

Heptonstall Junior Infant and Nursery School

Inspection report

Unique Reference Number	107511
Local authority	Calderdale
Inspection number	377587
Inspection dates	1–2 December 2011
Reporting inspector	Tony Painter

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Paula Waring
Headteacher	David Perrin
Date of previous school inspection	30 March 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in eight lessons taught by five teachers and held discussions with groups of pupils, members of the governing body and staff. The inspectors observed the school's work and looked at a wide range of school documents including planning, assessment records and policies for safeguarding and other matters. They examined staff and pupils' questionnaire responses as well as 51 questionnaires returned by parents and carers.

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

- How consistently good is pupils' progress throughout the school?
- Does well-targeted teaching ensure good progress in most lessons?
- Are assessment systems used effectively to give pupils clear understanding of how well they are doing and what they need to do to improve?
- Has the school built on strengths in promoting pupils' personal development?
- Have leaders and managers established common purpose and improved provision?

Information about the school

This school is much smaller than the average-sized primary school and all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is below average and the proportion with a statement of special educational needs is low.

The school building is currently undergoing substantial remodelling. Although a new block housing the hall and the Early Years Foundation Stage classroom is nearly complete, building work continues. All other parts of the school remain in temporary accommodation.

The school has a number of awards, including Healthy School status, the Activemark and the Basic Skills Quality Mark. There is privately managed out-of-school childcare provision, which is subject to a separate Ofsted inspection and report.

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. Within an outstanding atmosphere of safeguarding, care and support, there is now a good track record of improving the quality of provision and maintaining the improvements identified in the last report. The school successfully promotes pupils' personal development and ensures they feel extremely safe within this strong community ethos. Pupils respond very well; they are confident, enjoy their learning greatly and attendance is high. They behave outstandingly well and have very good manners.

The headteacher and the governing body have successfully led improvements in teaching and in the curriculum and these are having a positive effect. Self-evaluation is generally accurate and there is an overall sense of shared purpose; staff are working together and contributing to improvements. The headteacher's accurate picture of teaching has led to effective reorganisation to aid the implementation of new developments. The improvements to provision indicate a good capacity to improve further.

The overall impact of teaching is good; pupils achieve well and attainment by the time they leave the school is frequently significantly above the national average. Common strengths in teaching, such as good relationships, organisation and management of classes, promote effective learning. Curricular improvements mean that more attention is now paid to linking learning in different subjects, giving pupils better opportunities to develop their basic skills in meaningful contexts. Staff identify pupils whose circumstances make them potentially vulnerable and take successful action. Detailed planning generally identifies activities for pupils of different abilities. Very detailed personal knowledge of individual pupils, and strong teamwork with teaching assistants, ensures all pupils make good progress. However, teachers' match of tasks to pupils' abilities is not always sharp enough to ensure the most rapid progress.

Assessment systems provide detailed and accurate information about how well pupils are doing. Targets are set at challenging levels, well above nationally expected rates of progress. However, systems do not easily identify pupils making good progress but falling behind the school's ambitious targets. Pupils have personal targets but these are not used consistently to promote progress in lessons.

What does the school need to do to improve further?

- Improve the use of assessment, tracking and monitoring systems by:
 - refining the review and monitoring systems to identify with greater clarity how pupils are making progress towards challenging targets
 - ensuring teachers match tasks sharply to pupils' abilities to further enhance rates of progress
 - making greater use of pupils' personal targets to identify how pupils can improve and promote their progress.

Outcomes for individuals and groups of pupils

2

Pupils show great enjoyment of their lessons. Their outstanding behaviour and positive attitudes contribute significantly to their learning. Pupils are keen to join in and give answers to teachers' questions in lessons. They respond positively to the consistent classroom routines and apply themselves well to tasks, showing pride in their work and concentrating hard. Pupils enjoy opportunities to apply and develop their basic skills within a good range of activities. They speak very positively of the ways teachers are linking learning to first-hand experiences and making learning more active. For example, pupils in the Year 1 and 2 class worked very effectively in groups when taking notes and sharing their knowledge of the Christmas story. Years 5 and 6 pupils showed great enthusiasm and creativity in a very lively lesson as they created alliterative newspaper headlines and explained the possible stories.

