

CfBT Inspection Services T 0300 123 1231  
Suite 22 [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
West Lancs Investment Centre [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
Maple View  
Skelmersdale  
WN8 9TG

**Direct T** 01695 566932  
**Direct F** 01695 729320  
[hcarnall@cfbt.com](mailto:hcarnall@cfbt.com)  
[www.cfbt-inspections.com](http://www.cfbt-inspections.com)



9 December 2011

Miss L Hoyle  
Acting Headteacher  
Luddenden Dene CE (VC) Junior Infant and Nursery School  
Dene View  
Luddendenfoot  
Halifax  
West Yorkshire  
HX2 6PB

Dear Miss Hoyle,

**Special measures: monitoring inspection of Luddenden Dene CE (VC) Junior Infant and Nursery School**

Following my visit to your school on 07 and 08 December 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in April 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Calderdale.

Yours sincerely,

Mr John Young  
Her Majesty's Inspector

January 2011



INVESTOR IN PEOPLE

## **Annex**

### **The areas for improvement identified during the inspection which took place on 15 and 16 April 2010**

- Ensure that all safeguarding procedures are applied rigorously at all times.
  
- Improve the overall quality of teaching so that pupils' progress accelerates by:
  - planning work that is suitably matched to pupils' differing ability levels
  - ensuring that all pupils are fully aware of what they are expected to learn by the end of a lesson
  - making the best use of available time and resources so that pupils stay motivated and engaged throughout the lesson
  - eradicating inadequate teaching.
  
- Review and adapt the curriculum so that it allows staff to plan for the progressive development of pupils' skills.
  
- Ensure leaders, manager and the governing body monitor all aspects of the school's provision rigorously in order to produce:
  - accurate self-evaluation
  - sharply focused improvement planning.
  
- Accelerate children's progress in the Early Year's Foundation Stage, by:
  - improving the use of assessment information so that children's progress can be accurately tracked
  - using this information to plan more precisely the next steps in their learning
  - ensuring that the outdoor area in the nursery provides a high quality environment for learning.

## **Special measures: monitoring inspection of Luddenden Dene CE (VC) Junior Infant and Nursery School**

### **Report from the fourth monitoring inspection on 7 and 8 December 2011**

#### **Evidence**

The inspector observed teaching and learning in each of the five classes in the school and also visited the Early Years Foundation Stage unit. He scrutinised school documents and reports and reviewed a sample of pupils' work. Discussions took place with school leaders, a group of pupils, the Chair of the Governing Body and the School Effectiveness Officer.

#### **Context**

Since the last monitoring inspection, the school has filled the vacancy left by the departure of a Key Stage 2 teacher. The teacher covering the maternity leave of a member of staff has had her contract extended until the end of the current academic year.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Reliable assessment data indicate that children in the Reception class exhibit dispositions, skills and attitudes that exceed age-related expectations in most areas of their learning. This is testament to their strong progress whilst in the Nursery class. Their aptitudes were splendidly illustrated by the confidence, composure and competence they displayed whilst performing the Nativity story for the whole school on day two of the monitoring inspection.

The school's latest tracking data indicate that a larger majority of pupils in Key Stages 1 and 2 are now on track to reach age-related expectations of their attainment by the end of the year. However, pupils in Year 2 are the furthest away from this objective. This is partly due to more of them having additional learning needs and partly because they have had more ground to make up as a result of their previous underachievement. Booster sessions, one-to-one tuition and extra support for pupils with special educational needs and/or disabilities are being employed to accelerate pupils' learning and progress further, particularly in problem-solving and writing. However, there is more work to do to close the remaining gap between pupils' attainment and national averages by the end of Key Stages 1 and 2. The school also knows how imperative it is that it surpasses the government's end of Key Stage 2 minimum attainment and progression thresholds in 2012, which it failed to do in 2011.

Progress since the last monitoring inspection on the areas for improvement:

- raise attainment and accelerate pupils' progress in Key Stages 1 and 2 – satisfactory
- accelerate children's progress in the Early Year's Foundation Stage – good

#### **Other relevant pupil outcomes**

Pupils' behaviour and attendance were not a cause for concern during this inspection.

