

Wainstalls School

Inspection report

Unique Reference Number	107493
Local authority	Calderdale
Inspection number	377582
Inspection dates	19–20 June 2012
Lead inspector	John Dunne

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair	Adrian Waugh
Headteacher	Anne Bowyer
Date of previous school inspection	28 January 2009
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Introduction

Inspection team

John Dunne

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed 7 lessons taught by 5 teachers. These included short visits to a range of phonics (teaching of letters and sounds) sessions taught by teachers and trained assistants. The inspector also sampled pupils' work and listened to a number of pupils reading. Meetings were held with groups of pupils, members of the governing body, external advisers and school staff, including senior and middle managers. The inspector observed the school's work and looked at a number of documents, including school planning, safeguarding policies, and the school's analysis of pupils' progress. The inspector also analysed 64 parental and carers' questionnaires as well as those completed by pupils and staff.

Information about the school

In this smaller than average-sized primary school with only five classes, most pupils are of White British heritage. None speaks English as an additional language. The proportion of pupils who are known to be eligible for free school meals is below average. The proportion of pupils supported by School Action Plus or with a statement of special educational needs is also below average. The proportion of pupils who join and leave the school at other than the usual times is above average. The school has a breakfast-club and an after-school club supervised by members of staff from the school. The current headteacher took up post during 2010. In 2011, the school did not meet the current floor standards, which are the minimum standards expected by the government. The school has gained Healthy School status.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not yet good because achievement of pupils is satisfactory. New leadership has taken decisive and effective action to bring about rapid improvement. As a result, attainment, progress and achievement are rising rapidly and securely because the quality of teaching has improved significantly. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Effective action has led to significant improvements in achievement in mathematics and English where attainment is now broadly average. A previous gap between attainment in writing and reading has been eliminated.
- Teaching is satisfactory and improving. Marking gives clear guidance to help pupils improve. Most teaching matches tasks closely to the needs and abilities of different groups of learners. However, in some lessons challenge is not always high enough for more-able pupils. The pace of much teaching promotes good progress but sometimes teachers spend too long on explanations and pupils do not have sufficient time to work independently. This occasionally slows progress.
- Pupils enjoy their lessons and this is reflected in their improving attendance. Pupils' positive attitudes in classrooms and willingness to co-operate underpin their good behaviour. Pupils say how very safe they feel in school and that they are cared for well.
- The governing body has had a strong influence on implementing the measures which have resulted in the significant improvements in attainment. Despite this, leadership and management are satisfactory rather than good, because these systems are not yet fully embedded and opportunities for middle leaders and managers to influence school improvement are not yet fully effective. Also, some aspects of the monitoring of teaching and learning and the management of performance are not yet fully robust. The curriculum successfully promotes pupils' spiritual, moral and social development, but provides limited opportunities for them to practise and improve writing in different subjects.

What does the school need to do to improve further?

- Raise pupils' attainment and further accelerate their progress in English and mathematics by:
 - ensuring that teachers consistently provide more challenge in lessons for more-able pupils and target questions more effectively to challenge them to think more deeply
 - making sure that pupils are always more actively involved in learning and spend less time listening to teachers
 - developing the curriculum so that pupils have more opportunities to practise their literacy skills across a range of subjects.
- Make leadership and management more effective in raising achievement by:
 - increasing the rigour with which the quality of teaching is monitored and using the outcomes to target the professional development needs of staff more effectively
 - improving the impact of middle leaders so that they have more opportunities to monitor their areas of responsibility and thus increase their contribution to school improvement.

