

Wainstalls School

Wainstalls, Halifax, West Yorkshire, HX2 7TE

Inspection dates 19–20 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- The majority of pupils achieve well. They reach the levels expected of them for their age, including in reading. This prepares them well for the next stage of their learning.
- The headteacher is an inspiring, well-respected leader who has a clear vision for this thriving village school. She has worked effectively with the Whitehill Community Multi-Academy Trust to improve teaching and learning.
- Teaching has improved over time because there is a strong sense of teamwork. Teachers share ideas and have high expectations for their pupils. They work enthusiastically to make sure that children make good progress.
- The school is well supported by school governors and the Executive Principal of the Trust. They know the school well because they work closely together. Governors challenge and support the school effectively.
- The deputy headteacher with support from the Trust has successfully improved the quality of information they have about pupils' achievement. Senior leaders understand the importance of tracking pupils' achievement closely so that they can act swiftly to address any emerging weaknesses.
- The curriculum is interesting and pupils enjoy their learning. The spiritual, moral, social and cultural aspects are well taught. Pupils understand about their local environment and the wider world. This helps the majority of pupils to show respect and tolerance towards each other.
- Pupils are delightful and have built good relationships with their teachers and other adults in school. The majority of pupils behave well and enjoy coming to school. They are kept safe.
- The early years is well led and managed. Children's progress is closely tracked. As a result, teaching and learning is good.

It is not yet an outstanding school because

- Teachers do not always provide enough time for pupils to respond to feedback about their work so that pupils can correct their work and learn from their mistakes.
- Pupil information is not used consistently to help teachers and support staff fine-tune learning activities to help more pupils reach the higher levels.
- Not all teachers use engaging and interesting activities to encourage pupils to develop their writing skills for different purposes across the curriculum.
- The early years outdoor and indoor environment requires further development to support children to make even more progress in all the areas of learning.

Information about this inspection

- The inspector observed a range of lessons, two of which were observed jointly with the headteacher.
- The inspector observed pupils' behaviour around the school, in the playground and during lunchtime. The school's promotion of pupils' spiritual, moral, social and cultural development was investigated with the headteacher.
- The inspector looked at pupils' work in their books, on wall displays and in the early years electronic records of children's learning journeys.
- Several meetings were held with the headteacher, the deputy headteacher and subject leaders, including the Inclusion Coordinator. The inspector met with the Chair of the Governing Body, three other members of the governing body, the Executive Principal of the Trust, who is a National Leader in Education, and the independent school adviser.
- A group of pupils discussed their opinions about the school and their learning with the inspectors. The inspector listened to several pupils read.
- The inspection took account of 10 staff questionnaires and an internal parent questionnaire. The 49 responses to Ofsted's online parent survey (Parent View) were also looked at. The inspector held discussions with parents at the end of the school day.
- The inspector observed the school's work and looked at a number of documents, including minutes from meetings of the governing body and academy trust meetings, pupil achievement data, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding and accidents were also scrutinised.

Inspection team

Pauline Pitman, Lead inspector

Additional Inspector

Full report

Information about this school

- Wainstalls School converted to become an academy school in September 2013 and is part of the Whitehill Community Multi-Academy Trust. It has kept its community identity. It works with the other school in the Trust and, more recently, the North Halifax Cluster of schools.
- When the predecessor school of the same name was last inspected by Ofsted it was judged to be satisfactory overall.
- The Trust has provided additional support to secure improvements in leadership and management and to improve the quality of teaching, learning, behaviour and safety.
- This is a much smaller than average-sized primary school.
- The early years comprises of one full-time Reception class.
- There is one mixed Year 1 and 2 class, a mixed Year 2 and 3 class, a mixed Year 4 and 5 class and a mixed Year 5 and 6 class. Funding has been used to split classes into single year groups for literacy and numeracy.
- Most pupils are White British.
- The proportion of disadvantaged pupils supported through the pupil premium is well below the national average. (The pupil premium is additional government funding which supports pupils who are known to be eligible for free school meals or those who are looked after by the local authority.)
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a daily breakfast and after-school club.

What does the school need to do to improve further?

