

# Cragg Vale Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107508
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	377585
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	Christine Millett

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Oliver
<b>Headteacher</b>	Carole Lobley
<b>Date of previous school inspection</b>	18 September 2006
<b>School address</b>	Cragg Vale Hebden Bridge HX7 5TG
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in eight lessons or parts of lessons given by four members of staff, held meetings with groups of pupils, a representative of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety, and attendance. Inspectors considered the 34 questionnaires completed by parents and carers as well as those from pupils and staff.

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

- How well has the school responded to the recommendations made in the previous inspection report?
- How far does community cohesion extend beyond the local community?
- Are improvements in pupils' attendance being maintained?

## Information about the school

Cragg Vale is much smaller than the average sized primary school and as a result, the number of pupils in each year group is small. The proportion of pupils known to be eligible for free school meals is well below the national average. Almost all pupils are of White British heritage. A few pupils are bilingual. The proportion of pupils with special educational needs and/or disabilities is below the national average and no pupils have a statement of educational needs.

The school has achieved a number of awards including Healthy School status and the Activemark.

**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

Cragg Vale is a good school. It is happy and harmonious and has many strengths, some of which are outstanding. All parents and carers who responded to the questionnaire were unanimous in the view that their children enjoy coming to school. This is reflected in pupils' consistently above average attendance. All participate to an exceptionally high level in the life of the school and the local community and are extremely knowledgeable about how to stay safe. They are extremely proud of the contribution they make.

The school cares well for all its pupils. Good safeguarding arrangements are in place and pupils have confidence in adults to help them overcome any problems they may have. Strong relationships exist with parents and carers. A wide range of partnerships contribute well to pupils' well-being and achievement. Community cohesion and pupils' spiritual, moral, social and cultural development are good. Pupils' experiences of different cultures and beliefs are well developed through the curriculum, charity work and links with a village in India.

Children start school with skills and knowledge that are broadly typical for their age. They settle quickly and do well in the Early Years Foundation Stage. During their time in school, most pupils make good progress. However, this is more rapid in Key Stage 2 than in Key Stage 1, where staff are not always deployed most effectively to maximize learning opportunities within the curriculum. Pupils with special educational needs and/or disabilities are well supported and make the same levels of progress as their classmates.

Teaching is good and pupils behave well. Lessons are interesting, well-planned and good pace is maintained throughout. Marking is informative and of a consistently good standard. This has a positive impact on pupils' learning. Assessment is regular and the information from assessment is moderated to ensure accuracy. It is fed into the school's tracking system to monitor the pupils' progress.

The headteacher is supported effectively by all staff. The governing body is equally committed and oversees safeguarding procedures well. All staff and the governing body share a clear vision for future improvement, recognising what the school does well. Accurate self-evaluation is used well to highlight areas for improvement and good progress has been made in responding to the recommendations from the

previous inspection. These factors confirm the school's good capacity to sustain improvement.

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

- Increase the rate of progress made by pupils in Key Stage 1 to enable them to reach higher levels by:
  - ensuring experiences and programmes of study meet their needs in mixed-age classes
  - using staff most effectively to maximise learning opportunities within the Key Stage 1 curriculum.

## Outcomes for individuals and groups of pupils

2
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Pupils are attentive and participate well. The overwhelming majority of pupils say they enjoy their learning. A high level of engagement was seen in a mathematics lesson where the teacher reinforced work on equivalent fractions by means of well-thought-out tasks that closely matched the wide spread of ability in the mixed-age class. Their misunderstandings were identified and removed thereby securing good learning. It is clear that in Key Stage 2 pupils make good progress in lessons to reach above average attainment. This is supported by information about individual pupil's progress in the school's tracking system as well as work in pupils' books. The school manages well the limitations of space within school and the year on year fluctuations in the sizes of cohorts, which mean that Key Stage 1 pupils are split between the Reception class and Key Stage 2. Yet, after a strong start in the Reception class, pupils' progress slows in Year 1 and Year 2, attainment at Year 2 is average and few pupils reach the higher levels. All pupils with special educational needs and/or disabilities make good progress towards their targets because the support they receive is well focused on their specific needs. From their starting points, pupils achieve well and enjoy learning.

Discussions with pupils showed that they have a good understanding about how to keep fit and healthy. They appreciate the good number of opportunities they have to participate in activities within school as well as a range of sports involving other schools. Pupils say they feel well looked after at school and they have an excellent understanding of how to keep themselves and each other safe. They respond extremely well to the responsibilities they are given and make positive contributions to the school community and beyond through the school council, participation in assemblies and tree planting, for example. Pupils' above average attendance, their strong grasp of basic skills, and their good personal qualities equip them well for the next stage of their education. Good spiritual, moral, social and cultural development is evident in their reflective attitudes, willingness to take part in local, national and global charity work and good understanding of the faiths and beliefs of others.

*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>1</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>2</b>

**How effective is the provision?**

Teaching and learning are effective across the school. Pupils are clear about what they are learning and what they need to do to achieve their personal targets. Relationships are good and staff seek to motivate pupils through interesting activities. Overall, work is well matched to pupils' prior learning with different tasks provided to support different levels of ability. More-able pupils are identified at an early age and there is an appropriate level of challenge in most lessons. Teachers use a variety of strategies for marking and guide pupils about how to improve their work.

