

# Todmorden CE Junior and Infant School

Inspection report

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<b>Unique Reference Number</b>	107556
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	377601
<b>Inspection dates</b>	13–14 September 2011
<b>Reporting inspector</b>	Liz Godman

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynn Stansfield
<b>Headteacher</b>	Chris Wightman
<b>Date of previous school inspection</b>	8 January 2009
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons, taught by nine teachers. They held meetings with pupils, staff and representatives of the governing body and spoke to individual parents and carers at the start of the school day. Inspectors observed the school's work and looked at records of pupils' progress and work and the school improvement plan. They scrutinised questionnaires returned by pupils and staff and 87 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the school's evaluation of the quality of teaching and assessment and its effects on pupils' achievement.
- How well pupils behave and the quality of their personal development.
- The strength of the partnerships with parents, carers, other schools and agencies and the effects of these on the curriculum and the care, guidance and support for pupils.
- Whether the school uses information about pupils' progress to plan activities matched to the needs of individuals and groups.

## Information about the school

Todmorden CE Junior and Infant School is below average size for a primary school. The proportion of pupils known to be eligible for free school meals is above average. The number of pupils identified as having special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. Most pupils are from White British backgrounds.

There is childcare on the school site, which includes a breakfast and after-school club and provision for pre-school children. This provision is not managed by the governing body and is subject to separate inspection arrangements.

**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**

**2**

## Main findings

Todmorden CE Junior and Infant School provides a good quality of education, with particular strengths in care, guidance and support for pupils and in its partnerships with parents, carers, other schools and agencies. These strengths support pupils' outstanding behaviour and spiritual, moral, social and cultural development. Leaders have an accurate view of the school's effectiveness and have secured improvement since the last inspection. These factors give the school good capacity to make further improvements.

The good quality of teaching is characterised by lessons pitched at the right level for the pupils in order to meet the wide range of needs in the class. Pupils rise to the challenges which are set for them and are eager to demonstrate the knowledge and skills required to reach the next level. In a small number of lessons where teaching is satisfactory, rather than good, opportunities are missed for pupils to investigate and research independently. There are also some occasions when pupils have limited time to consider how well they have done or to set their own more challenging success criteria.

Much thought has been put into the design of the curriculum so that it meets pupils' needs and interests well and ensures their good progress. However, there are limited opportunities for pupils to use information and communication technology (ICT) in the different subjects, so that they can research and present their findings and work.

The school provides outstanding care, guidance and support to its pupils and their families. Staff have an excellent knowledge of each pupil, with particularly strong support for pupils at risk of becoming vulnerable due to their circumstances. This enables these pupils to be included fully in the life of the school and to succeed, often exceptionally well. Pupils' behaviour is outstanding. Despite the difficulties presented by the school premises, indoors and outside, pupils move around the school quietly and sensibly. Their excellent behaviour in lessons is helping them to make good progress. There have been no exclusions for a number of years and bullying or unacceptable behaviour are almost unknown. Spiritual, moral, social and cultural development is also outstanding. The school is a very cohesive and happy community and pupils are skilled and confident in speaking to one another, staff and visitors. Pupils make excellent use of times for reflection, for example, in assemblies.

The headteacher and deputy headteacher enable all staff and pupils to feel involved and to contribute to the school's success and further improvement. Excellent partnerships with parents and carers ensure that an overwhelming majority have confidence in the school and feel welcomed. Outstanding partnerships with other schools and the wider community also enrich pupils' experiences. The school's arrangements for safeguarding pupils meet government requirements. All staff are trained to be vigilant and the school responds swiftly should any concerns arise.

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

- Enhance pupils' skills in learning independently by:
  - extending opportunities for them to evaluate their own and others' work
  - promoting more independent investigation and research
  - enabling pupils to identify for themselves in lessons how they can be further challenged and what they have to do to succeed.
  
- Extend opportunities for pupils to use ICT across the curriculum by systematically planning occasions when they can:
  - use ICT to research information linked to the topics they are studying
  - use different programmes and media to record and present their work.

