

# Hebden Royd CofE VA Primary School

Inspection report

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<b>Unique Reference Number</b>	107551
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	356179
<b>Inspection dates</b>	13–14 October 2010
<b>Reporting inspector</b>	Susan Bowles 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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Howard Pask
<b>Headteacher</b>	Ms Gretl Young
<b>Date of previous school inspection</b>	7 June 2007
<b>School address</b>	Church Lane Hebden Bridge West Yorkshire HX7 6DS
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors, one of whom was shadowing the inspection, and an additional inspector. Five lessons led by five different teachers were observed. The inspectors observed the school's work and looked at some of the school's policies and procedures, including those relating to the safeguarding of pupils, samples of pupils' work and assessments of it, and the school's analysis of pupils' progress. Sixty-five pupils' questionnaires and 55 questionnaires from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How the school responded to a dip in results in 2009, including how it has improved the progress of the more-able pupils in English.
- How well children are attaining in the different areas of learning in the Early Years Foundation Stage, to determine the quality of provision.
- How effectively teachers are using assessment within lessons to help pupils make the best possible progress.
- How far care, support and guidance (including safeguarding) make a difference to outcomes for pupils.
- How well leaders are monitoring and analysing the progress of different groups of pupils and using this information in planning improvements.

## Information about the school

Hebden Royd CofE VA Primary School is a smaller-than-average primary school, although the number of pupils is steadily rising. More pupils than is typical leave and join school at different points in the school year. The great majority of pupils are of White British heritage. No pupils currently in the school are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The number with a statement of special educational needs has risen recently but remains in line with the national picture. Early Years Foundation Stage provision is made up of a Nursery and a Reception class which at times works as a single unit. Family learning courses and a breakfast club are available.

Following its inspection in 2009, the school was given a notice to improve. It was asked to:

- ensure that all procedures for the safeguarding of pupils' welfare meet statutory requirements, that policies are up to date and reviewed systematically, and that all staff receive the necessary training
- increase pupils' learning skills by teaching them to evaluate their own progress during lessons and encouraging them to make decisions about what they need to do next
- improve systems for summarising assessment data to make outcomes and progress for different groups of pupils clearer and the information easier to use.

When one of Her Majesty's Inspectors visited the school in February 2010, the school was making good progress on these issues. The context of the school remains unchanged except that the deputy headteacher has been seconded to work on a project to boost progress in mathematics, and her post filled by a temporary appointment.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a good school. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Arrangements for safeguarding pupils have been tightened and are now good. The school's caring and inclusive approach ensures that all pupils make the most of the fascinating opportunities the school provides. Outcomes are good overall. Pupils enter the school with varied but broadly average levels of skill. All groups, including those with special educational needs and/or disabilities and those with above-average attainment make good progress in general, although progress in writing is only satisfactory. Their attainment is overall above average.

These good outcomes are the result of a broad-based, creative curriculum and consistently sensitive and effective teaching. Pupils are keen to learn and teachers help them understand how to do well in their lessons by explaining in simple terms what they should aim to do. However, teachers' questioning sometimes fails to draw out pupils' understanding fully or to add enough challenge. Again, opportunities for pupils to take a leading role in learning and to write independently for a range of purposes are not always fully exploited. As a result, pupils' skills for learning are rather less well developed and this affects their ability to deal with the highest writing challenges. The way the school cares for, supports and guides pupils is excellent and makes sure that more vulnerable pupils enjoy good outcomes. Pupils have a particularly strong sense of how to keep themselves safe. The way the daily life of the school lives out its values leads to outstanding social, moral, spiritual and cultural development.

The headteacher's clear vision and engaging style of leadership has been central to the development of the school's considerable strengths. Parents are overwhelmingly positive about the work of the school, with very few reservations. Management is effective and ensures the school runs smoothly. The school's self-evaluation is realistic and draws on the views of pupils, governors and staff. It has sustained good achievement, but has not been sharp enough to bring about a significant improvement in writing. The aspects of safeguarding which needed improvement have been swiftly addressed. Other priorities have been tackled at a reasonable pace, and pupils' current progress indicates that the good quality of provision has been sustained. Thus, the capacity to improve is satisfactory. Leaders at all levels aspire to excellence and, with support from the School Improvement Partner, are organising themselves better to achieve it. The school has started this school year with a simplified and better focused plan, clearer delegation of responsibilities and better information to help the governing body hold it to account. It now has better systems to track and analyse pupils' progress. However, leaders are at an early stage of using analysis really well to plan improvements so that attainment rises further above average.

