

Luddendenfoot Academy

Burnley Road, Halifax, West Yorkshire HX2 6AU

Inspection dates

10–11 December 2015

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils make outstanding progress in reading, writing and mathematics. By the time they leave school at the end of Year 6, their attainment is higher and often much higher than that of pupils of their age nationally.
- Disadvantaged pupils make outstanding progress and their attainment has improved considerably, meaning the standards that they reach are much higher than those of all pupils nationally.
- Disabled pupils and those with special educational needs also achieve very well.
- Teaching and learning are consistently good and much is outstanding. Teachers give very close consideration to pupils' interests and abilities, using the information to provide tasks which are highly challenging and giving pupils the chance to make regular improvements to their work.
- Pupils' behaviour is excellent. They conduct themselves very well in all areas of the school. Pupils of different ages and from different backgrounds get on very well.
- In lessons, pupils make the most of the opportunities afforded them, demonstrating a great enthusiasm for learning.
- Pupils' attendance is excellent, reflecting their love of being at school. Parents are particularly positive about their children's welfare and well-being in school.
- Leaders in the school and from the trust have made significant improvements to the teaching and pupils' achievement.
- The head of the school is recognised by many, including the staff, as being particularly effective in her work to ensure that staff and pupils share the highest expectations, challenging them every day to do their very best.
- The head of the school, with the support of the executive headteacher, has developed the leadership team to ensure real expertise in all areas of the school.
- The governors and members of the trust have an excellent track record, showing understanding of the improvements needed to make the school outstanding.
- The early years provision is outstanding. Children develop very well in all aspects of the curriculum in a stimulating and nurturing environment.

Full report

What does the school need to do to improve further?

- Ensure that the assessment system is used to track pupils' progress even more precisely so that school leaders can identify any patterns of underachievement.

Inspection judgements

Effectiveness of leadership and management

is outstanding

- School leaders have brought about very significant improvements to the quality of teaching and learning since the previous inspection. This has led to very rapid improvements in pupils' achievement, with all groups of pupils now making outstanding progress and a higher proportion of pupils than nationally attaining well above the expected standards in reading, writing and mathematics.
- The head is very highly thought of by parents, staff, governors and the trust for her pursuit of excellence. She has demonstrated the ability to communicate very high expectations to staff, pupils and parents, overcoming historic barriers to pupils achieving their best. She has led her staff in strengthening relationships with parents, who praise the changes made in the school since the last inspection and recognise the contributions made by leaders, staff and the trust.
- The head has worked skilfully to develop a highly effective and ambitious leadership team, with individuals now very confident in their roles, and rightly so. They work collaboratively so that all aspects of the provision work to enhance pupils' achievement and their personal, social and emotional needs. They are very aware of what needs to be done and demonstrate excellent, innovative practice to enhance the school's provision.
- Where in the past teaching has been less than good, leaders have worked very effectively to support rapid improvement, so ensuring that there is no slowing of pupils' rates of progress.
- The performance management of staff is rigorous, based on regular observation and the holding of staff to account for pupils' achievement. All staff believe that this system is effective and ensures that they are very well trained and have challenging yet reasonable targets to meet. As a result, teaching overall is outstanding.
- The head works closely with staff to ensure that the needs of disadvantaged pupils are understood fully so that the curriculum and the teaching meet their needs very closely, making very good use of pupil premium funding. This has led to very rapid progress on the part of these pupils, which compares favourably with those of all pupils nationally.
- School leaders also provide very well for disabled pupils and those with special educational needs. The teaching assistants who work with them are well trained by the deputy headteacher, who also works alongside them to review progress and planning.
- The school formally assesses pupils each half term and this information is tracked to provide an overview of pupils' progress, although this has yet to be fine-tuned to enable more detailed analysis.
- School leaders have helped to create a strong ethos that contributes towards pupils' outstanding behaviour. Any pupils who have difficulty in managing their behaviour are supported very well to remove any barriers to learning and to make sure that they do not prevent other pupils from enjoying their learning.
- The school's curriculum is broad and balanced and is exceptional in the opportunities it provides for pupils to develop their literacy and numeracy. It also promotes pupils' spiritual, moral, social and cultural development very effectively. All pupils go on regular trips related to their work in lessons. For example, pupils in Years 5 and 6 recently visited a magistrates court as part of their study of crime and the British justice system.
- The sports funding has been used well to offer a wider range of sports and for pupils to take part in local competitions.
- The outstanding achievement of all pupils demonstrates that the school provides equality of opportunity. There is no discrimination, and very positive relationships are fostered between different groups of pupils and different groups of parents.
- The support offered by the trust is very strong, including the support and challenge of the executive headteacher.
- **The governance of the school**
 - The governance of the school is now outstanding. Since the last inspection, the quality and capacity of the governors have improved significantly. Governors have a very good understanding of the school, drawing on performance data and their own first-hand evidence. They now challenge leaders effectively and have the skills to identify any underperformance.
 - Governors and members of the trust work with leaders to ensure the performance management system is robust and pay awards reflect the impact of teaching on pupils' achievement. Governors are very aware of the quality of teaching and can identify in detail where there have been improvements.

