

Hebden Royd CofE Primary School

Church Lane, Hebdon Bridge, West Yorkshire, HX7 6DS

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress is not good as pupils leave at the end of Year 6 with broadly average standards in mathematics having made only expected progress during their time in school.
- Not enough pupils reach the levels in mathematics of which they are capable because the rate of progress they make is uneven across the school.
- Teachers do not always set tasks that match the different abilities of pupils. This results in work that is either too easy or too hard for some pupils.
- Sometimes the most-able pupils remain with their classmates for too long during teacher explanations. This limits the work they complete and prevents them moving on to more challenging work quickly enough.
- Teachers' marking does not always inform pupils of how well they are doing and what they need to do to improve. Guidance is not always linked clearly to pupils' targets in order to reach the next level of working.
- Work in mathematics does not always develop pupils' problem-solving skills.
- Mathematics is not used as widely as other basic skills across other subjects.
- Leaders have not improved the quality of teaching enough. They do not clearly detail areas for development following lesson observations to use as a basis for future checks.
- Action plans by middle leaders do not always contain milestones and timescales for outcomes against which they can evaluate progress.

The school has the following strengths

- Writing has improved over the last three years and by the end of Year 6 in 2013 standards were above average. Standards in reading are beginning to improve.
- Pupils say they feel happy and safe in school, and parents unanimously support this view.
- Behaviour is excellent. Pupils display extremely positive attitudes to learning and are keen and eager to learn. Attendance is typically above average.
- The headteacher and governors have raised standards and improved pupils' progress in writing, demonstrating their capacity to continue to move the school forward.

Information about this inspection

- The inspector observed eight lessons, including two joint observations with the headteacher. She also observed the work of classroom assistants.
- Meetings were held with senior and subject leaders, two members of the governing body, a local authority representative and two groups of pupils. In addition, two telephone conversations were held: one with a governor and one with a teacher from the Woodland Primary School Special Unit.
- A range of documents were scrutinised, including the school improvement plan, data showing the school's assessment of pupils' learning, and records of pupils' behaviour and attendance. In addition, documents in relation to child protection and safeguarding were analysed.
- The inspector listened to groups of pupils from Year 2 and Year 6 read.
- The Inspector took account of the 35 responses from parents to the online questionnaire (Parent View) and from a recent questionnaire sent out by the school.

Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

Full report

Information about this school

- This is much smaller than the average-sized primary school.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for pupil premium funding is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children whose parents are in the armed services and those children that are looked after.)
- The proportion of pupils from minority ethnic groups is well-below average and very few pupils speak English as an additional language.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.
- A very few pupils attend off-site provision at Woodbank Primary School Specialist Unit in Calderdale one day per week.
- Extensive remedial work is currently being carried out on the school playground.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is never less than good and more is outstanding to raise standards by ensuring that:
 - tasks and activities are better matched to individual pupils' needs and abilities
 - all pupils, especially the most-able pupils are moved on more quickly in lessons to increasingly challenging activities
 - teachers' marking across all subjects, consistently shows pupils how well they are doing and how they can improve and time is regularly provided for pupils to respond to teachers' comments
 - marking clearly links to pupils' targets and includes comments on the steps pupils need to take to reach the next levels in their learning.
- Raise achievement in mathematics by:
 - improving pupils' ability to use their calculation skills to solve number problems in real-life situations
 - increasing opportunities for pupils to use and extend their mathematical skills in other subjects.
- Improve leadership and management in the school by:
 - ensuring leaders provide teachers with feedback on strengths and areas for improvement following lesson observations and use the outcomes as a basis for future observations
 - making sure middle leaders play a fuller part in whole-school improvement by ensuring action plans record expected outcomes for pupils with milestones and timescales against which they can evaluate progress.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not good because progress between year groups and classes in mathematics has been inconsistent over time. Not enough pupils are making consistently good progress over time.
- Children's skills on entry to the Nursery are generally typical of those expected for their age. They settle quickly and relationships are strong. An emphasis on personal and social development and sensitive reinforcement of good learning behaviours ensure children develop very good attitudes from the outset. As a result most children make at least expected progress with an increasing number making better progress. By the time they enter Year 1 the vast majority of pupils demonstrate skills that are typical for their age.
- Attainment is broadly average across Key Stage 1, but is rising, and in 2013 attainment began to nudge above average in reading. More pupils than nationally attained the higher Level 3 in reading, writing and mathematics.
- By the end of Year 6 standards overall are broadly average in mathematics and reading and above average in writing. A dip in standards in 2012 was due to a small cohort of pupils, many of whom had special educational needs. The results of the national tests this year show an improvement.
- Standards are beginning to rise, especially in reading and writing, but mathematics has been identified as a concern for some time. Despite actions taken, progress and attainment in mathematics has remained stubbornly below average.
- Reading is promoted well. Pupils read regularly and together, with focus on the teaching of letters and sounds (phonics) accelerating their progress in reading. A greater number of pupils than average achieved the expected level in the Year 1 screening check this year. Standards by the end of Year 2 have risen to above average and progress for many pupils in Key Stage 2 is accelerating.
- Efforts to improve writing have led to it being stronger than reading. Pupils are encouraged to write imaginatively in a variety of styles to express their feelings and ideas. Teachers routinely plan to promote pupils' writing skills across subjects.
- In mathematics much emphasis is given to securing calculation skills across the four rules of number. However, pupils are not always given enough opportunities to use these mathematical skills across subjects or to solve problems in real-life and this slows their progress, particularly for the more-able pupils.
- The small number of disabled pupils and those with special educational needs make similar progress to other pupils. There is effective support for these pupils with good liaison between teachers and teaching assistants. The few pupils from minority ethnic groups and very few who speak English as an additional language achieve as well as their peers and occasionally better.
- The most-able pupils are not always given work that challenges them. At times they sit for too long with their classmates listening to a teacher's explanations. This limits the time they have to move on to more difficult and challenging activities which require them to think harder. As a result their progress slows. Too few reach the higher levels, particularly in mathematics.
- The pupil premium provides small group and individual support for eligible pupils to raise their attainment. They make similar progress to other pupils in the school and to all pupils nationally. This demonstrates the school's commitment to equality of opportunity. The standards reached by these pupils were below those of other pupils in mathematics, reading and writing overall, by approximately 10 months.

The quality of teaching

requires improvement

- Teaching over time requires improvement. Although much of the teaching seen during the inspection was good, particularly in literacy, the teaching of mathematics is less effective in

promoting good pupil progress.

- Work provided does not always match pupils' individual abilities, so work is sometimes too easy for some or too hard for others. There are too few occasions where pupils are given challenging tasks, especially the most able, that involve using mathematical skills to solve problems related to real-life situations. Pupils commented, 'When we finish our work, we can read our book.'
- Teachers' marking is not consistently good across all subjects. It does not always show pupils clearly what they must do to improve and comments do not always link specifically to pupils' targets to help them to reach their next level. Pupils are not given sufficient time to respond to the guidance in teachers' marking,
- Training has been provided to develop aspects of teaching and some improvements have been made, particularly in writing. However, inconsistencies remain and this slows pupils' progress.
- In the Early Years Foundation Stage, adults provide practical activities based on children's own experiences. The 'Floor Book' in Nursery is one such experience. Children are encouraged to ask a question about anything that interests them. Children then choose one question to pursue. This results in all kinds of artefacts and information from both school and home to put in the book, leading to delight and pride in what they have contributed.
- In Key Stages 1 and 2, when teaching is good, new ideas are clearly and confidently explained and ensure pupils are clear about what they are learning and what steps to take to succeed.
- Such teaching was evident in a literacy lesson in Key Stage 2, where pupils working in twos and threes were given a different statement to debate. This led to much discussion, and small notes were used to document reasons for and against. Questioning was used effectively to extend pupils' understanding of a debate and to develop speaking and listening skills.
- Teaching assistants are generally deployed effectively to support pupils' learning, especially among disabled pupils, those with special educational needs and pupils known to be eligible for the pupil premium funding.
- Pupils' social and moral development is promoted effectively and pupils use debate and discussion and work together. Spiritual and cultural development is fostered by the small 'tricks' chosen by teachers to ignite inquisitiveness through 'feely bags' and 'sealed envelopes' and through assemblies and opportunities to explore traditions and beliefs different from their own.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils around the school and in lessons, whether completely engaging, or less so, is outstanding. Pupils are extremely polite and well-mannered and are very welcoming to visitors.
- Pupils say that excellent behaviour is typical and school records over time confirm this view.
- Pupils enjoy coming to school and are keen and eager learners. Relationships between pupils and adults and between pupils themselves are exemplary. This promotes extremely positive attitudes to learning and pupils work very well together. They listen to each other during discussions and value contributions made by their classmates.
- Pupils say they feel safe and parents unanimously agree that this is so. They feel cared for by their teachers and other adults and the warmth and pleasure in being in school and the relationships in the classrooms and around the school are tangible.
- Occasionally, pupils are enrolled on specific programmes in another setting to address their individual learning needs and develop the skills necessary to enable them to take-up their full-time places again in the school.
- They enjoy playtimes and the opportunities to play with their friends. Children in the Nursery and Reception classes have their own 'buddies' from Years 5 and 6 who support them. Although the playground is undergoing extensive remedial work and pupils are confined to a relatively small area, they are highly considerate in their movements so no-one is hurt.
- Pupils are adamant there is no bullying and almost all parents agree. They have an excellent awareness of how to keep themselves safe and are fully aware of the dangers of cyber-bullying, e-safety and that from mobile telephones.