- Continue to improve the quality of teaching so that even more pupils deepen their knowledge and reach the higher levels by:
 - providing more opportunities for pupils to read or listen to their teacher's feedback about their work so that they can quickly learn from their mistakes
 - further developing imaginative ways for pupils to practise their writing skills for different purposes across the curriculum
 - using the wealth of pupil information, now available to teachers and support staff, to fine-tune learning activities in order to challenge pupils further.
- Further develop the early years indoor and outdoor environment so that children can fully develop their skills in all areas of learning.

Inspection judgements

The leadership and management are good

- The headteacher is an inspiring and well-respected leader. She knows the community well and has successfully ensured that pupils have equal opportunities, are free from discrimination and are developing good relationships with others. She wants every child to reach their potential and to achieve well. This helps pupils to be well prepared for the next stage of their education.
- The school works effectively with the Whitehill Community Multi-Academy Trust and an independent adviser. There are now more opportunities to work with good and outstanding teachers and to benefit from effective training. Greater collaboration has led to improvements in the quality of teaching and learning. This is an outward-looking school which has also managed to preserve its identity and unique village atmosphere.
- Many of the staff in this small school have a leadership role. They are successfully developing the skills to support the inclusion of pupils in all subject areas and all year groups, including the early years. They share ideas and work well as a team. This helps pupils to enjoy their learning and to make good progress.
- The deputy headteacher has been instrumental in securing improvements in the collection and analysis of information about pupil achievement. This has led to more effective whole-school tracking of achievement. Senior leaders are now in a much stronger position to provide teachers with key information about pupil achievement to support them to plan their teaching. However, teachers and their support staff do not use this information to fine-tune learning activities so that they can raise attainment even further.
- Pupil premium funding is used effectively to support the small group of disadvantaged pupils across the school. Funding has been used to provide additional support in the classroom and to offer booster sessions in literacy and numeracy. As a result, the achievement of disadvantaged pupils is good.
- The curriculum is interesting and varied and promotes a love of learning. Pupils really enjoy working on projects such as 'Under the Sea' in Year 1 and 2. Pupils were very proud to show off their paintings, writing and general knowledge about the Australian Great Barrier Reef.
- The curriculum promotes pupils' social, moral, spiritual and cultural aspects of learning successfully. Pupils are encouraged to respect each other's views. They learn to understand democratic principles and beliefs held in modern Britain, for example through school council elections and trips to the Halifax Magistrates Courts.
- The school's arrangements for safeguarding pupils meet statutory requirements and effectively support the school to keep all pupils safe. Staff and governors are well trained and the school designated officers regularly monitor the success of the safeguarding policy.
- Careful thought has gone into the deployment of the primary physical education (PE) and sport premium. The headteacher has ensured that monies have been used to train existing teachers and to improve the quality of schemes of work and teachers' planning. The school also provides optional judo, circus skills and dance classes before and after school.
- **The governance of the school:**
 - The Chair of the Governing Body provides thoughtful, astute leadership. He understands the long-term aims of the school and has carefully considered the skill set needed for an effective governing body who are determined to further improve the school.
 - Governors have a full understanding of the school's performance and the quality of teaching because they are updated regularly and are provided with information and training to support them to hold the school to account. They are fully involved in systems to manage performance, including any underperformance, and understand how this relates to teachers' pay. They ask questions during regular meetings and confidently seek out further information if necessary.
 - Governors make full use of the 'intellect and knowledge' of the Trust to secure improvements in teaching and learning and in the day-to-day running of the school. They work closely with the headteacher and her colleagues and take the steps needed to realise their vision for the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The majority of pupils are delightful, polite and friendly. They are very proud of their school and enjoy the close-knit nature of this small village school.
- There are good relationships between adults and pupils. Teachers encourage pupils to be fully included in the life of the school and to thrive emotionally, socially and academically. However, a very small group of

pupils, who find it more difficult to follow the school rules can, very occasionally, spoil other children's games and sometimes say unkind things. This is dealt with appropriately and friendships are quickly restored.

