



Norland CofE Junior and Infant School

Inspection Report

Unique Reference Number 107537
Local Authority Calderdale
Inspection number 287845
Inspection date 9 February 2007
Reporting inspector Geoffrey Yates

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

Type of school	Primary	School address	Berry Moor Road
School category	Voluntary controlled		Norland, Sowerby Bridge
Age range of pupils	4-11		West Yorkshire HX6 3RN
Gender of pupils	Mixed	Telephone number	01422 831602
Number on roll (school)	80	Fax number	01422 831602
Appropriate authority	The governing body	Chair	Mrs J Haigh
		Headteacher	Miss Samantha Dawson
Date of previous school inspection	5 November 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is much smaller than most primary schools. It serves a rural area with most pupils coming from the local village. The proportion of pupils with learning difficulties and/or disabilities is below average. No pupils receive free school meals. Overall attainment on entry to school is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school whose evaluation of its overall effectiveness is accurate. An outstanding feature is pupils' personal development. Despite the many changes of leadership and staff in recent years the school has provided pupils with a good education since the previous inspection. Under the good leadership and management of the headteacher all members of the staff team work well together to promote confident and happy children who make good progress, achieve well and attain well above average standards by the time they leave. The key reason for the good progress pupils make is that teaching and learning are good with teaching assistants providing valuable support to pupils who need extra help. Planning for improvement is now securely based on a good analysis of how well children are doing. This information is starting to be used well to ensure that pupils make the progress they should. For example, a gap in reading provision has been identified and a good strategy put in place to remedy the situation. However, teachers do not consistently use assessment information in planning to ensure that all pupils are challenged.

Children are given a good start to their education in the Reception class. Starting points for the children vary from year to year but are broadly average. Progress is good with most children reaching the expected levels by Year 1. Pupils' progress is good from Years 1 to 6. As a result, by the time pupils leave standards are above average in English, mathematics and science. While there are some examples of pupils using their literacy skills well in subjects other than English this is not consistent across the school and work is not always presented well. Parents are very supportive of the school and the inspector received many positive comments: for example, parents say 'Staff are caring and attentive to children's needs.' Pupils' personal development is outstanding. As a result, pupils behave very well and form very good relationships. School council members carry out their duties well and are proud to represent the school. The pupil monitors help to make playtimes an enjoyable social occasion, with the older pupils caring for the younger ones. Pupils have a good appreciation of the need to live a healthy lifestyle. They feel safe and enjoy school. Pupils agree that 'If you have a problem there is always someone to help you.'

The curriculum offers a good range of learning activities including visits to places such as the Jorvic Centre in York that contribute well to pupils' achievement and personal development. The care, guidance and support offered to pupils are good with personal care being outstanding. Leadership and management are good. The headteacher provides good leadership and management and has a very good overview of what needs to be done to improve the school even further. Consequently, the school has a good capacity to improve in the future. It provides good value for money.

What the school should do to improve further

- Use assessment information consistently to ensure that pupils are challenged to improve their work.
- Provide more opportunities for pupils to use their writing skills well in subjects across the curriculum and ensure that work is presented neatly.

Achievement and standards

Grade: 2

Pupils achieve well in relation to their starting points. By the end of Year 6 standards are well above average. In the last two years the school has been in the top 25% of schools nationally with regard to pupils' achievement. The school has compelling evidence that demonstrates that standards remain high this academic year in both Years 2 and 6. When children start school, their knowledge and skills are broadly those expected for their age. They make good progress and by the time they enter Year 1 meet the national expectations for children of that age. The above average standards at the end of Year 2 in reading, writing and mathematics demonstrate the quick progress made by children in Years 1 and 2. Pupils reach well above average standards by the end of Year 6, with higher-attaining pupils achieving well. However, pupils could make better progress in writing. Pupils with learning difficulties and/or disabilities make consistently good progress because their needs are identified clearly and they receive the right kind of assistance.

