

Inspection of a good school: Hebden Royd C of E VA Primary School

Church Lane, Hebden Bridge, West Yorkshire HX7 6DS

Inspection dates:

10 March 2020

Outcome

Hebden Royd C of E VA Primary School continues to be a good school.

However, inspectors have some concerns that one or more areas may be declining, as set out below.

What is it like to attend this school?

Hebden Royd C of E VA Primary is a safe and happy school. Pupils look after each other and they work well together. Pupils behave well around school. They enjoy positive relationships with adults. Pupils feel safe in school and incidents of bullying are rare. Pupils know that if bullying should happen, then the teachers would deal with it quickly. Many parents agree that staff nurture and care for pupils in the school. One parent commented, 'Small school, big heart!'

Pupils enjoy the lessons that the teachers prepare for them. Most teachers expect pupils to work hard and try their best. Despite this, the work planned in some subjects does not allow pupils to build on what they know. Pupils do not develop a deep understanding of some key concepts in mathematics. This is because the work in mathematics is not always well thought out and sequenced carefully enough.

The personal development of pupils is important to the school. Pupils have many opportunities to take part in raising money for local and international charities. The school has recently adopted nine koala bears that were hurt in the Australian bush fires. Pupils enjoy attending a wide range of clubs and activities before, during and after school.

What does the school do well and what does it need to do better?

Leaders have started to improve the curriculum. They have organised the content of the curriculum so that pupils study a broad range of subjects. However, some curriculum plans lack precision. The order in which pupils need to know concepts to help them remember more is not outlined in the curriculum plans. Pupils' knowledge is not always built up systematically so that they remember what they have learned.

Reading is a strength of the school. Leaders have given reading a high profile. Leaders' plans for reading show a carefully thought-out sequence of learning. As a result, pupils

learn to read well. Leaders make sure that teachers in all year groups read regularly to their pupils. Pupils say that they love 'getting lost in a book' and enjoy reading many different types of books. Parents sponsor library books. Pupils have a wide selection of library books to take home.

Phonics lessons for younger pupils are well planned. Leaders make sure that staff are well trained in teaching phonics. The books that teachers choose for children to read contain the sounds that they know. As a result, children become confident readers in the early years. They are well prepared for Year 1.

Leaders have ensured that curriculum plans are in place for mathematics. They have identified that some areas of the curriculum are not sequenced well, that some key strands are less developed and that pupils cannot remember some key information. Leaders have recognised that some older pupils struggle with geometry tasks because there are gaps in their mathematical knowledge. On occasion opportunities are being missed to embed and deepen pupils' learning.

Pupils behave well. They have positive attitudes to learning. Pupils show respect to each other and listen carefully to their classmates. The culture across the school is one of tolerance, acceptance and kindness. Pupils contribute to school life by looking after the younger pupils, hearing them read and helping them on school trips.

The school uses a wide range of activities to support pupils' personal development. Trips, visitors and clubs help pupils to learn about themselves as well as the world around them. For instance, during the inspection, even the youngest pupils could talk about the work they have done to help reduce plastic pollution and save the sea turtles.

Pupils who have special educational needs and/or disabilities (SEND) are well supported in lessons. Sometimes pupils rely heavily on the adults that support them. This means that they do not develop their independence and are not ready for the next stage of their learning. The headteacher has changed the way in which pupils with SEND are supported. This is still in the early stages.

Staff build strong relationships with parents. Parents are very supportive of the school. They know that the school is inclusive and looks after their children well. Parents speak highly of the school. They appreciate how teachers try to make learning memorable.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained regularly to know how to keep children safe. Staff with designated responsibility for safeguarding know pupils and families well. Governors fulfil their responsibilities in respect of safeguarding.

Effective procedures are in place to record information needed to keep pupils safe. Records show that leaders are quick to follow up any safeguarding issues. They work well

with other agencies to protect pupils from harm. This ensures that pupils and their families get the support that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- For some subjects, the curriculum is not coherently planned. Leaders' plans do not identify the key concepts that pupils need to know and the order in which this knowledge should be taught. Because of this, sometimes pupils do not have the chance to use their previous learning as a basis for new learning. Leaders must ensure that the curriculum is planned and sequenced so that new knowledge, skills and vocabulary build on what has been taught before.
- Some pupils do not build on their prior knowledge well enough. Consequently, they are not ready to access the next stage of their learning. Leaders need to ensure that teachers check on pupils' learning and that gaps in pupils' knowledge are addressed quickly. Leaders also need to ensure that the curriculum plans allow all pupils, including pupils with SEND, to develop their independence and have opportunities to do their very best.
- There are weaknesses in the school's curriculum plans for mathematics. Because of this, some pupils do not achieve as well as they should and have gaps in their mathematical knowledge. Leaders should continue to review the mathematics plans and ensure that all teachers understand when key mathematical knowledge, skills and vocabulary are to be taught throughout the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 9–10 March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107551
Local authority	Calderdale
Inspection number	10133503
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair of governing body	Peter Clough
Headteacher	Gretl Young
Website	www.hebdenroydprimary.org.uk
Date of previous inspection	9–10 March 2016

Information about this school

- The school is much smaller than the average-sized primary school.
- The school runs a breakfast club and an after-school club.

Information about this inspection

- We met with the headteacher, deputy headteacher, subject leaders and members of staff.
- As lead inspector, I met with a group of governors, including the chair of governors. I also had telephone conversations with a representative of the local authority and the diocese.
- We took account of the 41 responses to Ofsted’s parents’ questionnaire, Parent View. We looked at the 25 parents’ comments on the free-text facility.
- We observed pupils’ behaviour in lessons and around school, including during playtimes. We gathered pupils’ views about the school through discussions.
- We considered a wide range of documentation, including subject plans and safeguarding documents. We also looked at information relating to pupils’ behaviour and attendance.

- We did deep dives in these subjects: reading, mathematics and art. In each of these subjects, we carried out lesson visits, discussions with staff and pupils, meetings with subject leaders and a scrutiny of pupils' work.

Inspection team

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