## Outcomes for individuals and groups of pupils

2
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Pupils achieve well. They enjoy their lessons, are eager to succeed and apply themselves diligently to whatever task is set. For example, in a Year 6 mathematics lesson, higher-attaining pupils were highly motivated to solve complex problems using co-ordinates. Pupils with special educational needs and/or disabilities make good progress in lessons and over time. This is the result of accurate assessment ensuring activities are carefully matched to their needs. A number of pupils with special educational needs and/or disabilities have made exceptional progress in the time they have been at the school. For some, this follows exclusion from other schools. These pupils have settled quickly, are highly positive about the school and are starting to attain highly, for example, in mathematics. Pupils join Year 1 with skills which are broadly in line with expectations for their age. They make good progress through the school in reading, writing and mathematics so that by the end of Year 6, their attainment is above average in these subjects.

Although the school has taken effective steps to improve pupils' understanding of different cultures since the last inspection, this remains a slightly weaker element of pupils' exceptionally good spiritual, moral, social and cultural development. Pupils have a good knowledge of how to lead healthy lifestyles and to stay safe. Many are particularly enthusiastic about the opportunities for physical activity provided by the school and generally take good care of themselves and others when playing outside. However, just occasionally this lapses a little when enthusiasm takes over. Pupils appreciate the opportunities they have to contribute to the life of the school, but some younger pupils say they would like to be given more responsibility. Pupils' broadly average attendance, along with their developing skills in literacy and numeracy and their excellent social skills prepare them well for the future.

*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>2</b>
<b>Pupils' behaviour</b>	<b>1</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Some excellent use of assessment at whole-school level has enabled teachers to focus planning and teaching on the specific priorities for the class. The use of assessment to modify teaching as the lesson proceeds is more variable. Where teaching is good, there are opportunities for pupils to assess their own or others' learning and they are challenged to achieve highly. For example, in a Year 1 lesson, pupils used a 'fan' to show whether they had met the lesson objectives. Although they had only been in the class for a few days, they were starting to identify and explain how they could improve their work. In contrast, occasionally in some classes, pupils do not have the opportunity to set themselves greater challenges. Throughout the school relationships are very positive and this helps to ensure pupils' excellent behaviour and attitudes to learning. Teaching assistants are deployed well to support the learning of all the pupils. Classrooms have a good variety of attractive resources and engaging activities to stimulate pupils' interest.

Pupils say their topic lessons are fun and they appreciate the many and varied visits and visitors which enrich the curriculum, for example, in art, physical education and music. However, opportunities for pupils to use ICT across the curriculum are underdeveloped and there is little evidence of pupils following their own lines of enquiry or undertaking independent research.

The school's outstanding care, guidance and support ensure that pupils feel highly valued. Staff know all the pupils as individuals and provide extremely well-judged support for them and their families. This creates a climate where barriers to learning are overcome, enabling all to make good progress and promoting outstanding social and moral development. Excellent links with the voluntary managed pre-school provider on the school's site, enable a smooth transition into the Reception class and parents and carers comment on how well their child has settled after the first few days of the term. Strong communication between staff has also enabled pupils to

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<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

transfer successfully from one year to the next. As a result little time has been lost in ensuring a good start to this school year. There are strong links with secondary schools so that pupils in the current Year 6 are confident they will be prepared well for the next stage of education.

*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?

Senior leaders' highly accurate evaluation of the school's teaching and pupils' progress is used effectively to develop provision and to secure continued improvement. Good support and challenge from the dedicated governing body are making a strong contribution, although there is scope for the governing body to become even more systematic and rigorous in its evaluations.

Many parents appreciate the 'open door' for 20 minutes at the start of the school day and the opportunity this gives to speak with the class teacher or headteacher. Consequently, children settle into the day's routine exceptionally smoothly. Highly developed partnerships with a wide variety of agencies contribute most effectively to pupils' exceptional personal and social skills and to the outstanding care staff take to meet each pupil's needs.

The school promotes equality of opportunity well and this inclusive approach ensures that all pupils progress well and there is no evidence of discrimination. The school takes good care to ensure that all pupils are safe in and around the school and the risks involved in all activities are assessed thoroughly. The school is a highly cohesive community with very strong partnerships and links with the local community. Although effective steps have been taken since the last inspection to extend pupils' understanding of other communities in Britain and the world, the work is still developing and the full impact of this has yet to be realised.

