

Cornholme Junior Infant and Nursery School

Greenfield Terrace, Cornholme, Todmorden, West Yorkshire, OL14 8PL

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Achievement is good. Since the last inspection senior leaders have managed significant changes to staffing and the pupil population of the school to ensure that pupils continue to achieve well.
- Children make good progress across the school from their starting points and leave Year 6 with standards that are broadly average and rising.
- As a result of improvements made by leaders and managers, the quality of teaching is good and this leads to good achievement. The school continues to improve.
- Behaviour is good. Pupils feel safe at school and are well supported by their peers and adults. Their attitudes to learning are good and they are very caring towards each other, staff and visitors.
- Senior leaders and governors have recognised the impact of staff and pupil mobility on achievement in recent years and have put in place effective improvements to ensure that pupils are now making rapid and sustained progress.
- Governors make regular checks on pupils' progress and ensure that the school's development planning is clearly focused on raising achievement.

It is not yet an outstanding school because

- Pupils' progress in mathematics, although good overall, is not as good as progress in reading and writing because the work set does not always meet the needs of more-able pupils well enough.
- When setting targets for learning and marking pupils' books, teachers do not always give consistent guidance on how to improve.
- The use of pupil data in mathematics is not always sharp enough to enable the school to consistently get the most out of its more-able pupils in this subject.

Information about this inspection

- Inspectors observed 13 lessons or part-lessons, including English and mathematics small-group sessions led by teaching assistants. Two lessons were jointly observed with the senior leaders who were also observed reporting back to teachers on the quality of teaching and pupils' achievement in these lessons. An assembly was also observed.
- Meetings were held with groups of pupils, members of staff, members of the governing body and a representative of the local authority.
- Twenty responses from parents via the online questionnaire (Parent View) were also taken into account along with the most recent parental and pupil surveys undertaken by the school.
- Inspectors reviewed 17 responses from staff to the inspection questionnaire.
- Inspectors observed the school's work and looked at a wide range of documentation, including assessment data, the school's evaluation of its work, minutes from governing body meetings, local authority and school improvement partner reports, safeguarding documentation, information about performance management, monitoring records and the school's development plan.
- Pupils read to the inspectors who also reviewed samples of their work.

Inspection team

Clare Daniel, Lead inspector

Additional Inspector

Lynne Read

Additional Inspector

Full report

Information about this school

- This school is slightly smaller than the average-sized primary school.
- The proportion of pupils supported by the pupil premium (funding to help raise the achievement of pupils known to be eligible for free school meals, children of service families and children looked after by the local authority) is above average and has risen significantly in recent years.
- An above-average proportion of pupils are supported by school action.
- An above-average proportion of pupils are supported by school action plus or have a statement of special educational needs.
- Most pupils are of White British heritage.
- Pupil mobility has increased significantly in the last three years and a growing number of pupils are starting school other than at the normal times.
- There have been significant staff changes and long-term absences since the previous inspection.
- The school operates a breakfast club and after-school club during term time.
- The school has gained the Eco School award, the Healthy School award, the Artsmark and Activemark.
- The school meets current floor standards, which are the minimum government expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Continue to raise achievement, particularly in mathematics, by:
 - ensuring that more-able pupils are consistently challenged in every lesson
 - ensuring that target setting and marking always provide pupils with clear steps for improvement
 - developing more opportunities for pupils to apply their mathematical skills in other subjects.
- Further develop leadership and management by:
 - ensuring that school leaders, and particularly subject leaders, have enough opportunities to monitor pupils' achievement to make sure that all pupils, especially the more able, are making at least good progress in mathematics
 - making better use of the school's existing assessment data to identify more-able pupils who may not be making the best progress, to ensure they are given the appropriate support.

