

Inspection of Hebden Royd CofE VA Primary School

Church Lane, Hebden Bridge, West Yorkshire HX7 6DS

Inspection dates: 21 and 22 March 2023

Overall effectiveness **Good**

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?

Pupils at Hebden Royd are polite, respectful and welcoming. They follow the school values of being thankful, kind, polite, independent and honest. Leaders and governors have high expectations for pupils' learning and behaviour. As a result, pupils achieve well.

Pupils grow in confidence throughout their time at the school. They engage well with all that it has to offer. There is a strong commitment to protect the environment through the eco council. Parents, carers and pupils welcome this. Pupils have a strong sense of equality and they learn to value difference.

Staff show a caring approach towards pupils. One pupil said: 'I trust the teachers and I know they will do what needs to be done to keep us safe.' The school uses different ways to support the concerns pupils may have. One example of this is the worry box. Pupils say that bullying rarely happens in their school. Adults in school deal with any incidences of poor behaviour swiftly and effectively. Pupils say this helps them to feel safe.

Parents enjoy attending the Friday celebration assembly. Pupils are rewarded for being Pupil of the Week. The good citizenship award is a prestigious award, in which pupils are recognised for making an outstanding contribution to the local community.

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

Leaders have taken decisive action to improve the quality of the curriculum. Leaders have thought carefully about what the local area has to offer. They have built planned learning opportunities about Hebden Bridge into their curriculum offer. This helps to make learning relevant for pupils. Leaders have developed an ambitious curriculum. They have identified the knowledge that they want pupils to know and remember over time. However, subject leaders sometimes lack the knowledge needed to support all staff in delivering the curriculum.

Leaders in the school have clear plans in place to support pupils with special educational needs/and or disabilities (SEND). The information shared with staff provides details about how pupils can be supported in class to access the curriculum effectively. In lessons, the adaptations made by staff match the SEND plans well and support pupils with SEND to access learning alongside their peers. This SEND offer is delivered effectively by staff who know the pupils well.

Reading is a priority across the curriculum. Pupils have the opportunity to read every day and they enjoy reading at home. Phonics is taught daily to younger pupils and the new approach to phonics is delivered with fidelity. However, pupils are not always given the opportunity to fully participate in these lessons. During the lesson, teachers do not check that pupils understand what they are being taught. Reading books are matched well to pupils' phonics knowledge. Younger pupils are starting to read with confidence.

Children in the early years access learning within the indoor environment, calmly and independently. Strong routines are in place. Children know how to take turns and they play well with each other. The opportunity for children to access learning independently within the outside environment is more limited. However, there are carefully planned opportunities for children to take part in focused activities and adult-led tasks, including forest school. Curriculum thinking, showing what children will learn in the early years, is not clear. Leaders have not considered the precise detail of what they want children to learn against the early years foundation stage (EYFS) framework.

Staff have high expectations for pupils' behaviour. Pupils are calm and orderly when moving around the school. Staff and pupils understand the behaviour system. All pupils know that rewards for good behaviour contribute to the whole-school house points system. Some pupils feel there are times in class when a small number of pupils do not meet the standards of behaviour expected. However, teachers deal with this quickly and in line with the behaviour policy.

Leaders promote pupils' personal development through the well-considered personal, social and health education curriculum. Pupils are proud to take on responsibilities. Older pupils play a key role in supporting younger pupils through the buddy system. Younger pupils in school aspire to take on these roles. Pupils are excited to attend the variety of clubs on offer. They talk knowledgeably about the trips they go on and how they enhance their learning. Pupils engage with fundraising and know the importance of raising money for charity. They also know they can plan individual events to support those in need. An example of this is a group of pupils who raised money for the recent earthquake in Turkey and Syria.

Leaders have taken steps to rapidly improve the school where it is needed most. This has improved the quality of education for all pupils. Staff are overwhelmingly positive about the support they get from leaders to manage their workload. Governors are well informed about the work of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is strong pastoral support in school. This means that pupils are well cared for. Leaders provide regular safeguarding training for all staff. They are clear about the process for reporting concerns if they are worried about a child. Leaders engage with external providers to ensure that pupils and families access the help they need to stay safe from harm. Detailed checks are in place to make sure that all adults who work in school are safe to work with pupils. These are recorded accurately.

Pupils are taught about local risks. They talk confidently about how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders do not monitor curriculum implementation regularly enough. They do not know when teachers require additional support with subject knowledge or lesson delivery. Leaders must ensure that subject leaders are provided with the training and support necessary to carry out their role effectively so that all subjects are well planned and taught.
- The format of whole-class phonics sessions does not encourage the active participation of pupils. This means that pupils sometimes lose interest in their lessons. Teachers do not consistently check that pupils know and remember what is being taught. Leaders should ensure that all staff are delivering phonics in a way that enables pupils to interact well in lessons so that teachers can address any misconceptions as they arise.
- Staff in the early years have not clearly identified what they want children to learn from the EYFS framework. Leaders must ensure that the curriculum in the early years sets out the knowledge, understanding and skills in all areas of learning so that there is a common understanding of how children have strong foundations that prepare them well for their next stage of education.

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	107551
Local authority	Calderdale
Inspection number	10255615
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	96
Appropriate authority	The governing body
Chair of governing body	Adam McNichol
Headteacher	Robert Paton
Website	www.hebdenroydprimary.org.uk
Date of previous inspection	10 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary school.
- The school runs a breakfast club and an after-school club.
- The school was judged to be good at its most recent inspection of denominational education and the content of the school's collective worship under section 48 of the Education Act 2005. The school's most recent section 48 inspection took place on 15 October 2019. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the previous section 48 inspection.
- The school does not use any alternative provision.

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