Pupils' basic skills, including the use of information and communication technology (ICT), are developed well across the curriculum. Topics are well chosen to reflect the interests of pupils but are not always matched closely enough to the needs of Key Stage 1 pupils in the mixed-age classes. Creativity is encouraged and a number of pupils have the opportunity to learn a musical instrument. There is a good focus on experimenting and investigating in science and effective use is made of the local outdoor environment. Older pupils take part in a residential visit where they learn to work as part of a team. A range of visits and visitors enhance learning. Pupils are taught French throughout the school. A wide range of extra-curricular enrichment activities are available to all.

The views of many parents and carers were summed up in the comment 'teachers know the children inside out and respond to their individual needs in and out of the classroom.' Pupils are confident that adults in school care about them. Great care is taken to ensure pupils are kept safe and know how to stay safe. The individual needs of pupils with special educational needs and/or disabilities are well met through close liaison between parents and carers, teachers, support staff and outside agencies.

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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

*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>2</b>

## How effective are leadership and management?

Under the clear direction of the headteacher there is a strong sense of team work throughout the school with all adults working together for the benefit of the pupils. This is an inclusive school where all pupils are valued and equality of opportunity promoted well. Data are collected and analysed to ensure there is no significant unevenness in the progress of different groups of pupils and to check that all achieve well by the end of Year 6. Effective self-evaluation means there is a clear understanding of specific areas for development. The effective governing body is knowledgeable, offers a range of skills, is highly supportive and committed to bringing about improvement. Safeguarding procedures are good and systems for assessing risks are well developed. Child protection procedures are firmly in place and regularly reviewed.

The school has good relationships with parents and carers and works hard to involve them in school life. Positive partnerships exist with the local community through the church, the town council and local school partnerships. The promotion of community cohesion is carefully planned and the school has developed joint ventures with other schools and organisations. Visits and visitors raise the pupils' awareness of other faiths and cultures.

*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>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

Children get off to a good start in the Reception class due to good induction arrangements and effective relationships between parents and carers and staff. Children respond well to high expectations of behaviour and respect for others. They develop a good understanding of healthy lifestyles as they enjoy their snacks and

benefit from fresh air and exercise in the attractive outdoor area. Personal development is enhanced through the good role models set for the younger children by Year 1 pupils.

Teaching is good and children make good progress in a vibrant learning environment. All staff play their part in planning a range of interesting and purposeful activities, indoors and outdoors. High levels of collaboration were seen as a group of children had great fun working together to wrap presents in Father Christmas's grotto. Procedures for assessing children's learning are good and the information from observations is used well to plan work to suit the needs of individuals. Photographic evidence of achievement and examples of children's work are shared with parents and carers.

Good leadership is focused on continuous improvement. Staff are vigilant and children's welfare has a high priority. As intake numbers vary from year to year, it is necessary for Year 1 to work alongside the Reception class. However, staff ensure Reception children receive appropriate provision through ongoing self-evaluation. The Early Years Foundation Stage is fully incorporated into the life of the school.

*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

Just over 50% of parents and carers responded to the questionnaire which is above the national average for primary schools. They were unanimous that their child enjoyed school, was kept safe and was well prepared for the future. The very large majority were in agreement with all other areas. The inspection findings support these positive views. A very small number of comments expressed negative views and inspectors thoroughly investigated all the general matters raised. Their findings are included within the report.



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

Ofsted invited all the registered parents and carers of pupils registered at Cragg Vale 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 inspector received 34 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	76	8	24	0	0	0	0
The school keeps my child safe	26	76	8	24	0	0	0	0
The school informs me about my child's progress	14	41	16	47	3	9	1	3
My child is making enough progress at this school	19	56	11	32	3	9	1	3
The teaching is good at this school	23	68	7	21	4	12	0	0
The school helps me to support my child's learning	21	62	9	26	4	12	0	0
The school helps my child to have a healthy lifestyle	24	71	8	24	2	6	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)	22	65	11	32	0	0	0	0
The school meets my child's particular needs	20	59	10	29	4	12	0	0
The school deals effectively with unacceptable behaviour	19	56	12	35	1	3	0	0
The school takes account of my suggestions and concerns	19	56	11	32	3	9	0	0
The school is led and managed effectively	23	68	8	24	2	6	0	0
Overall, I am happy with my child's experience at this school	24	71	7	21	3	9	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.**



5 December 2011

Dear Pupils

**Inspection of Cragg Vale Junior and Infant School, Hebden Bridge, HX7 5TG**

Thank you for all your help when we inspected your school. We thoroughly enjoyed our time with you. You were very polite, friendly and made us feel very welcome. You told us that you go to a good school and we agree. We found that:

- you enjoy coming to school, are keen to learn and your attendance is above average so well done!
- you are very well-informed about how to stay safe and show a good understanding of healthy lifestyles
- you take your responsibilities very seriously and contribute a great deal to the life of the school and the local community
- you behave well both in the classroom and in the playground
- you get off to a good start in the Reception class and make good progress during your time in the school
- you are working hard and your attainment at the end of Year 6 is above average
- adults look after you well and make sure you are safe
- teaching is good and teachers make lessons interesting
- your school is helping you prepare well for the next stages in your education.

We think that your school can be even better. We would like to see pupils in Key Stage 1 making even more progress and so we have asked your headteacher and your teachers to do this by adapting the Key Stage 1 curriculum so that it is better matched to the needs of pupils in their mixed-age classes.

We believe that this will help you all to make more progress and we are sure you will all work hard to make this happen.

Best wishes for the future.

Yours sincerely

Christine Millett  
Lead inspector