- The governing body represents the community it serves with dedication to ensure that pupils achieve their very best and reach their potential.
- Governors know that funding for disadvantaged pupils is spent well and has a significant impact on pupils' achievement, as well as their spiritual, moral, social and cultural development.
- Governors have ensured that there is financial stability and that funds are used well for key priorities such as staff training and deployment.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is outstanding

- Teaching is outstanding across the school, including in the early years. As a result, pupils make outstanding progress during their time at school. Teachers plan suitably challenging work based on their accurate assessment of pupils' knowledge and understanding.
- Teachers regularly mark pupils' work and are skilful at using these checks to provide helpful feedback and to adjust their planning, allowing pupils to revisit learning where misconceptions are apparent. These opportunities ensure that pupils' understanding is very secure. Their responses to feedback are an indication of their excellent attitudes to learning, taking every opportunity to deepen and develop their understanding.
- Teachers' questioning of pupils is excellent. They use questioning to develop pupils' communication skills, with pupils learning to speak articulately and listening carefully to one another. Teachers expect full and reasoned answers and as a result pupils become increasingly confident speakers, as well as developing their knowledge and understanding.
- The teaching of literacy is excellent. This is seen in teaching from the youngest to the older pupils, starting with very effective teaching of phonics (the links between letters and sounds) and steadily building pupils' skills in grammar, punctuation and spelling. Teachers encourage pupils to become keen and fluent readers who can infer meaning skilfully, and enthusiastic writers who write in a variety of styles on various topics with great skill and ambition in their language.
- The teaching of mathematics is outstanding. Pupils work hard in every lesson and are very productive. They develop a very secure understanding of mathematics, which they apply regularly to solve problems. Teachers use imaginative contexts to interest pupils in mathematics and reinforce mathematical skills across the curriculum, for example through an investigation of features of the local area, or data-handling in science.
- Support staff are highly effective. Teaching assistants provide excellent support for different groups of pupils. They are well trained and feel highly valued.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils and parents believe very strongly that adults in the school provide outstanding care for the youngsters. The head leads by particular example in this regard, which is recognised and appreciated by both parents and pupils.
- Pupils say they know they can speak with adults in school about any concerns they may have. The school has a track record of making every effort to support both pupils and their families where difficulties arise and where pupils feel upset or worried. The head is described as very approachable, which encourages parents to communicate with the school and to accept support where necessary.
- Pupils report that bullying is extremely rare and school records reflect this. Pupils can describe what bullying is and are aware of different types of bullying, such as prejudice-based bullying. They say they have regular opportunities to discuss the impact of bullying and why it is so important to report it when they see it or are subjected to it. Pupils also say that they discuss what they need to do to keep themselves safe outside school, such as when they are using the internet.
- Pupils have a wide choice of food at lunchtime which they like and which they say is healthy. They understand how to keep themselves fit, and recognise that playing sport and using the wide range of equipment available at playtimes are important ways to keep themselves healthy.

Behaviour

- The behaviour of pupils is outstanding. They conduct themselves very well at all times of the day. This is apparent in pupils of all ages and from all different groups. There are no serious behaviour issues and the strongly improved rewards systems mean that low-level disruption is also very rare. This supports pupils very well in their learning, as they can fully concentrate on their tasks without distraction.
- Pupils are very enthusiastic and conscientious learners, as seen in their attitudes to lessons, their responses to feedback from teachers, the way they following instructions immediately and their high levels of attendance. These aspects of the pupils' behaviour strongly contributes to the excellent progress they make.
- Pupils report that their learning is important to them, as well as being stimulating and interesting. They know that it is important to read, write and do mathematics well so that they can continue to enjoy and succeed as the work becomes increasingly complex and challenging. Such impressive attitudes help to explain pupils' success in learning and the very strong outcomes they accomplish.