Inspection judgements

The achievement of pupils is good

- The majority of children start school with skills that are below those typically expected of their age, especially in communication and language, and mathematics. Achievement on entry to Nursery has declined since the time of the last inspection. Many pupils also start school at times other than the beginning of the school year, which affects the overall achievement of classes as new pupils join the school.
- Most groups of pupils make good progress, and pupils in both Year 2 and Year 6 are on course to significantly improve on last year's national test results. However, progress in mathematics is not yet as rapid as in reading and writing, particularly for more-able pupils.
- Children in the Early Years Foundation Stage make good progress. Teachers and teaching assistants plan a range of activities to effectively develop children's language and mathematical skills. This was particularly evident in the Reception class where children sang and told jokes to each other at the end of the school day. The children listened well and were supportive and encouraging of each other. The teacher gently intervened to support individual children's use of language and ensured that the 'audience' responded appropriately and positively.
- Standards at the end of Key Stage 1 declined in the recent past but good teaching and high-quality support for groups of pupils have ensured that they have improved rapidly this year. Similarly, standards also dipped at the end of Key Stage 2 due to significant disruptions to staffing but are now rising again albeit with pupils making more rapid progress in reading and writing than in mathematics.
- Year 6 pupils are currently on track to attain standards higher than those previously achieved in the school and almost half of the pupils are expected to attain the higher levels in English and mathematics. This demonstrates the impact of leaders and managers in improving the quality of teaching and raising achievement.
- More Year 1 pupils than the national average achieved the expected standard in the annual national check on how well children learn to read through linking letters and sounds. Pupils' ability to link letters to sounds is good because of the systematic and consistent approach of teachers and teaching assistants in the younger classes.
- Reading is well promoted across the school and pupils say that they have opportunities to read widely and often at school and at home.
- Pupils also have the opportunity to enjoy enrichment activities based on authors and books. All Year 3 and 4 pupils across the town are currently taking part in a project based on *The Iron Man* by Ted Hughes, and these classes at Cornholme enjoyed a two-day drama workshop as part of this initiative while the inspection took place.
- School staff identify and work successfully with pupils who are disabled and those with special educational needs. These pupils make good progress against their individual starting points because their needs are clearly identified and effective support is provided.
- The standards achieved by pupils who are eligible for free school meals has been variable, and they performed less well in Year 6 compared with other groups in the school in English and in mathematics. However, their achievement compared with their national peers was above average in English and broadly average in mathematics. Current tracking information indicates that these pupils are making good progress across the school this year, similar to other groups in the school, as a result of the pupil premium grant being spent effectively to support their learning.
- Parents and pupils consider that the school values all pupils equally and includes them fully in the school community. This supportive approach ensures that all groups of pupils, including those pupils who join the school at other than the usual times, are now making good progress.

The quality of teaching is good

- Progress evident from work in pupils' books and in lessons observed during the inspection, as well as from the school's own assessment information, confirms that teaching is good overall. Where teaching had been less than good previously, pupils are now making more rapid progress because of school leaders' effective actions.
- Teachers focus well on English and mathematics and there are clear opportunities for pupils to extend their reading and writing skills through the themed approach to the curriculum that the school has developed. However, opportunities for extending mathematical skills through other subjects are not yet as well developed.
- Pupils are engaged and enthusiastic and say that they enjoy lessons most when they are fun. Year 5 pupils were particularly animated during a mathematics lesson where they had to think of a news headline to support their understanding of probability. They all agreed that it was impossible for 'Cat Rides Bicycle!' to be a real headline and enjoyed making up a range of other headlines that were likely, unlikely, probable and possible. The pupils were genuinely disappointed when the lesson came to an end and asked 'Please, just one more?'
- Lessons are carefully planned and meet the needs of most pupils well, especially the lower- and middle-ability groups. However, the level of challenge for more-able pupils is not consistently high enough to fully meet their needs and ensure that they make good progress at all times, especially in mathematics.
- Pupils in Year 5 and Year 6 know which National Curriculum level they are working at and can describe what they need to do to improve their work. They recognise the value of target setting, high-quality marking and feedback during lessons in helping them to improve. Pupils in the younger classes are not as clear in their understanding of how to improve their work.
- Marking in some classes is very good and provides pupils with detailed guidance for improvement and opportunities to discuss their learning with teachers. However, this is not yet consistent across all classes and in all subjects. The quality of marking in literacy books is better than marking in mathematics books.
- Teaching assistants support learning for pupils with disabilities and special educational needs well through support in class and small-group work. They use questioning skilfully to develop pupils' understanding, particularly where their language skills are weaker.

