

Luddendenfoot Academy

Inspection report

Unique Reference Number	137699
Local authority	Calderdale
Inspection number	388335
Inspection dates	12–13 March 2012
Lead inspector	Sarah Quinn

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

Type of school	Primary
School category	Non Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Geoff Chapman
Headteacher	Simon Bromley
Date of previous school inspection	11 November 2008
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Introduction

Inspection team

Sarah Quinn

Additional inspector

This inspection was carried out with two days' notice. The inspector spent six hours and forty-five minutes observing direct teaching and independent, continuous learning, and five teaching staff were seen. Meetings were held with members of the governing body, parents and carers, staff and pupils. The inspector observed the academy's work, and looked at observation, assessment and planning records, policies and management documentation in relation to safeguarding and health and safety. She scrutinised examples of children's 'records of achievement' in the Early Year Foundation Stage and the academy tracking systems for all pupils as well as other documentation relating to pupils' achievement. The inspector heard children read and looked at a range of work from all classes. She took account of questionnaires completed by pupils, staff and 78 parents and carers. The inspector looked at the on-line questionnaire (Parent View) but there were insufficient responses to aid in planning the inspection.

Information about the school

Luddendenfoot Academy is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average as is the proportion with special educational needs. Percentages of pupils from minority ethnic groups and those for whom English is an additional language, are well below those found nationally. The school meets the current floor standard. Classes are vertically grouped, apart from the Reception class, which stands alone. There has been recent high mobility resulting from a high number of pupils entering the academy.

The school converted to academy status in December 2011. The academy is managed by a governing body, which has retained members from the previous school's governing body and has a newly elected Chair. The academy holds the Basic Skills Agency Quality Mark, the International School Award, Healthy School status, International Eco Schools Award (Green Flag), the Calderdale Community and Environment Award and the Activemark.

There is a before- and after-school club operated from the school run by a private voluntary management committee. The club receives its own inspection and the report is available on the Ofsted website at www.ofsted.gov.uk.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- Luddendenfoot Academy is a good school. Pupils clearly enjoy attending and relish the interesting lessons that stimulate and excite them. The behaviour of all pupils is consistently outstanding and their spiritual, moral, social and cultural development is strong. The school is not yet outstanding because teaching is good overall and this enables pupils to make good gains in their learning.
- From variable starting points in the Early Years Foundation Stage, where some children are in line with national expectations, but a significant proportion are below expectations for their age, pupils make good progress through the academy and attain standards that are above national average by the time they leave.
- Teachers ensure pupils make good progress by continually assessing the capabilities of pupils and carefully matching activities to meet their individual needs. Staff know individual pupils very well and teaching is good overall. In some classes, teaching is outstanding and in these classes, progress is rapid.
- Behaviour is excellent and all pupils are very well supported to ensure that they are happy and able to enjoy learning opportunities. In the playground, particularly at lunchtime, older pupils support younger pupils very well and ensure they are safe and happy. 'Befrienders' and 'playmates' ensure all pupils have friends to play with and help to resolve any conflict. The atmosphere around the school is calm and one of mutual respect.
- Leaders and managers have supported the staff and pupils through the academy conversion well and this transition has been smooth with little disruption to normal routine. Significant building work to dramatically improve the learning environment for all pupils has also been managed very well. Systems to manage the school's performance and improve teaching are effective overall. However, there is no formal process to share effective teaching practice with colleagues to support improvements in all classes.

What does the school need to do to improve further?

- Ensure the majority of pupils make rapid and sustained progress by driving the quality of teaching to outstanding by:
 - enabling all teachers to observe and learn from colleagues whose practice is outstanding
 - providing high-quality continuous professional development and training which specifically supports improvements in the pace and continuous challenge offered by lessons
 - developing systems to enable more leaders to monitor and develop teaching.

