

# Central Street Infant and Nursery School

Central Street, Hebden Bridge, West Yorkshire, HX7 6HB

**Inspection dates** 18-19 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The overwhelming majority of pupils make good progress in literacy and numeracy and across a wide range of subjects.
- Pupils with autism make exceptionally good progress due to the outstanding teaching they receive.
- Pupils behave well in lessons, around school and at play times. Excellent relationships throughout school help pupils to feel very safe and secure.
- Pupils' skills in using new technology contribute strongly to their good progress and enjoyment of lessons.
- Members of the governing body understand the school's strengths and areas which need improving exceptionally well. This enables them to make a strong contribution to improving teaching and learning.
- Standards in reading and mathematics have remained consistently above average over a sustained period.
- Teaching and learning are mostly good throughout the school and some teaching is outstanding.
- Teachers plan lessons that include a wide range of activities that pupils find interesting and this enables pupils to sustain concentration for long periods.
- The headteacher has high expectations of both pupils and teachers. The quality of teaching and pupils' work is monitored regularly and teachers are given good guidance as to how their teaching can be improved. As a result, both the quality of teaching and pupils' achievement are improving.

### It is not yet an outstanding school because

- In some lessons, the tasks do not always accelerate pupils' learning fast enough, particularly for the most able pupils.
- Some of the tasks planned by teachers do not always give sufficient opportunities to promote pupils' writing strongly enough.

## Information about this inspection

- The inspection was carried out by two Additional inspectors over two days.
- Inspectors observed 10 lessons taught by five teachers, including two joint observations with the headteacher. Inspectors also made a number of short visits to classrooms and listened to pupils read.
- Meetings were held with a group of pupils, members of the governing body, a representative of the local authority and members of staff including senior and middle leaders.
- Inspectors took account of 20 responses to the on-line questionnaire (Parent View) and outcomes from the school's consultations with parents.
- Inspectors observed the school's work, and looked at a range of documents including data on pupils' current progress, school development plans, performance management documentation and records relating to pupils' behaviour and safety.

## Inspection team

John Dunne, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

### Information about this school

- Central Street is smaller than the average sized infant and nursery school.
- The proportion of pupils supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The large majority of pupils are from White British families.
- Local authority funded resource -based provision for pupils with autism is based within the school.
- The headteacher is currently also fulfilling the role of acting headteacher at a nearby infant school.
- The school building, computers and other learning resources were extensively damaged due to flooding in June 2012. Restoration work is still being undertaken and the school is currently operating without dining facilities, the hall and a number of storage and administration areas.

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

- Accelerate the progress of all pupils' learning further by:
  - ensuring that, as pupils move from one task to another during lessons, activities are adapted so that they always provide sufficient challenge to match the different needs of pupils, but particularly for the most able
  - ensure that pupils who are engaged in low challenge, free-choice activities are moved on to more demanding work more quickly.
- Improve the achievement of pupils' writing by ensuring that more tasks provide greater opportunities to develop their writing skills.

## Inspection judgements

### The achievement of pupils is good

- The excellent relationships between staff and pupils provide the foundation for good learning and progress.
- Children enter the Nursery with skills which are below those expected for their age. The nurturing environment helps them settle in very quickly. Good teaching ensures that children make good progress to reach expected levels by the time they leave Reception.
- Pupils continue to progress well through Key Stage 1 and standards have risen since the last inspection and are now overall, above average by time they leave in Year 2. Progress in mathematics is particularly strong with an increasing proportion of pupils making better than expected progress.
- As a result of the systematic teaching of letters and sounds, alongside a keen fostering of enjoyment of books, pupils reach above average standards in reading by the end of Key Stage 1.
- The proportion of pupils reaching the higher levels in mathematics assessments has been consistently above average for a sustained period. Attainment in writing dipped to slightly below average in 2011 but effective measures quickly brought about improvements. School data for 2012 shows that the proportion of pupils reaching the expected levels in writing has risen but this is not the case for those reaching the higher assessment levels.
- In the past, the attainment and progress of pupils known to be eligible for the pupil premium has lagged behind others. This gap has now closed.
- Pupils within the autistic spectrum disorder provision make exceptional progress because of highly effective teaching and support programmes and the very strong partnership with the local authority and other outside agencies.
- Pupils' skill in using new technologies, an area for improvement at the last inspection, is now a strength. The video animations and television programmes produced by pupils in conjunction with an external creative partnership showed high quality outcomes. Similarly the standard of painting, drawing and sculpture produced in conjunction with visiting artists was impressive.
- Pupils demonstrate good speaking and listening skills to express their ideas clearly. This is developed by sharply focused questioning during lessons from teachers and skilled teaching assistants and other adults in the classroom. Disabled pupils and those with special educational make at least expected progress, due to well-planned teaching and intervention programmes aimed at boosting their basic skills, where adult support is well deployed to help them. Their progress within these programmes is carefully monitored to ensure they are having a positive impact.