Outcomes for pupils

are outstanding

- Pupils make outstanding progress. They enter the school with broadly expected levels of development for their age. They leave the school having made much more than the expected progress in reading, writing and mathematics; this is the case for all groups of pupils.
- This very rapid progress has led to significant improvement in pupils' attainment to a position where it exceeds national averages in reading, writing and mathematics.
- In 2015, all Year 1 pupils passed the national phonics check, which is significantly better than seen nationally.
- The most-able pupils achieve outstandingly well. Since the last inspection, the rates of progress of these pupils have increased significantly. As a result, they go on to secondary school with very high standards in reading, writing and mathematics.
- The achievement of disabled pupils and those with special educational needs is good and sometimes outstanding. The small numbers enable the school to provide close specialist support. As a result of this highly effective provision, these pupils make very good progress and increase the standard of their reading, writing and mathematics very well over time.
- Disadvantaged pupils make outstanding progress and attain well across the school, particularly in mathematics. However, the number of disadvantaged pupils in any year group is too small to analyse their relative performance.

Early years provision

is outstanding

- The early years teacher works very effectively with other staff, school leaders and parents to ensure that the children make outstanding progress from starting points that are typical for their age. Progress is particularly strong in reading, writing, number and space, shape, and measure work. The teaching of phonics is excellent.
- On entry, children have strong levels of personal, social and emotional development for their age and this is harnessed by the early years adults to ensure that all aspects of learning develop very strongly. Adults tailor the curriculum to meet the needs of each child, so stimulating and challenging them extremely well. As a consequence, children make outstanding progress and are confident, polite and happy, well prepared to continue their learning in Year 1.
- Children's interest in their learning means they conduct themselves exceptionally well and demonstrate very strong enthusiasm for activities in class.
- There are very clear routines which children understand and value. Adults model positive and good-humoured relationships, which children follow. They develop in confidence and are keen to air their views, as well as listen to those of others.
- Children's welfare and personal development are at the centre of all the adults in early years do. Children are very safe and say they feel safe. Some can articulate this very well. Parents also agree their children are safe and well behaved.
- Early years staff work very effectively with parents, who are invited to stay on in the morning to help their children settle. Thanks to the setting, which children are happy with, this is not usually needed.

School details

Unique reference number	137699
Local authority	Calderdale
Inspection number	10002163

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

Type of school	Primary
School category	Academy
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	Brighter Futures Academy Trust
Chair of trust	Pamela Burton
Chair of local Governing Body	Venetia Knight
Head of school	Rebecca Denham
Telephone number	01422 882298
Website	www.luddendenfoot.org.uk
Email address	admin@luddendenfoot.calderdale.sch.uk
Date of previous inspection	4 December 2013

Information about this school

- This school is smaller than the average-sized primary school.
- The large majority of pupils are White British.
- A much lower than average proportion of pupils speak English as an additional language.
- A much lower than average proportion of pupils is disadvantaged. These pupils are supported through the pupil premium funding, which is additional government funding provided to support pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils who are disabled or who have special educational needs is below average.
- Children enter the school in the Reception class on a full-time basis.
- The school is organised with some mixed-age and some single-age classes.
- The school is part of an academy chain with two other local primary schools, Siddal Primary School and Field Lane Primary School, overseen by the trust and an executive headteacher.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspector observed a range of lessons. Two lessons were observed jointly with school leaders.
- The inspector observed and spoke with pupils during lessons and at lunchtime. She also met formally with groups of pupils from Key Stages 1 and 2.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and the trust.
- The inspector observed the school's work and looked at pupils' work and a range of documents, including the school's arrangements for safeguarding, performance management procedures and pupils' attendance data. Inspectors also looked at information about pupils' progress and attainment.
- Inspectors considered 26 parental responses to the online questionnaire, Parent View.

Inspection team

Fiona McNally, lead inspector

Ofsted Inspector

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