Main Report

Achievement of pupils

The Early Years Foundation Stage is well managed and children enjoy activities that promote good progress in all areas of learning. During a thoroughly enjoyable 'sound hunt' outside, children matched pictures to sounds very successfully. Parents and carers are extremely positive about the progress their younger children are making.

A structured approach to the teaching of reading ensures achievement is good and pupils leave with above average attainment in English. Pupils clearly understand the structure of the academy's reading system and answer correctly challenging questions in relation to spelling and comprehension, again showing a clear understanding of expectations and well-embedded strategies throughout the classes. Parents and carers report that reading is a priority of the school and that their children enjoy reading at home. Reading attainment by the end of Key Stage 1 is now at least in line with the national average and by the end of Key Stage 2 is above average because of this effective support.

Through Key Stages 1 and 2 pupils make good progress overall in literacy and numeracy and in other subjects, such as information and communication technology. They show high levels of enjoyment and are enthusiastic during lessons. They speak articulately about their work, experimenting with vocabulary and taking risks. As pupils write exciting story openers, they try new vocabulary and experiment with sentence structuring. Their attainment is above the national average.

Pupils with special educational needs and those with a statement of special educational needs make progress in line with their peers, and in many cases make more rapid progress thus allowing them to close the gap between themselves and their peers. Parents and carers rightly feel that their children are making good progress.

Quality of teaching

Parents and carers are justified in believing that teaching is good. Teachers and classroom support assistants use careful questioning to assess what pupils know and can do. During a mathematics lesson, teachers and assistants monitored what pupils knew about multiplication and swiftly corrected misconceptions ensuring that pupils' good progress was uninterrupted. Teachers allow pupils the independence to solve problems and test out

theories, for example, when they dissolve a variety of materials in water. Pupils confidently explain previous scientific experiments using well-taught vocabulary. Teachers provide a range of opportunities to develop collaborative and creative skills, for example, when pupils design a background for their computer animation and discuss and explore sound effects.

Pupils develop skills in reading and comprehension systematically because they are very well taught during guided reading sessions, staff carefully tracking and recording their progress. Pupils receive well-delivered one to one sessions to support their reading development, such as the 'toe-by-toe' programme.

Where teaching is particularly well paced and exciting and challenge is continual and effective, pupils' progress is rapid. During a history lesson, pupils watched well-chosen clips of video material that helped them understand how life would have been for children in a workhouse, preparing them well for writing an imaginary diary. They had time to reflect, share ideas, record useful words, assess their planning needs, and confidently began their diary. The lesson illustrated teachers' effective promotion of pupils' spiritual, moral, social and cultural development as they worked collaboratively and considered the moral implications through reflection and discussion, developing empathy with characters.

Vertically grouped classes are managed very well and teachers provide carefully matched activities to support continual progress for all groups of pupils. Classroom management strategies are effective and pupils move safely and productively from one task to another. The environment around the school is bright and stimulating and reflects a good range of interesting, well-planned activities across the curriculum.

Behaviour and safety of pupils

In line with the inspection findings, parents, carers, staff and pupils have exceptionally positive views about behaviour and safety. Pupils feel extremely safe and secure. This is because the academy has very structured and clear systems to ensure pupils' continued welfare and protection.

Pupils work extremely well together and thrive in a respectful environment. They learn and show very high levels of collaboration and cooperation in lessons and outside. Typical of parents' and carers' views is the comment, 'the staff are encouraging my child to contribute and develop positive relationships with other children.' Pupils are enthusiastic and their attitudes and excellent behaviour contribute to their learning. They manage their own and support each other's positive behaviour, saying that they would not tolerate bullying from anyone. 'Befrienders' are trained to mediate conflicts and support their peers to maintain friendships. Older pupils around the school talk gently to younger children, helping them to find their way around or the resources they need. Older pupils in vertically grouped classes are very strong role models for the younger members of the class and help them to settle, find resources and follow the rules and routines. This responsibility supports the development of pupils' spiritual, moral and social development very well. New pupils are welcomed and they quickly find their feet and start learning without delay.

