

Inspection of Colden Junior and Infant School

Smithy Lane, Colden, Hebden Bridge, West Yorkshire HX7 7HW

Inspection dates: 7 and 8 December 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders have high expectations of pupils' personal and academic development. Pupils live up to these expectations. Leaders promote the values of 'aspiration, empathy, creativity and fun'. Pupils understand these values. They enjoy making a positive contribution to the life of the school in different ways. For example, pupils take on roles as eco leaders, members of the school council and well-being ambassadors.

Pupils are confident and eager to talk to visitors about their school. In lessons and around school, pupils behave well. There are positive relationships between pupils, their peers, and staff. Pupils are kind in their words and actions. Bullying is not tolerated. Staff quickly sort out any problems if they occur. Pupils know that there are adults that they can speak to if they have a concern. This helps pupils to feel safe.

Parents and carers are overwhelmingly positive about the school. Some parents captured this when describing staff as 'dedicated and approachable'. All parents who responded to Ofsted's Parent View survey said that they would recommend the school to others. Parents are important partners in learning. Leaders ensure that they communicate what pupils are learning about so that parents can talk about it at home with their children. There are strong links between the school and the local community it serves. For example, the choir sings at the local chapel for Remembrance Day.

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

Leaders have reviewed the curriculum to ensure it is coherent and carefully sequenced. Subject leaders ensure that pupils' knowledge and skills build from the Reception Year to the end of Year 6. Staff have the subject knowledge that they need to deliver the curriculum. Pupils talk about the knowledge that they have learned from the different topics they have studied. They make links to show they know how to apply their knowledge and skills to new learning.

In lessons, teachers use a variety of strategies to check what pupils can remember. However, on occasions, teachers' checks on pupils' knowledge in mathematics are not closely linked to what pupils have been taught. Teachers do not identify gaps in pupils' knowledge precisely enough.

Reading is a priority in the school. Leaders have ensured that all staff have the training that they need to teach early reading well. There is a clear and structured programme in place. Pupils from the early years onwards learn to use their phonic knowledge to sound out unfamiliar words. They practise reading with books that are matched to the letters and sounds they know. This helps them to develop fluency and confidence in reading. Staff quickly identify pupils who need extra help and provide them with additional catch-up sessions. Older pupils help younger pupils

with their reading. Pupils talk about the stories that they read together in class and enjoy hearing others read to them.

Children in the early years learn in a stimulating environment. Staff ask questions which give children opportunities to talk about their learning. However, leaders have not identified clearly enough the vocabulary that children in the early years should learn. As a result, some children do not develop the language that they need to be able to explain their thinking.

Pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Staff have relevant training so that they understand the strategies to help these pupils. Teachers provide additional resources to help these pupils to remember what they are being taught. Leaders regularly seek advice from external agencies to ensure that staff understand how to support pupils with SEND so that they achieve well.

Pupils are taught about different cultures and beliefs as part of the personal, social and health education curriculum. They learn about relationships and what makes people different. Pupils show respect for people from other backgrounds and learn how important it is to treat everyone equally. Pupils are keen to talk about their links with a school that serves pupils from a culturally diverse community in the local area. Pupils enjoy the different activities that they do together with pupils from the partner school, to help them understand about different people in modern Britain.

There are opportunities for pupils to develop their interests and talents as part of the clubs and activities programme that leaders provide. During the inspection, pupils enjoyed clubs for coding and Christmas crafting. Pupils can also participate in physical activities such as table tennis, dodge ball, judo and cross-country running.

Staff work as a strong team. They value the support for their well-being and their professional development opportunities provided by leaders. Governors fulfil their statutory duties with enthusiasm and dedication. They have the skills to hold leaders to account and provide appropriate challenge. Governors support the school with their energy and commitment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that all staff have up-to-date safeguarding knowledge. Staff can identify when pupils are at risk of harm. They know pupils well and are alert to any signs of concern. Records are well kept and rigorously monitored to ensure that pupils get the help they need. Leaders check the suitability of all adults who work with pupils.

The curriculum ensures that pupils learn how to manage the risks to their safety. This includes online safety. Pupils know who to trust if they need any help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not check pupils' mathematical knowledge carefully enough. This means that some work does not match pupils' stage in learning. Leaders should ensure that assessment strategies in mathematics give teachers the information they need to check whether pupils have gaps in their knowledge and to set subsequent work accordingly.
- Leaders have not identified the important vocabulary that children should learn in the early years. This means that some children do not develop the language they need to explain their thinking. Leaders should ensure that they identify more clearly the vocabulary that children in the early years should learn.

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	107512
Local authority	Calderdale
Inspection number	10241876
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair of governing body	Jon Hairsine
Headteacher	Jo Mansfield
Website	www.colden.calderdale.sch.uk
Date of previous inspection	14 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary school.
- Since the previous inspection, a new headteacher has been appointed.
- Since September 2022, the school has incorporated nursery provision as part of the early years.
- The school offers a breakfast and after-school club.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspector(s) 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 inspector discussed the impact of the pandemic with leaders and have taken that into account in the evaluation of the school.

- Inspectors reviewed documents provided by the school, including the self-evaluation and school development plans.
- To inspect safeguarding, inspectors reviewed relevant documentation and checked the single central record.
- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator and members of the local governing body.
- The lead inspector spoke to a local authority representative about the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics and science. For each deep dive, the inspector discussed curriculum plans with the subject leaders, visited sample lessons, spoke to teachers, looked at samples of pupils' work and spoke to some pupils about their learning.
- The lead inspector heard pupils read to a familiar adult.
- The inspectors observed pupils' behaviour throughout the day, including at break and lunchtime.
- Inspectors talked to pupils about their school and reviewed responses to the pupil survey.
- The inspectors considered the responses received from Ofsted's staff questionnaire and met with staff who carried out different roles across the school.
- The inspectors reviewed the responses to Ofsted's online survey, Parent View, which included free-text comments.

Inspection team

Louise Greatrex, lead inspector	Ofsted Inspector
Pritiben Patel	Ofsted Inspector

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