Good outcomes for pupils and the school's effective use of its staff and volunteers, premises and resources mean that the school gives good value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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

Children enter the Reception class with levels of development below those typical for children of this age. They progress well and, as a result, join Year 1 with broadly average skills across the areas of learning. Children enjoy their time in the Reception class. Strong relationships between staff, parents and children ensure they settle quickly and feel very secure. Staff are highly effective in fostering children's well-being and in building their confidence.

The Reception classroom is stimulating and welcoming and provides good learning experiences which foster independent learning and exploration, with a good balance of child-initiated and adult-led activities. Good assessments based on observations are used effectively to inform planning and are an integral part of the daily routine. The staff make the best possible use of the limited outdoor space, securing improvement since the last inspection. 'Welly Wednesdays' have been introduced to extend children's learning outdoors. The children relish this well-managed visit to nearby woodland which, although new to them at this stage of the school year, is proving effective in developing their skills of listening and observation.

The Reception class is led and managed well. This secures children's good progress. Resources and the experience and training of staff are used to good effect. The Early Years Foundation Stage leader is knowledgeable and eager to develop the good provision further.

### *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 in the Early Years Foundation Stage	2

## Views of parents and carers

A greater proportion of parental questionnaires were returned than is usual. An overwhelming majority of parents and carers who responded to the questionnaire indicated their high levels of satisfaction with almost all aspects of the school's work. A number of parents and carers commented on the questionnaires, and in discussion with the inspectors, how they feel able to approach any member of staff and how happy their children are at the school. Inspectors found the school's partnership with parents and carers to be exceptionally strong. A very small minority of parents and carers said they would like to know more about their child's progress and to have greater help in supporting their child's learning. In discussion with the inspectors, senior leaders said that they would consider this. A few parents expressed concerns



about how the school deals with unacceptable behaviour. Inspectors judged pupils' behaviour to be outstanding and found no evidence of incidents of poor or inappropriate behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Todmorden CE Junior and Infant 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	85	12	14	0	0	0	0
The school keeps my child safe	73	84	13	15	1	1	0	0
The school informs me about my child's progress	57	66	25	29	3	3	1	1
My child is making enough progress at this school	53	61	28	32	1	1	1	1
The teaching is good at this school	64	74	20	23	2	2	0	0
The school helps me to support my child's learning	57	66	24	28	3	3	1	1
The school helps my child to have a healthy lifestyle	64	74	21	24	1	1	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)	58	67	26	30	1	1	0	0
The school meets my child's particular needs	56	64	27	31	2	2	0	0
The school deals effectively with unacceptable behaviour	49	56	31	36	2	2	1	1
The school takes account of my suggestions and concerns	52	60	30	34	2	2	0	0
The school is led and managed effectively	59	68	26	30	2	2	0	0
Overall, I am happy with my child's experience at this school	65	75	19	22	2	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



Dear Pupils

**Inspection of Todmorden CE Junior and Infant School, Todmorden, OL14 7BS**

Thank you for the welcome you gave us when we came to inspect your school. You are making good progress because of the good teaching you receive. We saw how much you enjoy school because of the interesting things you do. The staff take excellent care of you. They work exceptionally well with your parents, carers and visitors to school, ensuring that you are safe and happy. Your behaviour is excellent and this is helping you to get the most out of your lessons. We were also impressed by your excellent spiritual, moral, social and cultural development. For example, you spoke with us confidently and the youngest children knew without help what they should do in assembly. Children in the Reception class are getting off to a good start and loved learning, having fun and getting muddy on 'Welly Wednesday'.

To make the school even better for you we have asked your headteacher and staff to:

- help you to be more independent in learning by:
  - giving you more opportunities to check for yourselves how well you are doing
  - giving you more investigations and research to do
  - asking you to think in lessons how you can be challenged and how you will know when you have been successful.
- give you more opportunities to use ICT in all the subjects to:
  - research information linked to the topics you are studying
  - use different programmes and media to record and present your work.

Thank you again for your help. We are sure that you will continue to work hard and to rise to new challenges. We wish you the very best for the future.

Yours sincerely

Liz Godman  
Lead inspector

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