	5	23	0	0
The school is led and managed effectively	7	32	7	32	6	27	2	9
Overall, I am happy with my child's experience at this school	10	45	9	41	3	14	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



17 November 2011

Dear Pupils

Inspection of Norland CE Junior and Infant School, Halifax, HX6 3RN

I would like to thank you for making the inspectors so welcome when we came to inspect your school. A special 'thank you' goes to the pupils who gave up some of their time to talk to us about their activities. We were very impressed that you have done so much work to improve your safety on roads around your school.

You attend a good school. Children in the Reception class make a good start to their education. By the end of Year 6, attainment in English and mathematics is above average and you are all making good progress. Most of you know what your targets are and how to improve your work. Your behaviour is good and your attendance at school is above average. You all feel very safe in school and your understanding about how to keep yourself and others healthy is outstanding. It is good to see how well you take care of each other. Teaching and the curriculum are good while the care, guidance and support you receive are outstanding. Your school is a happy place where you want to learn. We agree with you when you said in your inspection questionnaires, 'adults in school care about us and they explain how we can improve our work'.

We have asked your headteacher to do two things to improve your school further:

- to help more-able pupils who should be attaining Level 3 at the end of Year 2 and Level 5 at the end of Year 6 to attain those levels in English and mathematics
- provide you with more opportunities to find out about and experience different lifestyles and cultures in the United Kingdom and around the world.

You can help to improve your school by checking your own work in English and mathematics and making sure that it is as good as you can make it.

Yours sincerely

Carmen Markham
Lead inspector

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