## **The effectiveness of provision**

A series of joint lesson observations by the inspector and the headteacher indicated that the school's 'Quality First' learning strategy is having a positive impact, which is reflected in a greater consistency and adherence to agreed protocols for lesson planning and delivery, and assessment practice. This is helping to ensure teaching is more sharply focused upon deepening pupils' understanding of key concepts and skills, increasing their resilience and confidence when working independently and in groups, and expanding their knowledge base. The improving clarity of practice means that generally, pupils know what is expected of them and receive more specific guidance to help them meet their objectives. It is also helping to ensure that pupils are better informed about how well they are doing. Overall, teachers are helping pupils to learn more effectively by giving them a series of interesting, practically based and challenging activities which they find fun. Key changes include the extra opportunities pupils are given to be creative, problem-solve, and take responsibility for their own learning. For example, pupils in Year 1 immersed themselves in their Great Fire of London topic. This saw them construct fire engines and provide eye witness accounts of the fire. Similarly, pupils in Year 2 raced to be the first to solve the puzzle of how to build an electric circuit that would light a bulb. However, there remain some issues around pace and progression in lessons at times. Teaching assistants usefully supported pupils' learning.

The school's work to enrich, integrate and better match the curriculum to pupils' needs and interests is improving their enjoyment and engagement in learning. Whilst the central focus remains on core subjects, this is supplemented by an increasing range of subsidiary subjects, which are covered within a series of topics. For example, the Year 5 and Year 6 study of advertising resulted in them constructing their own film studio and developing an advert to promote a product. In the process they utilised their art, script writing and design skills amongst others. Themes like this are helping to bring learning to life for pupils. A range of visits and visitors add an extra dimension in broadening pupils' outlooks and perspectives.

Provision in the Early Years Foundation Stage unit goes from strength to strength, which is reflected in the strong progress children are making across the areas of learning. Skilled staff stretch the children with a rich blend of teacher-led and independent learning opportunities which capture children's imaginations. Children respond well to the high expectations of staff, which is complemented by the high-quality support they offer. The inspector observed a child explaining expertly to a staff member why we need to wash our hands to avoid the transmission of germs. Scrutiny of children's assessment records reveal well substantiated records of what children can do, and need to develop, linked to each area of learning.

Progress since the last monitoring inspection on the areas for improvement:

- improve the effectiveness of teaching – satisfactory
- review and adapt the curriculum so that it allows staff to plan for the progressive development of pupils' skills – satisfactory

## **The effectiveness of leadership and management**

The acting headteacher and the deputy headteacher continue to work purposefully and effectively to strategically address the deep-rooted but diminishing issues afflicting the school. Their monitoring and evaluation of all aspects of the school's work remains rigorous and regular. This informs the astute, well conceived action plans, which are leading to the improvements reported in teaching, the curriculum and academic standards. Work has taken place to rationalise asset management and ensure best value is achieved in terms of the cost to benefit ratio of existing arrangements. However, the strength of middle leadership is not wholly apparent and senior leaders recognise that in order to assure better quality leadership and build capacity throughout the school, some middle leaders and other staff now need to demonstrate and/or develop their prowess by assuming more wide-ranging responsibilities. Notwithstanding the improvements secured to date, the school knows that pupils' academic attainment and achievement must improve further, particularly by the end of Key Stage 2 before it can attest to be wholly providing at least a suitable quality of education. The recent events (assemblies, open mornings, guidance letters) which the school organised for parents and carers, have enabled them to equip parents and carers with skills and insight which help them to help their children learn more effectively.

Members of the governing body are having a more telling impact in strategically challenging and supporting the school's work on safeguarding, finance and health and safety. They are also more informed in their evaluation of the academic performance of the school and the contributory factors that impact on pupils' learning, such as the curriculum. However, the governing body has not yet resolved the leadership issue hanging over the school despite concerted efforts to do so. This has dragged on for some considerable time now.

Regular liaison between the health and safety and safeguarding governors, the caretaker, and the headteacher is ensuring better compliance with safeguarding regulations. A more formalised system for staff to record concerns has recently been introduced. The check on the school's Single Central Register found that it met current requirements.

Progress since the last monitoring inspection on areas for improvement:

- ensure that all safeguarding procedures are applied rigorously at all times – satisfactory
- ensure leaders, managers and the governing body monitor all aspects of the school's provision rigorously in order to produce accurate self-evaluation and sharply focused improvement planning – good

## **External support**

The School Effectiveness Officer has gained a good understanding of the school's strengths and remaining shortcomings. As a result, local authority advice, guidance, and challenge are being channelled more specifically. For example, work to amplify the impact of literacy and numeracy support from consultants has focused on them equipping staff with extra ideas and resources to enhance pupils' problem-solving and extended creative writing skills.