### The quality of teaching is good

- The quality of teaching over time, as shown by pupils' good achievement, the school's rigorous monitoring of teaching and learning and lessons observed during the inspection, is good overall and some is outstanding.
- In one outstanding mathematics lesson, pupils made rapid gains in their understanding of two dimensional shapes because:
  - an innovative range of widely varied tasks motivated pupils, creating considerable enjoyment and pupils' engagement was exemplary
  - sharply focused questioning made pupils think deeply about the problems with which they were engaged
  - as pupils moved from task to task, activities were skilfully adapted so that pupils of all abilities were being fully challenged
  - the teacher's expectations were high and there were frequent checks on the progress of individuals and groups.

- The quality of teaching within the resource-base for pupils with autism is outstanding and is promoting exceptional progress, particularly in pupils' personal development and self-confidence providing a secure platform for their academic development.
- Typically, lessons are carefully planned and well adapted to take account of teachers' assessments of what pupils have securely learnt and where there are misconceptions or gaps in learning. Teachers have good subject knowledge. Work is effectively marked, clearly indicating where pupils have demonstrated successful learning and what they have to do to improve.
- Lessons are often arranged on a rotational system where there is a wide range of well-resourced, teacher-directed and independent tasks which pupils tackle as they complete each one.
- In some lessons, groups of pupils all complete the same tasks and so activities do not always meet the needs of individuals or groups, particularly the most able pupils. In other lessons some pupils are left for too long doing free choice tasks that are not promoting learning well. In such lessons, teachers do provide extension or challenging tasks targeted at most able pupils but these are not always fully effective.
- Occasionally, activities fail to include sufficient opportunities to extend pupils' writing skills or set tasks which will allow the most able pupils to practise the higher order skills which will enable them to reach the higher levels in end of Key Stage 1 assessments.

### **The behaviour and safety of pupils are good**

- Learning experiences are engaging and most teachers have high expectations of behaviour and good classroom management skills. Consequently, inappropriate behaviour in lessons is rarely allowed to interfere with learning.
- Pupils and almost all of the parents who responded to the Parent View also expressed the view that the school provides a very safe environment.
- Pupils have an excellent understanding of how to stay safe, including how to keep safe when using new technologies.
- Pupils with emotional and behavioural needs are extremely well managed and supported sensitively.
- The way in which pupils from many social backgrounds and those with autism interact harmoniously is a strength of the school and provides a secure climate for learning.
- There is little evidence of bullying and pupils express confidence in the schools' systems for dealing with such occurrences should they arise.
- Pupils are very well informed about different types of bullying that they may encounter.
- Pupils 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.
- The school's SEAL programme, which teaches pupils how to deal with social and emotional issues, is effective in removing barriers to learning.
- Attendance is average and the school is working effectively with parents to emphasise the importance of punctuality, which is improving.

### **The leadership and management are good**

- The headteacher provides strong leadership and is well supported by the senior and middle leaders in the Early Years Foundation Stage and Key Stage 1. As a result, standards overall have risen since the last inspection.
- Leadership within the resource -based provision for pupils with autism is outstanding and underpins the exceptional progress that these pupils make.
- The area for improvement identified in the last inspection report; to improve pupils' use of information and communication technology to support learning, is now a strength of the

school.

- Because most systems for ensuring the school runs smoothly are embedded and the way all members of staff work as a cohesive team, Central Street continues to improve whilst the headteacher effectively manages her time between the two nearby schools.
- Leaders and governors have demonstrated considerable resilience and fortitude in dealing with the multitude of difficulties that the recent flooding caused. Over a lengthy period they have ensured that pupils' progress has not been adversely affected.
- There are rigorous systems for monitoring teaching and learning and the performance management of staff. All teachers and teaching assistants have clearly understood targets for improvement supported by relevant plans for their professional development, including partnership programmes with schools with particular expertise.
- Systems for tracking the progress of subjects, individuals and specific groups, identifying reasons for underachievement and putting in place intervention plans to bring about improvement are embedded. As a result, historical gaps between the progress of pupils known to be eligible for the pupil premium and others have been eliminated and the reasons underpinning the dip in writing standards were swiftly identified and remedied.
- The school's evaluation of its strengths and areas for development are accurate. The school development plan has identified all of the areas for improvement identified by inspectors and has prioritised appropriate strategies to improve outcomes.
- The curriculum provides an extensive range of learning activities to effectively promote pupils' spiritual, moral, social and cultural development. For example:
  - visits to mosques
  - Islamic theme days engaging with nearby schools to celebrate Eid
  - whole-school theme days involving visiting artists, Asian dance groups and rappers.
- All statutory responsibilities for safeguarding are met.
- The local authority has provided effective support to the school for example, to help raise achievement in writing.
  
- **The governance of the school**
  - Members of the governing body have considerable expertise and are highly supportive of the school. They are frequently in school, well informed and as a result use their excellent understanding of the school's strengths and areas requiring improvement to make a significant contribution to improving outcomes for pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107507
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	395593

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

<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 - 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Hope-Collins
<b>Headteacher</b>	Kathryn Godfrey
<b>Date of previous school inspection</b>	11 December 2008
<b>Telephone number</b>	01422 842784
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