

# Inspection of an outstanding school: Old Earth Primary School

Lower Edge Road, Elland, West Yorkshire HX5 9PL

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Inspection dates:

13 and 14 December 2022

## Outcome

Old Earth Primary School continues to be an outstanding school.

## What is it like to attend this school?

Old Earth Primary School is a place where pupils are successful and happy. All pupils, including pupils with special educational needs and/or disabilities (SEND), access an outstanding and ambitious curriculum. Leaders have launched their new curriculum based on the 50th anniversary of the school. Pupils learn about the local area, giving pupils a greater awareness of their community and how they can play a part as active citizens.

Pupils have a deep understanding of the importance of education. They appreciate their teachers' recognition of what they can achieve. Pupils feel that they are 'pushed' in a positive way to learn new things. This breeds a positive learning culture throughout school.

Pupils behaviour in and around school is exemplary. They are enthusiastic learners. They demonstrate positive behaviours in lessons that reflect the school motto, 'STARS'. Pupils 'Sit up, Track the teacher, Ask and answer questions, Respect each other and Smile'.

Pupils are kind and considerate to one another. They welcome new pupils and visitors alike. They say that 'smiling is the law'. If pupils ever have a worry or concern, they say that teachers are always at hand to deal with it. This includes any incidents of bullying, which are rare.

Pupils benefit from the many opportunities to develop their leadership skills. There is an active school council. They frequently meet with the headteacher to discuss how the school environment and their learning can improve. Other leadership roles include play leaders, house captains and lunchtime helpers. Leaders provide a variety of extra-curricular clubs, such as sports clubs and choir clubs. Pupils enjoy participating in sports competitions and festivals, both locally and regionally.

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

Leaders and staff alike have high expectations for pupils. Leaders have developed a curriculum that has a purpose. They share this purpose with pupils. Pupils understand why it is important to learn subjects such as English. Pupils know that learning English could potentially help them to pursue careers such as newspaper reporters or a novelist.

Leaders clearly identify the exact knowledge that they want pupils to know. They make regular checks in lessons, speak to pupils about their learning and review pupils' work. They continuously adapt their plans and train staff to ensure that the curriculum is as effective as it can be. Consequently, teachers have excellent subject knowledge. They model new concepts effectively. Pupils become knowledgeable quickly. For example, in mathematics, children become confident mathematicians from the early years. They learn the concept of number through carefully planned activities that are purposeful and interesting. Older pupils can adeptly explain calculation methods using the correct mathematical vocabulary.

Pupils appreciate why teachers repeat facts that they have previously learned. They understand that this helps them to remember previous content so that they can learn new knowledge effectively. For example, pupils in Year 2 learn about continents. They can explain what a continent is and name them all. Pupils revisit these facts in Year 4. They explain continents with more detail, including which continents some of the longest rivers lie in.

Pupils with SEND are as equally successful as their peers. They learn the same content. This is because teachers receive training to develop plans and support pupils effectively in an appropriate and timely way. Leaders and teachers constantly review plans to ensure that pupils receive the right support. Leaders are tenacious in seeking the right advice and support from external agencies.

Leaders' plans start from Nursery with a focus on learning new vocabulary. Staff in Reception receive training to deliver a structured approach to reading stories. Children are excited to hear what comes next in the carefully chosen books. Staff take every opportunity to develop children's language while they play. Children quickly learn and understand the meaning of new words.

Pupils passion for learning new vocabulary and reading continues through to Year 6. Reading ambassadors encourage others to read through recommendations and competitions. Pupils who read regularly receive stickers and prizes.

Pupils learn to read with confidence and fluency. Leaders have carefully considered a phonics programme that suits the needs of their learners. Teachers regularly check pupils who are not on track. Those pupils receive immediate bespoke support that helps them to be successful readers.

Pupils know how to stay fit and healthy. 'Funky food' ambassadors deliver assemblies to their peers about the importance of eating healthy. All classes grow food on their

allocated allotments, such as beans and sweetcorn, that they enjoy eating at lunchtime. Those that grow the best crops win the school gnome trophy.

Since the previous inspection, leaders have worked to develop pupils understanding and appreciation of different cultures and faiths. Pupils enjoy visiting different places of worship and listening to visitors. Pupils can explain different faiths and cultures, such as Humanism, Judaism and Sikhism.

Staff value the training and support that they receive. Leaders are mindful of the impact of workload on staff well-being. They plan all activities with this in mind. Staff are proud to work at the school and feel valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff understand safeguarding risks to pupils and how to recognise the indicators of harm. Staff receive regular safeguarding training sessions and updates. They are knowledgeable and report any concerns in an appropriate and timely way.

Leaders have developed a curriculum that teaches pupils how to stay safe, both online and in the world in which they live. They regularly review and revise their curriculum based on any pertinent information. Staff know how to deliver the curriculum effectively so that pupils understand the risks that they may face. Pupils know what to do if they have a concern and refer to safeguarding leads that they know will help them. If they have a concern while online, they can directly contact leaders through the school's website.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged Old Earth Primary School to be outstanding on 10 and 11 February 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 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

<b>Unique reference number</b>	137398
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10211932
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Amanda Aspin
<b>Headteacher</b>	Daniel Burns
<b>Website</b>	<a href="http://www.oldearth.co.uk">www.oldearth.co.uk</a>
<b>Date of previous inspection</b>	10 and 11 February 2016, under section 8 of the Education Act 2005

## Information about this school

- There is a new headteacher in post since the previous inspection.
- There is a breakfast club and an after-school club run by the school on site.
- The school has a nursery for three- and four-year-old children and runs an additional provision for two-year-old children.
- The school does not currently use any alternative provision.

## Information about this inspection

- 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 has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, senior leaders and the special educational needs and disabilities coordinator, members of the governing body and members of the trust.
- The inspector carried out deep dives in reading, mathematics, geography and history. For each deep dive, the inspector discussed the curriculum with subject leaders and their teams, visited a sample of lessons, spoke to teachers and teaching assistants and

spoke to pupils about their learning. The inspector also reviewed samples of pupils' work.

- The inspector listened to pupils read to a known adult.
- The arrangements for safeguarding were reviewed by scrutinising records and through discussions with the designated safeguarding lead, staff and pupils.
- The inspector observed pupils' behaviour in class and at other times of the day.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys.

### **Inspection team**

Jenny Thomas, lead inspector

His Majesty's Inspector

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