

Inspection of a school judged good for overall effectiveness before September 2024: Wainstalls School

Wainstalls, Halifax, West Yorkshire HX2 7TE

Inspection dates:

8 and 9 October 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The principal of this school is Linda Waugh. This school is part of i-Trust Education, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Linda Waugh, and overseen by a board of trustees, chaired by Robert Scholefield.

What is it like to attend this school?

Pupils share immense pride in Wainstalls School. They are helped to build highly respectful relationships with their peers and staff. Staff care for pupils. Pupils feel safe. This is testament to the exceptional support that they receive. The school is proud of its place in the local community and pupils are too.

The school has exceptionally high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve highly in external assessments. They rise to the high expectations that the school sets for their behaviour with enthusiasm. Pupils support one another to maintain excellent attitudes to learning. Pupils show empathy for their peers. They flourish in a calm and happy learning environment.

Pupils enjoy a wide range of exciting and purposeful trips and visits. For example, children in Reception learn how vegetables grow at a local allotment. Pupils in Year 6 value the independence they develop on their residential trip. The school's unique way of developing pupils beyond the classroom helps prepare them for the world beyond Wainstalls. Pupils express joy as they describe the 'Party on the Field'. During this special event, farm animals, tractors and emergency services join pupils on site as they celebrate the life of the school and its place in the community.

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

The school helps pupils to become confident readers. From a young age, pupils use their reading skills well. They read with focused expression. They re-read sentences to make them 'more creative'. The school identifies pupils who need extra support and puts prompt support in place. This helps pupils to gain highly effective reading skills. Well-chosen classroom texts help pupils develop an understanding of the wider world. Year 3 pupils read texts that explore important issues such as the difficulties that refugees may face. Such breadth of texts helps pupils to develop deep empathy and compassion for what others may go through.

The well-sequenced curriculum supports pupils in learning more challenging concepts over time. For example, children in early years learn about different types of lines when drawing a self-portrait. Pupils in Year 3 learn about cross-hatching and stippling in their art lessons. Over time, pupils are able to put these skills together to create more complex artwork. These approaches prepare pupils exceptionally well for their next steps.

The school expertly checks what pupils remember. For example, adults use 'Forever Knowledge' to check what pupils know. These checks ensure the school knows if pupils have retained key knowledge. The school puts support swiftly in place to ensure gaps in knowledge are addressed. These effective approaches ensure that pupils develop deep knowledge over time.

Expert adults provide support for pupils with SEND. Personal learning plans provide precise identification of the adaptations needed for pupils in classrooms. These adaptations are used well to help pupils with SEND. For example, 'calculation mats' and counters help pupils with column multiplication in mathematics. This inclusive approach helps these pupils to achieve well.

The school ensures that children in early years settle very well. Staff take time to get to know children before they join. Children flourish from the moment they start. They enjoy imaginative texts such as 'We're Going to Find the Monster'. Children use expression and ambitious vocabulary when talking about the 'shimmering ocean'. Such approaches prepare children extremely well for their next stage of learning.

Pupils love to attend Wainstalls School. The partnership working between the school and families is highly effective in breaking down any barriers to engagement. As a result of this diligent work, attendance at the school is high.

Pupils express their excitement at the range of different clubs they attend. For example, karaoke, chess club and boccia are very popular. A high number of pupils take up these opportunities. The school ensures that pupils experience a broad range of trips and visits. Staff design these with great attention to detail. This ensures a rich experience for pupils. Pupils also have the opportunity to research and reflect on a range of local and wider themes and experiences in their 'learning logs'. These memoirs stay with pupils throughout school. Pupils showcase their reflections with other pupils and families. These excellent experiences contribute well to pupils' character development.

Pupils have a deep understanding of equality and the contribution people have made to society over time. Year 1 pupils described Mary Seacole's and Florence Nightingale's lived experiences and their contributions to nursing. Pupils show an impressive knowledge and understanding of fundamental British values.

The school has taken highly impactful action to improve its performance in all areas. Governors and trustees are central to the high standards that the school maintains. Staff say their workload and well-being are considered. They are proud to work at Wainstalls School.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140107
Local authority	Calderdale
Inspection number	10346516
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	Board of trustees
Chair of trust	Robert Scholefield
CEO of the trust	Linda Waugh
Principal	Linda Waugh
Website	www.wainstalls.org.uk
Date of previous inspection	17 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of i-Trust Education. Wainstalls School is the only school in this trust.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the principal, vice-principal and inclusion leader during the inspection.
- The inspector spoke with a representative from the local authority.
- The inspector met with trustees, including the chair of the trust board, and also spoke

with the chair of governors.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with the special educational needs coordinator. The inspector also reviewed a selection of personal learning plans.
- The inspector met with the leader responsible for early years. The inspector also spent time in the early years provision across the course of the inspection.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents through the responses to Ofsted's online survey for parents, Ofsted Parent View.
- The inspector considered the views of staff and pupils through meetings held with them and through their responses to Ofsted's online surveys.

Inspection team

Andrew Gibbins, lead inspector

His Majesty's Inspector

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