

# Stubbings Infant School

## Inspection report

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<b>Unique Reference Number</b>	107510
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	377586
<b>Inspection dates</b>	18–19 January 2012
<b>Lead inspector</b>	Kathryn Gethin HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Skelsey
<b>Headteacher</b>	Kathryn Godfrey
<b>Date of previous school inspection</b>	10 February 2009
<b>School address</b>	School Street Hebden Bridge HX7 8BP
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## Introduction

Inspection team

Kathryn Gethin

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed four teachers teaching eight lessons. She held meetings with the Chair of the Governing Body, staff, groups of pupils and a representative from the local authority. The inspector observed the school's work and looked at a range of evidence including: the school improvement plan; the tracking of pupils' progress; monitoring reports; the work pupils were doing in their books; and the school's documentation relating to safeguarding pupils. The inspector also analysed 36 questionnaires returned by parents and carers and took account of those completed by staff and pupils. No responses to the on-line questionnaire (Parent View) had been submitted.

## Information about the school

This is a smaller than average-sized school. Since the last inspection, a new headteacher has been seconded to the school and an interim executive board replaced the governing body. The headteacher currently works at the school for two days each week and is also the headteacher of a neighbouring infant school. The current shadow governing body replaced the interim executive board in 2011 and aims to become a full governing body by September 2012. Following an unsettled period in 2009, a number of pupils left the school. This has now settled. The vast majority of pupils are of White British heritage. The number of pupils who speak English as an additional language is low. The proportion of pupils known to be eligible for free school meals is well below average, as is the proportion of pupils identified as having disabilities and those with special educational needs. The school achieved Healthy School status in 2009. Valley Crew out of school club provides care for children at the beginning and end of the school day.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of children</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of children</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It has improved well over the last two years and has good capacity to be even better. Comments from parents and carers support this view. Children enter the nursery with skills that are below the skills typical of children this age. They make good progress and enter Year 1 at the levels expected of them. Attainment at the end of Key Stage 1 is above the national average for reading, writing and mathematics.
- Pupils are keen and enthusiastic learners. They achieve well as a result of good teaching. As a result, most pupils make good progress. Those, who due to their circumstances may need a lot of help, also progress well due to the good support provided. However, there is inconsistency in how work is matched to pupils' differing needs, particularly for higher-attaining pupils. Marking lacks consistency and pupils do not always know how to improve their work.
- Pupils behave very well in lessons and are considerate of others' needs. They enjoy coming to school and say that they feel safe. A few parents and carers felt that behaviour could be dealt with more effectively by the school. Attendance has improved over time, however, punctuality remains an issue for a small minority of pupils.
- The headteacher, senior staff and the governing body know the school's strengths and weaknesses and are clear about the direction the school must take and where further improvements can be made. Time invested in professional development has resulted in an improvement in teaching and led to an environment where staff feel valued and part of the school.

## What does the school need to do to improve further?

- Improve the use of assessment by:
  - using marking more effectively to help pupils understand the next steps in their learning and how to improve their work, particularly in English and mathematics.
- Improve the achievement of higher attaining pupils by:
  - ensuring that the work in books offers enough challenge to develop pupils' thinking and comprehension skills.

## Main Report

### Achievement of pupils

Parents and carers commented on how delighted they were with their children's current progress and their children's desire to want to learn. This view is endorsed by the inspector's findings. The large majority of pupils, including those with special educational needs and those with disabilities, make good progress and continue to improve as they move through the school. Pupils enjoy school and work well together. For example, in one lesson by questioning each other on what their favourite toy is in order to create a pictogram. Children in the Early Years Foundation Stage frequently initiate activities and count with confidence as they pretend to be the teacher. They show high levels of concentration, for example in one session, as they determinedly sawed through pieces of wood.

Although progress is good, work is not always matched to pupils' differing needs. This was evident in pupils' workbooks in reading, writing and mathematics. As a consequence, higher-attaining pupils are not challenged enough to use their thinking and comprehension skills. The standard of presentation for pieces of writing is not at a high enough level.

Pupils' current work, as well as the teacher assessments from 2011 and the school's own data, show that attainment is above the national average for reading, writing and mathematics. The school's focus on reading has been a notable success, with attainment being at its highest in this subject for the last five years. When children start in the Early Years Foundation Stage, their skills and abilities are below age-related expectations, particularly in communication, language and literacy. As a result of secure relationships being established, children are eager to participate and many leave Reception above the level expected for their age.

The school has taken effective steps to improve the teaching of reading for all children. As a result, pupils enjoy reading. Those pupils who find reading more difficult are able to identify letters and sound out words. They understand humour in books and are able to explain what makes it funny and the moral of the story. Prompt cards are used well to assist pupils when attempting to decode words. Higher-attaining pupils understand the difference between fiction and non-fiction and how books give them information.

In the Year 1 assembly, pupils were confident and articulate as they narrated the journey to the Arctic and Antarctic. In Year 2, pupils celebrated a classmate who eloquently read a piece of poetry. They described it as 'it was as if her voice was singing'. Younger children also take pleasure in books and handle them with care, whilst looking at pictures and simple sentences.

### **Quality of teaching**

Parents and carers state that they feel their children are well taught at the school. This view is supported by the inspector, as the quality of teaching has improved since the last inspection. It is good overall and is leading to pupils making better progress than previously. An emphasis on training and support has had a positive impact on how lessons are taught. Teachers have positive relationships with pupils and expectations are high. Teaching assistants and nursery nurses provide an invaluable level of support, especially for those who find learning more difficult. Teachers are enthusiastic, well organised and have a good subject knowledge. All staff use praise well to celebrate pupils' achievement.

