

Colden Junior and Infant School

Smithy Lane, Colden, Hebden Bridge, West Yorkshire, HX7 7HW

Inspection dates 26 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress through the school. As a result, the proportion of pupils attaining the expected level of attainment by the end of Year 6 in reading, writing and mathematics is above average.
- This represents good achievement from their skill level on entry to school, which is as expected for their age.
- Attainment in reading is exceptionally high.
- Teaching is usually good and some is outstanding. Classrooms are managed well, so there is minimal loss of time for learning.
- Pupils' behaviour and their attitudes to learning are exemplary. They say they feel very safe in school at all times.
- The curriculum promotes pupils' spiritual, moral, social and cultural development in an outstanding manner.
- The headteacher leads by example and is ambitious for the school. Leaders and governors work together well to improve the quality of teaching and raise pupils' achievement.
- The procedures for checking how well the school is doing accurately identify the correct areas for development. Action to bring about improvement is evaluated regularly to see if it is being successful.
- Staff show high levels of respect and courtesy for pupils and others.
- The governing body knows the school's strengths and weaknesses and plays a strong role in helping it to move forward.
- The ability of leaders and governors to carry on making improvements is good.

It is not yet an outstanding school because:

- Attainment in writing and mathematics is not as high as in reading.
- Teachers do not always provide work that matches and challenges the varying abilities of pupils and this slows progress.
- Marking is not consistently used to guide pupils to their precise next steps in learning.
- There are not enough opportunities for pupils to work things out for themselves.

Information about this inspection

- The inspectors observed 10 lessons or parts of lessons taught by four teachers.
- Discussions were held with the Chair of the Governing Body, staff and pupils.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- There were insufficient responses to the on-line questionnaire (Parent View) for the inspectors to take into account in carrying out the inspection. Account was taken of the responses to a school questionnaire previously sent to parents to gain their views about its performance.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

David Halford

Additional Inspector

Full report

Information about this school

- Colden is smaller than the average-sized primary school.
- All pupils are taught in mixed-year classes.
- There is a below average proportion of pupils known to be eligible for the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.)
- 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.
- Almost all pupils are of White British heritage.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- There is a privately managed before- and after-school club that is inspected separately and the report published on the Ofsted website.
- The school has gained a number of national awards, including the Activemark, and holds Healthy School status.

What does the school need to do to improve further

- Improve the quality of teaching to raise attainment in writing and mathematics by:
 - ensuring that teachers always provide work that matches and challenges pupils of varying abilities
 - teachers consistently use marking to show pupils the precise next steps in their learning
 - providing more opportunities for pupils to work things out for themselves.

Inspection judgements

The achievement of pupils

is good

- Pupils start school with skill levels that are similar to those expected for their age. They make good progress through the school and, by the end of Year 6, the proportion attaining the expected level in reading, writing and mathematics is above average.
- Attainment in reading is above average at the end of Key Stage 1 and exceptionally high by the time pupils leave school. Pupils make rapid gains in their knowledge and understanding of the sounds that letters make to enable them to confidently read unfamiliar words. They read widely with fluency and expression.
- In the Early Years Foundation Stage, children confidently make choices for themselves. They enjoy their activities and play and work happily together. They particularly enjoy using the well-organised outdoor area.
- In Years 1 to 6, pupils are enthusiastic and keen to learn. They are attentive and concentrate for lengthy periods. They collaborate well, such as when pupils in Years 5 and 6 were working in pairs to solve a variety of mathematical problems in the hall.
- Pupils write imaginatively in different subjects to capture and maintain the reader's interest. They are usually accurate in their use of correct grammar punctuation and spelling. Marking is not used consistently to show pupils how to make further improvement in their writing skills.
- In mathematics, pupils have secure calculation skills, including quick mental recall of number facts. They are able to apply these skills to solve number problems in a variety of real-life situations. At times, progress slows because the work provided does not sufficiently stretch pupils.
- Those pupils who have special educational needs make good progress. This is a result of their individual needs being identified early and well-targeted extra support being provided to meet them.
- The funding for pupils eligible for the pupil premium has been used successfully to narrow the gap between pupils known to be eligible for free school meals and other pupils in school. It has been used to provide small groups and individual support to improve their literacy and numeracy skills. As a result, their attainment in English and mathematics is similar to that of other groups not supported by the pupil premium. This demonstrates the school's successful commitment to equality of opportunity.