The behaviour and safety of pupils are good

- Pupils behave well in all areas of the school. They are polite, courteous and welcoming, and highly supportive of each other. Their behaviour in lessons and attitudes to learning are good and they enjoy opportunities to collaborate with pupils in their own classes and across the school.
- Older pupils have responsibilities within the school such as membership of the school council, the Yellow Hats scheme and Buddies, which help them to develop their leadership skills and sense of community well. The younger children feel well supported and cared for by their older peers.
- Pupils spoken to knew how to keep safe and what different forms bullying can take. They said that there was no bullying at Cornholme and that when any incidents of poor behaviour happened they were well managed by staff. This was supported by the school's most recent parental survey and by responses on Parent View.
- The school keeps clear records of how it manages minor behaviour incidents, which are very rare. Leaders have worked well with other agencies to support pupils with more challenging behaviour and these pupils continue to make good progress as a result of the school's caring and nurturing approach.
- Pupils were particularly knowledgeable about how to keep themselves safe on the internet because the school teaches them about e-safety through a series of 'top tips'
- Attendance is average and, although the school places high emphasis on the impact of high

attendance on learning, local employers' holiday patterns often mean that some families take holidays during term time. The breakfast club and after-school care club have encouraged punctuality as well as providing a valuable service for working families and a place for pupils to socialise and enjoy the many activities on offer.

- Pupils' spiritual, moral, social and cultural development is good. The pupils respond well to individual and class responsibilities and understand how they are rewarded for behaving well in school. The caring ethos of the school provides pupils with a strong moral framework and encourages them to develop high expectations of themselves and others.

The leadership and management are good

- Leaders have managed a turbulent period in the school's staffing well. The quality of new appointments to the school has had a significant impact on raising standards strongly again after the recent dip. Expectations are high that all staff members will contribute to the continued improvement already underway at the school.
- Leaders and managers have a well-informed understanding of the school's strengths and areas for improvement and have taken effective action to raise achievement and ensure that the quality of teaching is good. The headteacher and deputy headteacher work very closely together to monitor pupils' progress and the quality of teaching, and have a clear vision of how to make the school more successful.
- Although school leaders carefully track pupils' progress regularly, they do not always use this information to identify more-able pupils who are not yet making good progress in mathematics.
- Teaching is effectively monitored across the school and effective action is taken by senior leaders through the management of staff performance to improve any weaknesses. As a result, the quality of teaching is good, leading to good achievement.
- School leaders ensure that performance management objectives for staff are focused on pupils' achievement. Checks on the performance of staff are undertaken regularly through an established cycle of monitoring activities, and the headteacher and governors use this information effectively to make decisions about teachers' pay.
- The curriculum is good and is taught through themed units of work. It engages pupils well and they are very positive about this approach to teaching, saying that it helps them to achieve well because it is fun and interesting. Opportunities to develop literacy skills across different subjects are strong and evident in pupils' work, especially in writing. However, the development of pupils' mathematical skills through other subjects is not yet as developed as it could be.
- **The governance of the school:**
 - Governors are strongly committed to raising achievement and improving the school. They recognise that there was a decline in performance in recent years but are well informed about the reasons for this and also about the recent and rapid improvements made. Several governors have recently been involved in recruiting high-quality teaching staff who have been instrumental in reversing the decline, including the deputy headteacher. They are well trained and bring a variety of skills and experiences to the role. They are well aware of the quality of teaching in the school. In partnership with senior leaders they have established an effective system for checking the performance of staff and are confident in the capacity of senior leaders to take the school forward. They check the effectiveness of pupil premium funding by monitoring the progress of these pupils and ensuring that they have as equal a chance of success as their peers. Governors meet their statutory duties, including safeguarding requirements, well.

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

Unique reference number	107521
Local authority	Calderdale
Inspection number	412267

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Jane Vasey
Headteacher	Adam Sapey
Date of previous school inspection	23 September 2008
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