The better lessons engage pupils' interests and allow enough time for them to apply their knowledge. Teachers are skilled in developing pupils' thinking through effective questioning and create a confident atmosphere within the classroom. Pupils rise to the challenge and take responsibility for their own learning as they complete the wide range of tasks set by the teacher. For example, in Year 1, pupils created tessellations in the sand with two-dimensional shapes and in Year 2, pupils used information from a block graph to answer questions. In the Early Years Foundation Stage, children constructed a road from large wooden blocks and learning was skilfully extended as the theme of rough and smooth objects was introduced to test if it made a difference to the distance the cars travelled. Where teaching is less strong, adults do not use visual images and resources to the best effect and they do not address pupils' incorrect answers or correct them with enough explanation.

Teachers have a good understanding of what each child can do and what pupils need to learn next. This understanding is based on accurate observations and the introduction of a more robust tracking system. The school has taken effective steps to improve the teaching of reading. As a result, even the youngest children have well developed speaking and listening skills. Planning is detailed and lessons move at a good pace as pupils learn to manage time effectively to complete the tasks. Pupils' work is marked frequently. However, comments are not always helpful to inform them on how to improve.

At the end of the day, learning continues in the popular and vibrant Valley Crew out of school club, as children excitedly prepare for Chinese New Year.

### **Behaviour and safety of pupils**

Pupils say that behaviour in school is good and that everyone is 'good and nice to each other'. They are very clear that their actions have consequences and that this may mean apologising, losing golden time or being sent to the headteacher. Overall, they rate behaviour as 'seven out of ten'. Pupils behave exceptionally well in lessons and respond immediately when teachers indicate a need to be quiet. They move

around school in a calm and orderly manner. Attendance has improved and is now in line with the national average. The importance of punctuality has been a focus for the school and this has also improved. However, a small minority of pupils arrive at school late and miss the start of lessons.

Pupils say they feel safe within the school. They are confident on how to report incidents and understand the danger associated with roads and speaking to strangers. During the mid-morning and afternoon break, play is more exuberant as resources are not freely available. This leads to a lack of purposeful play as pupils generally run around at great speed in a relatively small area. Incidents of bullying are extremely rare, however, a minority of parents and carers felt that the school could be more effective when any such issues arise. There have been no exclusions from school. The school is a safe and secure environment. Risk assessments are in place and action taken when hazards are identified. For example, children no longer have access to the wooden steps leading to a garden area, as the steps have become slippery and will eventually be removed.

Pupils show respect to each other and are thoughtful towards others. They are now better supported in their emotional development through the introduction of a social and emotional programme. They take their responsibilities seriously, such as being a playground buddy or wizard. They wear their buddy caps and wizard capes with pride and regularly check the friendship bench to ensure all children have friends to play with at break time.

## **Leadership and management**

The success of the school is underpinned by good leadership. Since the last inspection, the drive, ambition and clear educational direction of the headteacher has had a significant impact on raising pupils' achievement and in improving the quality of their learning. Due to the good support of colleagues, including the School Improvement Partner, there is now a strong sense of purpose and expectations are high.

The handover in governance from the interim executive board to the shadow governing body has been well managed to ensure continuity and progression. As a result, the shadow governing body is now well briefed about their roles and responsibilities and is increasingly confident to act where necessary to support improvements. Progress is being made to move to a full governing body by September 2012.

Opportunities for professional development have been embraced by staff. As a result, teaching has improved. The introduction of curriculum leaders has proved to be beneficial as they have risen to the challenge of taking on additional responsibilities. The curriculum meets the needs of learners well and is further enriched by visitors to the school such as, ceramic artists, dance companies, sports specialists and local church leaders. Visits to places of interest include, the theatre, Skipton castle, Hesketh farm and within the locality of Hebden Bridge. Pupils enjoy participating in extra-curricular activities such as, cookery, gardening and singing.

The school promotes equality of opportunity well and all pupils' are exceptionally well cared for and supported. The recent introduction of a programme dedicated to aspects of social and emotional development further supports the school's belief in promoting the well-being of all pupils. Safeguarding is a high priority for the school and procedures are good. Appropriate systems are in place and training is up to date.

The improvement from the last inspection and the accurate evaluation of the school's strengths and weaknesses confirm that the school has good capacity to continue to improve.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



20 January 2012

Dear Children

**Inspection of Stubbings Infant School, Hebden Bridge HX7 8BP**

Thank you for being so kind to me when I came to visit your school. I enjoyed talking to you in lessons, at lunch time and when I listened to some of you read. You told me that you enjoy school and feel very safe.

You go to a good school that has improved further since its last inspection. You are making good progress in your work and you are taught well. I was pleased to see how kind you were to each other and how well you listened in lessons. Your 'Wow' books that show all the fun activities you do every day. I was most impressed with the high level of 'waddling' when you pretended to be penguins in assembly and how you resisted the temptation to eat the smarties you were using in the mathematics lesson I observed. Well done.

Some of you could be given harder work and you need to make your writing as neat as possible. To help your teachers, I have asked that when they mark your books or speak to you, they let you know how you can get even better. I have also asked that they make sure that your work is challenging for all of you as this will help you reach higher levels.

Thank you once again for helping me and keep trying hard.

Yours sincerely,

Kathryn Gethin  
Her Majesty's Inspector

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