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14 October 2010

Mrs Kath Godfrey  
Acting Headteacher  
Stubbings Infant School  
School Street  
Hebden Bridge  
West Yorkshire  
HX7 8BP

Dear Mrs Godfrey

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Stubbings Infant School**

Thank you for the help which you and your staff gave when I inspected your school on 13 October 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

Since the inspection in February 2009, the headteacher has resigned. You, as the headteacher of another local infant school, were appointed as acting headteacher, on a shared basis, in September 2009. Since September 2010, the deputy headteacher of the same local infant school has also been appointed as acting deputy headteacher, again on a shared basis. The governing body was replaced with an Interim Executive Board in May 2010.

As a result of the inspection on 10 and 11 February 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made **good** progress in making improvements and **good** progress in demonstrating a better capacity for sustained improvement.

In 2010, attainment at the end of Key Stage 1 was above average for reading, writing and mathematics. This shows a considerable improvement in the core subjects when compared with 2009. The proportions of pupils achieving the higher Level 3 in reading and writing at the end of Key Stage 1 rose significantly. Data comparing these pupils' attainment on entry to Year 1 and at the end of Year 2 show that they have progressed well.

September 2010



In the Key Stage 1 lessons sampled, pupils' literacy skills were developed effectively through a range of activities which were well contextualised and engaged the interest of pupils. Relationships are excellent. Teachers are friendly, encouraging and supportive, but firm. They make their expectations clear, which contributes to the good attitudes to learning and the very good behaviour that pupils display. Pupils cooperate well with each other. Teachers clearly know their individual pupils very well and take care to monitor their progress towards their 'next step' targets. Teachers can pinpoint the small gains made by individual pupils during lessons and adapt their planning accordingly. Work is planned carefully to include challenges, particularly for the more-able pupils. The school's marking policy ensures that pupils receive helpful comments about how to improve, as well as praise.

The attendance of a small minority of younger pupils is low. Various strategies to encourage more regular attendance have been introduced and these are beginning to have some impact. The late arrival of a few pupils sometimes disrupts the first lesson of the day and strategies to improve punctuality are also in place.

Since your arrival as acting headteacher you have driven forward the school improvement agenda. This has included establishing clear structures and systems to ensure that appropriate individual targets are set and that pupils' progress is monitored and tracked carefully. There is regular scrutiny of teachers' planning and the quality of teaching is monitored. Teachers have been provided with improved professional development opportunities, both in-house and external courses, and these have played a valuable role in improving the quality of teaching. The collaborative arrangements with the other local infant school, through shared senior leaders, have brought benefits. For example, the expertise of the acting deputy headteacher in working with pupils with special educational needs has been valuable. Opportunities to observe good practice have also been utilised.

The Interim Executive Board includes experienced and capable individuals, with a good understanding of their strategic role. A small number of former governors provide some continuity. Relationships between the Interim Executive Board members and senior leaders are cordial and productive. Appropriate arrangements are in place for timely decisions about permanent leadership appointments to be made and a shadow governing body to be formed. Links with parents are developing, particularly through the use of a parent champion.

The local authority has provided good support to the school, helping to resolve governance and leadership issues. The advice and guidance of the School Improvement Partner have been a valuable source of support to the acting headteacher. Local authority courses have contributed to improvements in teaching.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Ruth James  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in February 2009.**

- Resolve the disagreement between governors and the headteacher so that all adults are able to work as a team.
- Accelerate learning in lessons to at least match that of pupils' personal development in order to raise standards further.
- Make more consistent use of pupils' targets to help them to progress more quickly.