The quality of teaching

is good

- In the Early Years Foundation Stage, adults work well as a team to meet children's needs. They provide interesting, practical activities and encourage children to make choices for themselves. There is an effective balance across the areas of learning and the outdoor area is used well to build upon learning that has taken place indoors.
- In Key Stages 1 and 2, teachers use information about how well pupils have learned to help them plan future lessons. Planning ensures that pupils do not repeat work as they pass through the school, which is important, as all pupils are taught in mixed-year classes.
- Teachers make clear what pupils are to learn during the introduction to lessons. They check pupils' understanding during lessons and correct any misconceptions as they arise. Teachers use a variety of resources, including new technology, to take pupils' learning forward.
- Classrooms are managed successfully so that lessons run smoothly and pupils get on with their work well. Relationships are good and contribute to the good progress that pupils make. Teaching assistants are deployed effectively to support all pupils, especially those who have special educational needs.
- The work given to pupils does not always stretch them sufficiently and this slows progress. Pupils' work is marked regularly but does not consistently provide them with specific guidance on

how to improve. Occasionally, lessons are too adult directed and do not give pupils enough opportunity to work things out for themselves.

- When teaching was outstanding the activities very successfully met pupils' individual needs and were highly motivating. Such teaching was evident in a lesson for pupils in Year 2 in which they made excellent progress in adding punctuation to their writing by identifying where full stops and capital letters should go.
- Teachers promote pupils' spiritual and moral development very effectively by encouraging pupils to think about the wonder of the world around them and providing them with opportunity to reflect upon how their actions affect others. Social and cultural development is fostered by pupils being given opportunity to work collaboratively and to explore the traditions and beliefs of cultures different to their own.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in and around school is exemplary and they encourage others to conduct themselves well. Their behaviour plays a strong part in their successful learning, ensuring that lessons run smoothly without disruption. Pupils are highly considerate and very supportive of each other in lessons and there is a very friendly and welcoming atmosphere in the school.
- Parents, staff and pupils are extremely positive about behaviour. Pupils have a very good understanding of the different kinds of bullying, such as cyber and physical bullying. They say that bullying is rare and are very confident that staff would deal with it quickly when it happens.
- The curriculum very effectively develops pupils' understanding of the potential dangers associated with roads, railways, water and the use of the internet. As a result, they are highly aware of how to keep themselves and others safe. Pupils know the action to take if approached by a stranger.
- Pupils say they feel very safe in school at all times and that staff look after them very well. Their enjoyment of school is shown by their above average attendance and the way they arrive at school on time. Pupils commented that, 'We like coming to school because teachers make learning interesting and we have lots of chance to be involved in outdoor activities'.
- Pupils have highly positive attitudes to school. They work hard to produce their best work and show a great deal of interest and enthusiasm in their learning in different subjects.
- There are many opportunities for pupils to take on responsibility, such as acting as a Peacemaker to ensure pupils get on well with each other. They take these on very willingly and carry out their roles conscientiously. By doing this they add to the life of the school and give all pupils a voice in how the school develops.

The leadership and management are good

- The headteacher provides clear educational direction and leads by example. Leaders and governors successfully encourage all staff to do their best and morale is high.
- The management of staff performance and training of teachers and other adults is successful in meeting whole-school and individual staff needs.
- The quality of teaching is checked carefully by leaders. Leaders are yet to ensure that teachers always set work that effectively challenges pupils of varying abilities and use marking consistently to show pupils precisely how to improve.
- The school's procedures for identifying priority areas for improvement are good. Leaders regularly check if the action taken to bring about improvement is proving successful. The ability of leaders and governors to carry on making improvements is good.
- The promotion of equality of opportunity and tackling of discrimination is good. Leaders carefully check the progress of individual pupils and groups. As a result, if any extra support is necessary it is identified at an early stage and put into place to bring about improvement.
- Leaders ensure that all pupils are safe and well-looked after. This is much appreciated by

parents.

- The local authority provides light-touch support.
- Relationships at all levels are good and contribute to pupils' learning and development.
- The curriculum is well-organised and provides effective opportunities for learning. It promotes pupils' spiritual, moral, social and cultural development extremely well. The curriculum is enriched by a wide variety of well attended extra-curricular activities and visits, such as to the Blackshaw Head Fete.

■ **The governance of the school:**

- Governance is good. Governors know the school's strengths and weaknesses and take part in regular training to maintain their effectiveness. They understand the data relating to the school's performance and know how the management of performance is used improve staff expertise and tackle underperformance. The governing body ensure that safeguarding requirements are met. Governors hold the school to account for the way the funding for pupils known to be eligible for the pupil premium is used to raise their achievement. They manage the budget efficiently.

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	107512
Local authority	Calderdale
Inspection number	411807

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	118
Appropriate authority	The governing body
Chair	Dr John Dunford
Headteacher	Anthony Greenwood
Date of previous school inspection	28 November 2007
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