Pupils are calm when moving around the school and know the rules to support the maintenance of their safety. Pupils with identified behavioural difficulties are very well supported and nurtured through personalised systems, such as home-school books. They respond exceptionally well, ensuring that they are able to make progress in line with their peers. Incidents of inappropriate name-calling are extremely rare and are dealt with very

quickly and effectively, involving pupils and their families. Pupils show an excellent understanding of cyber bullying and other potential dangers and how to keep themselves safe. Attendance is above average and pupils strive to attend each day.

Leadership and management

Leaders and managers are passionate to maintain and drive the momentum of improvements and work well together, particularly about pupils' achievement. They managed the assimilation of a high number of pupils entering the academy, particularly the 50% increase in Years 5 and 6, very well. Parents and carers are positive about the quality of management at the school and appreciate the 'partnership' attitude.

The academy leaders and governing body meet their statutory responsibilities and pupils remain safeguarded because robust policies and procedures are used to support consistently effective practice in this area. Equality and diversity is very well promoted and this is linked closely to the academy's commitment to internationalism where pupils learn well about respect and tolerance. Pupils with special educational needs are monitored by skilled staff and appropriate interventions are carefully mapped and implemented to ensure all pupils make at least good progress.

All leaders and managers have high expectations and a vision of continuous improvement for the school. Targets are challenging and are continually reviewed and revised when they are met. Leaders and managers ensure all staff work together to devise actions for improvement, based on accurate self-evaluation. Its track record, for example, in improving pupils' achievement in reading, demonstrates clearly the school's capacity to sustain improvement. All staff attend training and use their learning well to develop their skills and knowledge in their areas of responsibility. They deliver training to other staff in the school and share their learning and ideas to ensure continual improvement. Opportunities are not yet taken for the strongest staff to share good practice in relation to teaching, in particular the driving of rapid progress through high levels of challenge and effectively paced lessons. Whilst continuous professional development and training opportunities are used to develop certain areas of the academy, they are not yet directly used to bring the quality of all teaching to outstanding. Senior leaders monitor teaching effectively, and this is leading directly to improvements. However, not all middle leaders have opportunities to monitor the quality of their subjects and the achievement of pupils.

The curriculum is good and provides interesting and exciting opportunities for all pupils to develop and learn, especially about internationalism and environmental sustainability. They talk enthusiastically about their wind turbine and solar panels and the energy they produce. Pupils' spiritual, moral, social and cultural development is good and they show a very strong awareness of international issues. They enjoy periods of reflection and develop a very clear sense of right and wrong, showing that they know how to collaborate and cooperate.

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).

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.

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.



14 March 2012

Dear Pupils

Inspection of Luddendenfoot Academy, Halifax, HX2 6AU

Thank you so much for your warm welcome when I inspected your academy, and for showing me the wonderful things that you enjoy. I really enjoyed talking to you about your academy, your work and how well you are doing. Your singing in the music assembly was particularly good! You like going to Luddendenfoot and this shows. You feel safe and you learn well. This is why Luddendenfoot Academy is a good school.

I was particularly pleased to see how extremely well behaved you all are in your classes, around the building and also outside. You really care well for each other and you make sure everyone is safe and happy. For this reason, the behaviour and safety at your academy is outstanding. Very well done! Teachers, classroom support assistants, and all staff care sincerely for you and want to make sure you are all happy and continue to enjoy school.

The teaching at your academy is good. Sometimes teaching is outstanding and this helps you to learn far more quickly. This is because in these lessons teachers keep you interested and excited. I have asked all teachers to share their good ideas with each other to make the teaching outstanding in more classes. You can help your teachers by letting them know what you really like to do. You enjoy the environmental work that you do and you learn well about the world around you. Leaders and managers are working very hard to make your academy even better. Well done and I hope you continue to enjoy your time at Luddendenfoot Academy!

Yours sincerely

Sarah Quinn
Lead Inspector

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