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

- Raise standards, particularly in writing, by:
  - making better use of questioning to probe understanding and add challenge
  - giving pupils better opportunities to play a leading role in learning
  - creating better opportunities for pupils to write for different purposes
  - making better use of assessment information to inform planning.

## Outcomes for individuals and groups of pupils

**2**

Pupils across the age range are willing to learn because teachers create a calm and purposeful climate for learning which makes every child feel valued. They are absorbed in their activities and talk of their enjoyment of many opportunities for creative exploration. They generally understand the purpose and expectations of their work. The work done by all groups of pupils, including those with special educational needs and/or disabilities, shows that progress over time is good. However, they make only satisfactory progress in writing independently and for different purposes. Pupils in Year 6 did not take national tests in 2010, but assessment by their teachers indicates that their attainment was above average. Given their starting points, their progress since they joined the school was good overall, although satisfactory in writing. It is difficult to compare past results in tests with national data because some cohorts are sometimes very small. Results in 2009 were below average and below what is typical for the school, particularly in writing. However, the full range of inspection evidence, including pupils' carefully assessed writing, indicates that achievement is good for all groups of pupils, as it was when the school was inspected one year ago.

Other outcomes are at least good. Pupils are considerate of each other and mix well. They develop a strong understanding of how to deal with a wide-range of everyday risks and problems. They say they feel completely safe from bullying, even if they feel they are in some way different. Attendance is consistently above average. Both girls and boys are keen to take on responsibilities, such as helping newcomers settle in to school or organising playtime games. Pupils' suggestions have helped to make school life better, they say. More pupils than average take part in at least three hours physical exercise each week, and they greatly enjoy the scope for energetic, sociable and imaginative play which the new play areas offer. They understand why good eating habits matter. They are interested in beliefs and cultures far and near, because the school gives them good opportunities to be involved in their own community and to explore the world beyond. They are unusually reflective about their experiences and talk seriously about what is right and wrong. They understand racism and are keen to tackle global problems.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The strengths of teaching in the school are rooted in the positive relationships which make each pupil feel special. Teachers make good use of their subject knowledge and resources to help pupils understand new concepts. Activities are varied and pitched well to different levels of understanding so that learning generally proceeds at a good pace. Teachers explain objectives simply to pupils and involve them in working out how to do their work well and in checking their progress. However, at times they miss opportunities to let pupils lead learning or, through skilled questioning, to probe understanding and add extra challenge. Teachers assess work accurately and their regular marking gives pupils specific advice about what has been done well and how to do better. Although nearly a quarter of the pupils who completed questionnaires said they do not know how well they are doing, they clearly do make positive progress and develop their confidence.

The curriculum gives pupils a broad and interesting range of experiences and activities which respond to their enthusiasms and are tailored to their well understood needs. Good use is made of visits, visitors and special events. Having reflected on pupils' progress, the school has begun to give pupils more realistic and relevant contexts for using mathematical skills and for discussion and writing. There is, however, scope to develop better opportunities across the curriculum for writing independently and at length.

Care, guidance and support are outstanding and make a really positive difference to the more vulnerable pupils, including those with special educational needs and/or disabilities

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or who join the school later than is normal. The very welcoming nature of the school and the care taken to work with families to overcome obstacles to learning has improved the attendance and enjoyment of some pupils who did not at first find it easy to settle into school. The warmth of the school is something a number of parents and carers said they particularly appreciate, and is tangible not only in the breakfast club and vibrant displays, but in the very positive relationships between pupils and adults. Arrangements to help pupils make the transition from one phase of school life to another work well, although some parents say they would like more information to help them support their children's progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has a clear vision for the school which is well supported by the whole staff. Together they have developed good quality provision which works well for all groups of pupils and so promotes equality of opportunity well. Through regular events and newsletters, the school does much to keep in touch with all parents and carers. However, it has not systematically consulted them on how it could do better and there is scope to engage them further in their children's learning. The school has made a good start on promoting community cohesion, building on its good understanding of its quite diverse community and imaginatively engaging pupils' interest in the wider world. It works closely with the church, community groups, other settings and children's services to serve pupils' well-being and wider learning. The school has made appropriate use of local authority support and links with other schools to tackle areas identified for improvement. As a result its arrangements for safeguarding now meet current requirements well, and systems for analysing information about pupils' progress are now providing the headteacher with a clearer view of how different groups of pupils are doing in English and mathematics. At the same time it has managed to improve the environment for outdoor learning and play. With help from the School Improvement Partner, a more streamlined and sharply focused improvement plan has been put in place for the current year. This shares responsibilities for driving improvement across leaders and managers at all levels, and gives the governing body a clearer role in evaluation. While it is too soon to see the impact of these changes, they mean the school is better placed to turn its high aspirations into reality.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