- Pupils happily undertake the many responsibilities offered to them. They proudly take on the roles of school councillors, buddies and class and school monitors. As a consequence they develop social, moral and spiritual understanding very well and develop a self-discipline and a maturity beyond their years.
- The whole school exudes a family atmosphere. As one governor proudly commented, 'Small school, big heart.'

The leadership and management

requires improvement

- School leaders are securing improvements in pupils' achievement and beginning to raise standards. However, leadership and management require improvement because not all teaching is consistently good, particularly in mathematics and too few pupils achieve well. Improvements made by leaders and governors over the last two years show they have the ability to take the school further.
- Middle leaders do not play a full role in evaluating the school's performance and not all have produced action plans to incorporate into the school-improvement plan. Plans do not always identify timescales or critical milestones, so the school can evaluate with greater assurance the progress it has made towards its targets.
- The monitoring of teaching is undertaken regularly, but lacks formal systems to ensure teachers are able to respond successfully. Feedback to teachers does not clearly detail strengths and areas to be developed. As a consequence, opportunities are missed to use the outcomes of this monitoring as a basis for further lesson observations.
- The management of staff performance and training has successfully driven improvements in achievement, particularly in writing. It has been less effective in raising achievement in mathematics.
- The local authority has provided light touch support since the previous inspection. The school works with other schools in its locality, sharing training and other activities.
- The new primary sports funding has been used successfully by leaders. As a result the school has qualified sports staff to work alongside teachers and to provide extra-curricular games and events. Pupils enjoy these extra facilities that are well-supported.
- The school promotes equality and the tackling of discrimination. Pupils are well-cared for and their well-being is paramount to the school. Parents are extremely supportive of the school and their involvement through weekly celebratory assembly and other events.
- The curriculum successfully promotes pupils' spiritual, moral, social and cultural development. It is enriched by a variety of visits and visitors, fundraising activities and programmes of study. The school retains a high focus on the arts and pupils enjoy music and art.
- Improvements made by leaders and governors over the last two years show they have the ability to take the school further.
- **The governance of the school:**
 - Governors have a clear understanding of data relating to pupils' achievement and have access to and knowledge of pupils' progress. They have an appropriate understanding of how the funding for pupils known to be eligible for support through the pupil premium is used to raise their achievement. The governing body is informed about the quality of teaching and how the management of performance is used to improve staff practice, tackle under-performance and reward good teaching. They are regular visitors to school, are linked to specific subjects and work alongside teachers. Governors take the responsibility of their pupils' safety seriously and ensure that safeguarding requirements are met. Finance is managed effectively to ensure the school is well-resourced.

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	107551
Local authority	Calderdale
Inspection number	425988

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair	Howard Pask
Headteacher	Gretl Young
Date of previous school inspection	13 October 2010
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