Pupils join the school with overall development and experiences that are above those expected for their age. Results of the Year 6 national test results are mostly significantly above the national average; variations generally relate to the small numbers of pupils in each year group. The monitoring of individual pupil's progress shows good progress, particularly in accelerating some pupils' attainment to reach the higher Level 5. Pupils with special educational needs and/or disabilities receive well-targeted additional support, which ensures they make good progress and brings their attainment closer to that of their peers.

Pupils feel extremely safe in school and fully aware of ways they can reduce risk, for example, when using the internet. They are confident that bullying does not take place and have full trust in staff to deal effectively with any incidents that might occur. Pupils have a good understanding of how to lead a healthy lifestyle. They are proud to take on responsibilities within the school and to take actions to support others. They show a very strong awareness of their personal and social responsibility and they value opportunities to reflect on their values and those of others. These good personal strengths and high attendance contribute well to their good preparation for the next stages of their learning.

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	1
The extent to which pupils adopt healthy lifestyles	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Throughout the school, teachers develop strong relationships with pupils and give appropriate encouragement and praise. As a result, pupils behave extremely well and this contributes positively to the pace of their learning. Well-established routines ensure little time is lost in classroom management and teachers ensure time is available for independent work. Teachers recognise and check how well pupils are learning during lessons, often intervening appropriately with further well-targeted questions or support, based on their extremely good knowledge of individual pupils. Support staff are used very productively and are confident of their roles to ensure learning, particularly of those pupils who may be in danger of falling behind.

Teachers have successfully put in place a number of new strategies to improve the quality of teaching. Most lessons are securely planned with clear learning objectives; in the best lessons, these are shared with pupils to aid their understanding of how well they are doing. Good assessment systems now give accurate information about how well pupils are doing. Teachers use this information constructively in most lessons when planning work for different ability groups. There were good examples of adjustments to planning based on pupils' learning in earlier lessons. However, opportunities remain to match work more sharply to pupils' abilities and hence to promote the very best learning. Marking mostly identifies successes and often how work can be improved; the best examples show purposeful dialogue between teachers and pupils. This good practice is not yet consistent across the school. Older pupils' progress towards their personal targets is checked at intervals but teachers do not make full use of these targets to promote learning in lessons and ensure pupils are fully aware of how they can improve their work.

The good curriculum includes a widening range of meaningful activities that pupils find enjoyable and engaging, including greater attention to discussions and role-play. More thematic work with an emphasis on visits, visitors and first-hand experiences adds meaning, relevance and interest, while continuing to promote pupils' basic skills well. Pupils recognise and speak enthusiastically about these improvements. Good

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

partnerships, for example, in sports contribute to the range of activities possible in this small school. Appropriate amendments to the curriculum meet the needs of identified groups of pupils. For example, pupils requiring extra support take part in additional or alternative activities designed to boost their performance. Gifted and talented pupils have opportunities to extend their experiences, for example, in mathematics.

Outstanding care, guidance and support are firmly based on the deep and personal knowledge staff have of each individual pupil. This creates a strong community atmosphere and ethos of care that makes a dramatic contribution to pupils' confidence, personal development and sense of well-being, clearly recognised by parents and carers. Very strong positive relationships at all levels ensure any pupils and their families whose circumstances make them potentially more vulnerable have full confidence in the school's ability to give them support. The school makes very good use of a good range of well-established partnerships to meet individual personal needs. Actions frequently show very effective outcomes. Strong arrangements have maintained and improved attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
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 school's accurate monitoring of teaching aids good self-evaluation, which identifies appropriate areas for development. The headteacher has successfully established pathways and ways of working that have improved provision, tackled weaknesses and reduced inconsistencies. Accurate assessment systems give a secure picture of progress through the school. Regular reviews identify where further action may be needed and support the drive for improvement. There are good measures to analyse the achievement of groups and of individual pupils and to act on the findings to promote equality of opportunity and to tackle discrimination. As a result, a number of pupils have had greater access to education and have made considerable strides in overcoming disadvantages. Other staff are playing an increasing role in taking developments forward and show enthusiasm for their part in taking improvements to the next level.

The governing body has good links with the school, including effective strategies for members to link with classes and to visit the school. It has detailed knowledge of the school's current priorities, enabling it to challenge well and hold the school to account. The governing body has particularly well-developed systems to review and constantly improve child protection, risk-assessment and other safety procedures. These very securely ensure safeguarding arrangements fully meet all statutory requirements. Such actions have been particularly relevant during the current building work; strategies to ensure the safety of pupils and staff have been highly detailed and effective.