When they join the school, children have varied but overall typical skills for their age. By the end of Reception most are working securely within expectations and some beyond, although fewer in writing. Parents are very pleased with provision. Key to children's good progress and behaviour is the way the curriculum responds to the children's interests and ideas. The good effect was plain to see in children's fascination with their garage scenario. Investment in improving resources, together with good leadership and organisation, has created a stimulating environment for learning indoors and out. However, the use of outdoor learning, particularly in promoting children's familiarity with print and writing, is currently satisfactory. The processes used to assess learning have been streamlined and regular reviews give a clear picture of children's development. Again, the full effect of this has yet to be seen as evaluation of learning has not led to next steps being clearly set out for both parents and carers and professionals. Parents and carers have good opportunities to play their part in children's learning and development. Arrangements for transition work well and provision for children with special educational needs and/or disabilities is good. The Early Years Foundation Stage is led in a reflective way so that systems and approaches are kept under review and continue to develop. Effective systems are in place to moderate assessment and share good practice.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

All parents and carers who returned the questionnaire agreed or strongly agreed with nearly all the statements in the questionnaire, an overwhelmingly positive response. This was echoed by the few parents to whom inspectors spoke. In two areas agreement was not complete: six respondents felt the school could do more to inform them about their children's progress and four felt similarly about how the school helps them support their children's learning. Two commented that they would like more regular updates on progress than an annual report and a parents' evening, although one of these said teachers do inform parents if something needs more attention. Another felt they could help their children make a more successful move into a new year group if better informed about changing expectations. Inspectors felt that the arrangements for keeping parents and carers informed are similar to those in most schools, and better for more vulnerable children, but there is scope to give parents and carers a clearer understanding of their children's progress to help them engage with their learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hebden Royd CofE VA Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	71	16	29	0	0	0	0
The school keeps my child safe	41	75	14	25	0	0	0	0
My school informs me about my child's progress	24	44	26	47	5	9	0	0
My child is making enough progress at this school	33	60	21	38	1	2	0	0
The teaching is good at this school	33	60	21	38	0	0	0	0
The school helps me to support my child's learning	26	47	24	44	5	9	0	0
The school helps my child to have a healthy lifestyle	35	64	20	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	65	16	29	0	0	0	0
The school meets my child's particular needs	29	53	25	45	0	0	0	0
The school deals effectively with unacceptable behaviour	29	53	23	42	2	4	0	0
The school takes account of my suggestions and concerns	32	58	19	35	0	0	0	0
The school is led and managed effectively	39	71	16	29	0	0	0	0
Overall, I am happy with my child's experience at this school	38	69	17	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



15 October 2010

Dear Pupils

**Inspection of Hebden Royd CofE VA Primary School, Hebden Bridge, HX7 6DS**

Thank you all very much for your polite and friendly welcome during the recent inspection. It was a delight to meet you. Thank you for helping us to learn about your school and for completing the questionnaires.

The great majority of you say you enjoy school and we can see why. It is a good school where most of you make good progress and develop into confident and individual young people. All of the pupils we heard from said they feel safe in school and we think the school cares for you outstandingly well. We were really impressed by your thoughtfulness and interest in ways of life different from your own. You reach better than average standards in your work. However, your progress in writing is only satisfactory and this is one area we have asked the school to improve.

We have asked the governing body and headteacher to do the following things to make the school even better:

- raise your attainment, particularly in writing, by
- making better use of questioning to probe your understanding and add challenge
- giving you better opportunities to play a leading role in learning
- creating better opportunities for you to write for different purposes
- looking closely at how you are all getting on, then planning to improve the bits that need it.

I am sure you can see the ways in which you can contribute. For example, you could be ready to answer every question as fully as possible, and sometimes to ask your own questions.

Yours sincerely

Ms Susan Bowles

Her Majesty's Inspector

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