- Most pupils have developed good attitudes to their learning in classrooms. They are keen to learn and eagerly participate in classroom activities. They present their work neatly and understand that hard work will bring them success. In one class the teacher has purchased special pens with an eraser. This encourages pupils to set out their work properly. Some of the younger pupils are encouraged to learn how to think for themselves and teachers provide plenty of positive feedback to encourage them to grow as learners.
- Support staff work well with pupils who find learning more challenging and help them to settle quickly to their work and to make progress. Very occasionally teachers apply the school rules if pupils lose their concentration. Pupils are quick to respond and get back to work.
- The school promotes social, moral, spiritual and cultural aspects of the curriculum successfully. Christianity is promoted through religious education lessons, prayers and visitors from the local church. Other religions and cultures are discussed in personal and social development lessons. Recent links with a multicultural primary school have led to greater understanding of different cultures and religions helping pupils to understand the principles of democracy, tolerance and respect and their place in modern Britain.
- The school promotes the importance of good attendance through classroom competitions and discussions with parents. Attendance has improved and was above average last year.

Safety

- The school's work to keep pupils safe and secure is good. Bullying is relatively rare and pupils are horrified at the prospect of racism or other forms of bullying in their school. A small minority of parents feel that even more can be done to reduce incidents of name calling.
- Attention has been paid to the robustness of the fencing and pupils are well supervised in the yard and around the school. This is particularly important as the building is small and the playground is uneven. Occasionally, football games can get in the way of other activities, but pupils make the most of the limited space and socialise safely with their friends.
- Pupils understand how to keep themselves safe because they are taught in the classroom and during assemblies about potential risks to their safety. They are able to explain the dangers of social media sites and of talking to strangers. They are also taught about keeping safe on their bicycles.

The quality of teaching **is good**

- Teachers are well trained and are supported effectively by the headteacher and colleagues within the school and Trust. The headteacher promotes high expectations and the drive to secure even better quality teaching. This has led to improvements in teaching since the school opened.
- Staff work very closely together and are strong team players. They share ideas and are very enthusiastic. They have developed more effective techniques to question pupils and to provide opportunities for pupils to work collaboratively in English and mathematics. For example, pupils in Year 4 have worked together in discussing how they can construct a well-organised piece of writing following reading *'The Iron Man.'* In Year 2, pupils enjoy playing games and finding different ways to multiply larger numbers.
- The school has developed a consistent approach to marking and many teachers spend time providing helpful feedback to their pupils. However, sometimes this is wasted because teachers do not consistently provide enough opportunities for pupils to respond to verbal or written feedback about their work. Pupils do not always correct their work or learn from their mistakes.
- Pupil information is used wisely by senior leaders to secure a more accurate picture of achievement across the school. However, this pupil achievement information is not fully used by teachers and their support assistants to fine-tune learning activities so that the most able pupils are challenged to make even better progress.
- The teaching of reading is effective. Pupils are encouraged to read frequently from a range of interesting and engaging books which appeal to both boys and girls. Staff guide pupils' reading by checking they understand what they are reading. As a result, pupils read for many different reasons and thoroughly enjoy reading for pleasure.
- The teaching of mathematics has improved. Teachers make sure that pupils are able to use and apply their mathematical skills in real life situations such as measuring ingredients during a baking lesson. They check that there are more opportunities for pupils to practise their mental mathematics as well as for using a calculator. More recently, the teaching of writing has improved because teachers design more

learning linked to specific topics of interest to the pupils. However, there are not enough opportunities for all pupils, especially the most able pupils, to apply their writing skills in other subjects for different purposes.

- Although the school promotes learning within the classroom, pupils in danger of falling behind are offered additional support to develop their literacy and numeracy skills or their personal development. This is particularly effective for disabled pupils and those who have special educational needs.
- Homework is taken seriously at Wainstalls School. Pupils keep a homework book and are offered homework on a weekly basis. Research for specific school projects is encouraged during school holidays which pupils enjoy and parents are involved in.