Many effective partnerships enhance and extend the school’s provision, in particular in widening the curriculum and supporting pupils’ personal development. The school gives good information to parents and carers through weekly newsletters, the website and parents’ and carers’ meetings. Parents and carers have had very good opportunities to come into school and find out about changes, such as the new curriculum. The school effectively promotes community cohesion from a good understanding of its own context and strengthening links with the local area. Successful actions have given pupils good opportunities to widen their experiences and better understand those coming from different backgrounds.

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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

This is a safe and secure setting where children settle quickly and are happily established. Support and encouragement from staff quickly builds a very strong positive ethos. Relationships at all levels are good and set routines are securely established. As a result, children move confidently between activities, sharing resources well, taking turns and showing good enjoyment and concentration. There is a good balance between activities that are led by adults and those initiated by the children. Staff work together effectively to respond well to children, extending and encouraging learning well.

The coordinator has established effective teamwork that ensures a common sense of purpose and promotes good learning. The securely established curriculum provides the children’s full entitlement, although currently, the outside area is not complete. This restricts the range of children’s activities but staff have good strategies to provide physical play outdoors.

Staff monitor children’s development well, collecting detailed information in each child’s ‘learning journey’. These enable the staff to make detailed and accurate assessments of children’s progress and target activities carefully to needs. The teaching of early number and language skills is effective and promotes children’s good progress.

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

At around 61%, the inspection questionnaire response rate is well above the average found in primary schools. Most responses gave wholly positive views of pupils' experiences and there was particularly high support for pupils' enjoyment of school and the effective ways that the school keeps pupils safe. A number of responses included personal comments about how well the school had met individual children's needs. The inspection findings support these views. A very small minority of parents and carers raised detailed concerns about various aspects of the school and inspectors thoroughly investigated all the general matters raised. Their findings are included in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heptonstall Junior Infant and Nursery 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	69	16	31	0	0	0	0
The school keeps my child safe	35	69	16	31	0	0	0	0
The school informs me about my child's progress	23	45	24	47	3	6	0	0
My child is making enough progress at this school	23	45	22	43	4	8	1	2
The teaching is good at this school	24	47	19	37	6	12	0	0
The school helps me to support my child's learning	19	37	20	39	9	18	0	0
The school helps my child to have a healthy lifestyle	18	35	22	43	4	8	4	8
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)	22	43	15	29	2	4	0	0
The school meets my child's particular needs	24	47	21	41	2	4	1	2
The school deals effectively with unacceptable behaviour	24	47	20	39	3	6	0	0
The school takes account of my suggestions and concerns	20	39	21	41	3	6	4	8
The school is led and managed effectively	26	51	16	31	3	6	4	8
Overall, I am happy with my child's experience at this school	30	59	14	27	5	10	1	2

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.



5 December 2011

Dear Pupils

Inspection of Heptonstall Junior Infant and Nursery School, Hebden Bridge, HX7 7NX

I would like to say 'thank you' for making the inspectors so welcome when we came to your school, especially those of you who gave up time to talk to us about your work. You were all very sure that your school helps you to learn well and we agree. You all work extremely hard and are right to be proud of what you achieve. Your behaviour is first class, attendance is high and you all get on really well together.

Yours is a good school. The headteacher, staff and the governing body are extremely good at caring for you and keeping you safe. We saw how the staff have worked hard to improve lessons to help you learn better and this is proving successful. We also saw how much you enjoy your lessons and how keen you are to learn. As a result, all of you, including the youngest children, are making good progress.

One reason for our visit was to see if we can help your school to improve further and we have identified some ways to improve the school's assessment systems. We have asked your teachers to make more use of what they know about how well you are doing to make sure that lessons help you all learn at the most rapid rates. We have also asked them to make more use of personal targets for you to help you judge your own learning and improve your work. Finally, we have asked school leaders to make some changes to the way they check how well you are doing so that there is no chance of anyone falling behind the good progress that pupils in this school usually make.

I hope that you will help by continuing to do your very best in all you do.

Yours sincerely

Tony Painter
Lead inspector

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