Main Report

Achievement

Pupils make best progress when teaching involves them actively in their learning. They work well in groups and pairs where they enjoy sharing ideas. They learn effectively when tasks are closely matched to their needs and abilities and are based on what they have previously learned. Good teaching provides pupils with extended periods of time to practise skills and consolidate their knowledge. It also uses questioning effectively to deepen understanding and deal with misconceptions. This was observed in a mathematics lesson, where the teacher used her understanding of what pupils had learned from the previous lesson to plan five different tasks, each skilfully tailored to match needs of pupils across the whole ability range. Pupils worked industriously for over twenty minutes, deepening their understanding as problems became progressively more challenging. As a result, pupils of all abilities made rapid gains in their understanding. However, this picture of good learning and progress in lessons is not yet consistent across the school. This is partly due to inconsistencies in teaching, but also due to gaps in pupils' learning from a legacy of previously lower achievement.

Children enter the Reception class with skills broadly in line with expected levels, but which vary widely from year to year. Excellent transition arrangements with nursery settings accurately identify individual children's strengths and weaknesses and this leads to individualised learning programmes. As a result, all children make good progress in the Early Years Foundation Stage whatever their starting points. A previous decline in attainment at the end of Key Stage 1 and Key Stage 2 has been eliminated because weaknesses have been tackled rigorously and the quality of teaching has improved significantly. School assessment data, confirmed by inspection findings, show that pupils' are making rapid and sustained progress and that attainment is improving securely. Attainment throughout Key

Stages 1 and 2 is now average and continuing to improve securely. Increasing proportions of more-able pupils are attaining the higher levels in Key Stage 1, but the proportion is still not as high as it could be in Key Stage 2 given their starting points.

The teaching of phonics (letters and sounds) is good. As a result, pupils make good progress in developing reading skills so that attainment in reading by the end of Years 2 and 6 is broadly average. Disabled pupils and those who have special educational needs make satisfactory progress as a consequence of appropriately adapted work and effective programmes of intervention and small-group work.

Almost all parents and carers who responded to the inspection questionnaire stated that they feel that their children make good progress. Inspection evidence shows that progress is satisfactory and improving securely.

Quality of teaching

During the inspection much good teaching was observed, demonstrating an improving picture of the quality of teaching. However, teaching is judged satisfactory rather than good, because its impact is leading to only satisfactory achievement over time.

In all lessons teachers have excellent relationships with pupils. In the best lessons, effective planning ensures that: time is used well; interesting tasks capture pupils' imaginations; questioning is used well to assess understanding; pupils are challenged to think hard; basic skills are applied well; and teachers adapt learning throughout the lesson. However, there are some inconsistencies. In some lessons for example, pupils sit for long periods and spend too long listening or watching teachers. This limits their ability to work independently and practise skills. On other occasions, teachers do not match tasks closely enough to the needs of higher-attaining pupils and this stifles progress. The planned curriculum is not consistent in providing enough opportunities for pupils to develop their literacy skills, especially writing in a wide range of styles and genres.

Many lessons promote pupils' spiritual and cultural understanding well. For example, in a poetry lesson, the theme of the beauty of the natural earth and the effects of pollution and extinction of species brought out strong emotions and feelings which pupils expressed with passion, both verbally and in writing. The teaching of phonics is good. Pupils apply the skills they acquire well and enthusiastically in developing their skills and confidence as readers. Teaching is consistently good in the Early Years Foundation Stage. Disabled pupils and those who have special educational needs make satisfactory progress due to the effective support they receive from class teachers and support assistants.

The majority of parents and carers who returned questionnaires believe that their children are taught well. Inspection evidence judged that the quality of teaching is satisfactory overall.

Behaviour and safety of pupils

The majority of parents and carers who returned questionnaires expressed the view that behaviour is good, but a minority expressed some concerns. Inspection evidence from talking to pupils, discussions with staff, members of the governing body and external advisers indicate that leaders and managers have tightened effectively the systems and procedures for promoting better behaviour. Consequently, disruption to teaching and

learning has reduced significantly. School records and evidence gathered during the inspection show a rapidly-improving picture and that behaviour is now consistently good. Occasional incidents of poor behaviour are dealt with swiftly and effectively. Disabled pupils, those who have special educational needs and pupils from different cultural and social backgrounds are fully included and interact seamlessly with others. The climate for learning is both orderly and harmonious. There is little evidence of bullying and pupils express confidence in the school's systems for dealing with such occurrences should they arise. Pupils are well-informed about different types of bullying that they may encounter. They show great consideration and respect for others and greet visitors in a very polite and friendly manner, reflecting the way they are treated with care and respect by staff.