The achievement of pupils is good

- Overall, children in the early years and in Key Stage 1 and 2 achieve well in all subjects and make good and sometimes better than expected progress in reading and mathematics. Because this is a small school comparisons with national averages are used cautiously. Whole-school achievement data are scrutinised closely and leaders analyse carefully to find out if any child is underachieving so that swift action can be taken.
- Year 1 pupils are taught well to use phonics (the sounds letters make) to help them to read and write more effectively. The proportion reaching the expected standard in the phonics check was above the national average and continues to improve.
- By the end of Key Stage 1 achievement in reading was above average in 2014. Fewer pupils than average were able to attain the higher levels in mathematics and writing. Work in pupils' books shows that there is an upward trend with more pupils achieving well in mathematics and writing this year.
- Pupils leaving the school in 2014 reached the levels expected of them in all subjects with above average attainment in writing and grammar, punctuation and spelling. Attainment was particularly strong in reading with a significantly higher than average proportion reaching the higher Level 5. However, too few pupils reached the higher levels in writing.
- Year 6 pupils made good progress from their individual starting points in all subjects with a higher than average proportion making better than expected progress in reading. This ensured they were well prepared for the next stage in their learning.
- There are too few disadvantaged pupils at the school for an analysis of their progress and attainment data to generate meaningful statistics. However, school assessment data and pupils' work confirm that disadvantaged pupils are making good progress and sometimes better progress than other pupils in the school.
- Provision for disabled pupils and those with special educational needs is good. Their achievement is tracked closely and reasonable adjustments are put in place quickly to support them to make good progress. One pupil found his personalised education plan to be very supportive and recognised that the school were helping him to succeed with his learning and behaviour.
- In 2014, the proportion of most able pupils reaching the higher Level 5 was similar to the national average in grammar, punctuation and spelling and slightly below in mathematics. It was significantly above the national average in reading. However, too few of the most able pupils in Year 2 and Year 6 are reaching the higher levels in writing because not enough opportunities are provided for pupils to write for different purposes across the curriculum.

The early years provision is good

- Children enjoy coming to school and thrive in this small but lively area of the school. Many of the children enter Reception with skills that are below what is typical for their age, especially in their personal and social development. During the year they make good progress and a slightly higher proportion than average reach a good level of development. The leadership and management of the early years are effective. The school has been determined to improve the quality of provision here. This year, the deputy headteacher, with support from the headteacher and colleagues from the Trust, has improved systems to check and record children's development more accurately. This has helped early years staff to quickly identify any underachievement or gaps in learning so that staff can review their teaching and plan together to improve provision.
- Teaching is good in the early years because the early years teacher is an experienced practitioner who works very closely with her team to design interesting and engaging experiences for the children. For

example, children were fully engrossed in learning about mini beasts while the most able children chatted articulately with friends during some further research about more unusual beasts in a picture book. The teacher has helped to create a calm, caring but purposeful approach with a strong focus on planned and spontaneous opportunities for learning.

- Pupils are encouraged to develop their phonic skills every day. They enjoy reading books and are taught to read and write different sounds and words accurately. Parents are involved in their child's education and encouraged to contribute to the electronic recording of their child's learning journey.
- Children are encouraged to put on their coats and to play outside where they can experiment with different toys or let their imagination lead them into new worlds of experience. Electronic journals show they are encouraged to make choices. For example, they have learnt about the life cycle of frogs and used play dough to make pretend chocolates and cakes. Inspectors observed children enjoying making a spaceship out of boxes and others developing their physical skills doing cartwheels.
- However, this is a small village school with limited space. The team has made best use of available resources but the indoor learning environment is cramped and the outdoor area is underdeveloped. The school is working to improve this so that they can support children to make even better progress in all areas of their learning and development.
- Children have built very strong relationships with their teacher and supporters and work well together. They quickly develop their social skills and understand the importance of respecting and tolerating other children. They sit quietly, listen and take turns. Behaviour is good in the early years.
- The early years is a safe place for children to learn and play because every member of staff, as well as the Year 6 pupils who are encouraged to look after them, care about their welfare. Parents agree that Wainstalls is a safe place to learn.

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	140107
Local authority	Calderdale
Inspection number	450330

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The governing body
Chair	Ian Hesselden
Headteacher	Linda Waugh
Date of previous school inspection	Not previously inspected
Telephone number	01422 244804
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