

Inspection of Central Street Infant and Nursery School

Central Street, Hebden Bridge, West Yorkshire, HX7 6HB

Inspection dates: 16 and 17 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

There is a strong sense of community in this school. Pupils experience an ethos of care, kindness and calm. Pupils trust the adults in the school and know that they are there to help them. Pupils feel safe and know that it is important for them to help other pupils feel safe too. They look for opportunities to help each other in classrooms and around school. Pupils talk about how important it is to have 'kind hands, kind feet and kind words'. Pupils talk about the school 'promises' and how these help them to make good choices in classrooms and about how they treat other people. They understand that all people deserve to be treated equally.

Bullying rarely happens in this school. Pupils recognise what bullying is and what it is not. They know that if bullying did happen, adults would sort it out. Some pupils who find behaviour more challenging are skilfully supported. Pupils move around school calmly. Relationships between adults and pupils are respectful and positive.

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

Leaders have created an ambitious curriculum for pupils. In foundation subjects such as geography, pupils build their knowledge during units of work to answer 'Big Questions'. Leaders have thought carefully about the knowledge pupils need to build over time to be able to answer these questions. Within Year 1 and 2, this sequencing and progression of learning is clear. Staff have received training to deliver subjects in consistent ways. These approaches help pupils remember what they have been taught before and build their learning over time. For example, in mathematics, teachers use different physical resources to help pupils understand the value of number. Subject leaders have a strong sense of how well the subjects they lead are being taught in different year groups. Subject leaders are less clear about how children's experiences in the early years support them in their future learning.

Leaders have made the teaching of reading a priority. They have introduced a phonics curriculum, which is taught with consistency. Pupils are given books to read which closely match the sounds that they have been taught. Pupils who need help with reading are quickly identified and supported. Pupils enjoy regular story times. They talk with enthusiasm about the books that teachers read to them.

Children in the early years do not experience a curriculum which prepares them well enough for the next stage of their education. They are taught a clear phonics curriculum and develop a strong understanding of number. However, the curriculum in other areas of learning is not clearly enough defined. Leaders are actively developing the curriculum in these areas and know that this work needs to continue and be concluded swiftly.

Pupils develop a strong sense of respect and kindness. They understand how to recognise difference and are positive about how different people should be treated the same. Pupils enthusiastically talk about books from their reading corner that

promote recognition and celebration of the different people within society. Older pupils are able to talk about differences such as disability, race and different family structures. Assemblies are used to support pupils to understand themes, such as friendship. There is a wide range of opportunities for clubs and activities within and beyond the school day that are enjoyed by pupils.

There are clear systems for identifying pupils with special educational needs and/or disabilities (SEND). The special educational needs coordinator works closely with parents, teachers and pupils to incorporate their views into the individual plans of pupils with SEND. Pupils within the resourced provision are well supported. They experience a curriculum which meets their individual needs. Leaders make sure that these pupils have carefully considered and appropriate opportunities to integrate with their year group peers.

Governors have strong systems in place to ensure that they have an understanding of the strengths and areas for development of the school. They understand that their role is strategic rather than about the day-to-day operation of the school. Leaders have been creative in the ways they are facing the challenges of working in a small school as part of a federation.

Safeguarding

The arrangements for safeguarding are effective.

There are clear and well-understood systems for staff to report concerns. There are regular training opportunities for staff. Leaders check staff understanding of safeguarding. Leaders undertake analysis of safeguarding incidents. All adults understand their role in creating a culture of safeguarding within the school. Pupils and families who need support are quickly identified. Leaders show tenacity when accessing support for families from external agencies and professionals when it is needed. Pupils are given the knowledge they need to help them to keep themselves safe. For example, they understand concepts such as safe touch, privacy, and consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The early years curriculum in some areas of learning is not clearly enough defined. As a result, the support staff give is not consistently precise. Opportunities are sometimes missed to identify children in danger of falling behind their peers. Children are not as well prepared in some areas of learning for the next stage of their education. Leaders should ensure that the curriculum in the early years is carefully considered and sequenced in all areas of learning to provide a strong foundation for what they will learn in key stage 1.

- Subject leaders do not have a clear enough understanding of how the areas of learning within the early years curriculum provide a strong foundation for what they will learn in key stage 1 and beyond. As a result, children's foundational experiences in some subjects are not as relevant or beneficial as they could be to their future learning. Leaders should support subject leaders in understanding what knowledge children will gain in the early years that will help them in their subject in key stages 1 and 2.

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 information from Ofsted Parent View 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.

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	107507
Local authority	Calderdale
Inspection number	10242184
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair of governing body	Amanda Ward
Headteacher	Lucy Caswell
Website	http://www.centralstreet.org.uk
Date of previous inspection	16 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Hebden Bridge Schools Federation.
- The school has a resourced provision for pupils with a diagnosis of autism.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspection team spoke to senior leaders, including members of the governing body.
- The inspection team spoke to representatives from the local authority.

- The inspection team carried out deep dives in mathematics, early reading, geography and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils read.
- The inspection team evaluated responses from parents to Ofsted's online survey, Parent View. They spoke with some parents dropping their children off at school. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online survey.

Inspection team

Liam Colclough, lead inspector

His Majesty's Inspector

Matthew Knox

His Majesty's Inspector

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