Almost all parents and carers and pupils expressed the view that their children felt safe in school and pupils agree. Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told the inspector how they keep safe on roads, rail, around water and in the event of fire. Older pupils in particular have a good understanding of safety relating to new technology. Over the past year attendance has risen and is now above the national average, reflecting pupils' increasingly positive attitudes to school.

Leadership and management

The headteacher has tackled previous weakness rigorously and effectively. A legacy of weaker attainment in writing, especially for higher-attaining pupils, caused by inconsistencies in the quality of teaching and weakness in the monitoring of pupils' progress has been tackled with focus and determination. Consequently, attainment in writing is improving rapidly and securely. Rigorous systems for managing behaviour are now fully embedded and have had significant impact in creating a positive learning environment. Strong leadership from newly-appointed governors and the determination of the headteacher and other senior leaders to drive up standards have led to an extensive range of appropriate and effective strategies to raise attainment. These included the introduction of systems to monitor accurately the progress of pupils and more rigour in monitoring the quality of teaching and learning. Leaders and managers have forged strong links with a range of partners, including local authority consultants and a local academy, that have provided very effective support in increasing the rigour of the measures already introduced. These measures have brought about significant improvement in achievement. School data and inspection evidence confirm that the improving situation will be sustained. Weaknesses in writing have been eliminated and more of the most-able pupils are reaching the higher levels in English and mathematics. This demonstrates leaders' and managers' commitment to promoting equality of opportunity well. They also take effective steps to ensure that there is no discrimination. Leaders and managers recognise that it will take time for their strategies to become fully effective in raising attainment and ironing out inconsistencies in the quality of teaching. The strongly improving picture shows the school's strong capacity to continue its upward trend.

The curriculum is satisfactory. It provides a range of experiences that engage pupils' interest and enjoyment and it promotes pupils' spiritual, moral, social and cultural development well. Safeguarding arrangements meet requirements. The school extends its care beyond the school day. The before- and after-school clubs are well-supervised and make good provision for all pupils, including those from the Early Years Foundation Stage.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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 up 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



21 June 2012

Dear Pupils

Inspection of Wainstalls School, Halifax, HX2 7TE

Many thanks to all of you for the welcome you gave to me when I visited your school. I enjoyed meeting and talking with so many of you. You are right to be proud of your school. It is a satisfactory and rapidly-improving school that takes good care of you. It was pleasing to hear that you feel safe in school and are confident that the staff will give you help when you need it. Many of you talked about how lessons are fun and interesting. I was particularly pleased to see your good behaviour and how very polite and well-mannered you are. You have good attitudes to learning, concentrate hard and enjoy all of the different activities school puts on for you at lunch time and after school. It is clear that the leaders and managers, together with the governing body and all staff, have worked with great dedication and success to make the school an enjoyable place for you to learn. We were particularly impressed by the way everyone gets on so well together.

In order to help you to achieve even better standards, we have asked the school to improve in a few areas. We are asking it to make sure that:

- all teachers plan activities that will fully challenge those of you who are fast learners
- you spend less time listening to your teachers in some classes to give you more opportunities to work on your own and in groups so you can spend more time practising and improving your learning
- teachers give you more opportunities for writing in topic work
- school leaders and the governing body check up on the quality of teaching more regularly and rigorously
- more teachers get involved in checking up on your learning so that you can improve even more.

I am confident that you will support your teachers in making these improvements by always being on your best behaviour and I wish you the very best for your future.

Yours sincerely,

John Dunne
Lead Inspector

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