Personal development and well-being

Grade: 1

Pupils are happy and contented and a delight to be with. These attributes reflect the school's excellent support for children's personal development. Pupils like coming to school and their attendance is above average. Pupils'

spiritual, moral, social and cultural development is good because it is promoted successfully through all aspects of the work of the school. Very good improvements have recently been made to multicultural provision. As a result, pupils are developing a good awareness and sense of respect for people whose customs are different from their own. Pupils learn about nutrition and exercise and talk confidently about 'five a day' and the good range of opportunities they have to take exercise both in school activities, including a jogging club, and team sports with other local schools. They are encouraged from the very start to be respectful of each other and to consider each other's feelings and as a result pupils really do show a high level of care. This is a particular strength in the Foundation Stage. Pupils' behaviour is exemplary. They are kind and thoughtful and as a result, relationships are excellent. For example, pupils break into spontaneous applause when their classmates receive awards as part of the weekly achievement assembly. Pupils discuss sensibly the reasons why school rules are needed to keep them safe and healthy and they are aware of the need to keep them safe. With the good academic standards they achieve they are well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are prepared well and move on at a good pace. The size of the school makes it necessary that all pupils are taught in mixed age group classes, and the school makes good use of classroom assistants in ensuring that pupils make the progress they should. Lessons are orderly and purposeful, because pupils respond positively. Pupils like their teachers, so they work hard. However, teachers do not always insist that work is well presented. Teachers do make use of targets to motivate pupils but as yet do not involve pupils fully in deciding what the targets might be. In the Reception class the teacher's lively approach ensures that children enjoy all aspects of their learning. For example, the story of Goldilocks takes on a different meaning with pupils in the role of Goldilocks writing letters to the three bears apologising for eating the bears' porridge. There are some good examples of pupils using their writing skills in literacy lessons but opportunities are missed by the overuse of worksheets in other subjects for pupils to make best use of their writing skills.

Curriculum and other activities

Grade: 2

The school's good curriculum is well planned, enabling pupils to benefit from a broad range of subjects and activities. Pupils look forward to the weekly French lessons and are proud of the work they produce in the art club. In this small village school there is a good range of out-of-school activities for pupils. The school choir takes parts in events in and out of school and pupils talk proudly about singing for the mayor. Great care is taken in ensuring that sufficient emphasis is given to building basic skills in English and mathematics but not to the neglect of other subjects. However, not enough opportunities are provided for pupils to use their writing skills in other subjects. A wide range of visits and visitors enrich the curriculum. Pupils learn to lead healthy lives and to adopt safe practices through a well planned personal, social and health education programme. The indoor provision for pupils in the Foundation Stage is of a good quality but the school is acutely aware of the need to improve outside provision.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for its pupils. The outstanding pastoral guidance ensures that pupils' personal development is of the highest quality. There is a good approach to ensuring pupils' safety with rigorous safeguarding checks and all the required policies in place. Child protection procedures are applied well and effective health and safety arrangements are regularly reviewed. For example, a review has highlighted concerns about the lack of a footpath near the school and this issue is being pursued by the school. Relationships are very good and pupils have confidence

in their teachers and other adults. The headteacher has put in place good procedures for assessing pupils' progress. Pupils' involvement in target setting is at an early stage. There are clear signs of assessment information being used well in the improvements made in the teaching of reading.

Leadership and management

Grade: 2

The school's leadership and management are good. Good improvements have been made since the previous inspection. A major improvement has been the creation of a hall that enables school activities to take place in a pleasant and roomy environment. The newly appointed headteacher has a good understanding of the school's strengths and weaknesses and has set about improving many aspects of the school in a systematic manner. For example, in a relatively short period of time good assessment systems have been put in place, curriculum resources have been enhanced and the headteacher has gained the respect of parents, staff, governors and pupils. Parents and pupils are consulted on a regular basis. The headteacher provides good leadership and management and has ensured that good systems are in place to evaluate the school's strengths and areas for development. Every child does matter in this school and every possible step is taken to include all pupils in all activities. With two thirds of this small staff being new to the school it is not surprising that the role of subject leaders is at an early stage of development. Governance is satisfactory. Governors are now more aware of the work of the school and are aware of the need to develop their role as critical friends.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	2

The quality of provision

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Text from letter to pupils explaining the findings of the inspection

As you are aware, I recently visited your school. It was a foggy very cold day with snow on the ground but the very friendly welcome you gave me more than made up for that!

You will be pleased to know that I think your school is a good one. One of the many good things about your school is the outstanding way you get on with each other. You are very polite and behave very well. All the grown-ups who teach you look after you well. As a result, you make good progress in your work. You know how to make healthy and safe choices and raise large amounts of money to help people less fortunate than you. This is good to see.

I have asked your teachers to do two things to make your school an even better place to learn in. These are:

- to provide you with more opportunities to use your writing skills and to make sure your work is as neat as possible
- to make sure they always make best use of all the information they have about what you know, understand and can do when planning your work.

I know you are proud to belong to your school and I hope all of you will work together to make it even better.