



Wainstalls Junior and Infant School

Inspection Report

Better
education
and care

Unique Reference Number 107493
LEA Calderdale
Inspection number 277760
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Wainstalls
School category	Community		Halifax
Age range of pupils	4 to 11		West Yorkshire HX2 7TE
Gender of pupils	Mixed	Telephone number	01422 244 804
Number on roll	143	Fax number	01422 244 804
Appropriate authority	The governing body	Chair of governors	Mr Robert Hustwick
Date of previous inspection	4 December 2000	Headteacher	Mr James Procter

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average primary school. Almost all children are of white British heritage. The socio-economic circumstances of the area are about average. Attainment on entry to the Reception varies from year to year though it is generally about average. The proportion of children with learning difficulties and/or disabilities is below average. An above average proportion of children have a statement of special educational need. The headteacher took up post in September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school offering good value for money. The headteacher, staff and governors lead and manage the school well. Teaching is good and children achieve well. Overall, standards are above average, although by the end of Year 6 they are lower in writing than in reading and mathematics. Provision in the Foundation Stage is satisfactory. The curriculum is sound but the accommodation difficulties limit the opportunities for children in the Reception to extend their learning sufficiently in an outdoor area. However, building work is ongoing to provide a new classroom for these children with an adjacent accessible outdoor area. Children's personal development is outstanding. Behaviour is excellent. Attendance rates are well above average. Children enjoy coming to school and they respond very well to the good, supportive care they receive. The school has improved well since its last inspection. It has a good understanding of its strengths and areas for development. The senior managers have identified, rightly, the need to improve the recording of children's progress and the use of the data throughout the school to raise standards even further. The commitment of the staff and strengths in the leadership and management indicate that the school has good capacity to continue to improve. Parents are pleased with the education provided. This was encapsulated in a parental comment, 'The school provides a good education that is not just academic'.

What the school should do to improve further

This good school knows what needs to be done to improve. In particular it should focus on:

- improving standards in writing
- consolidating and extending the tracking of children's progress to assist target setting and the monitoring of progress of individuals and groups of children
- developing the provision in the Reception further by linking learning experiences within the classroom with those outdoors.

Achievement and standards

Grade: 2

Children achieve well, including those with learning difficulties and/or disabilities. Standards by the end of Year 6 vary from year to year because of differences between groups of pupils within a small school. Over time, standards are above national expectations. However, standards in writing are lower than those in reading.

Children make satisfactory progress during the Foundation Stage and they reach nationally expected standards by the end of Reception. In Years 1 and 2 children make good progress. Standards at the end of Year 2 in 2005 were above average with particular strengths in reading. Standards of the present group of pupils in Year 2 are on course to be broadly average.

In Years 3 to 6, children continue to make good progress. Standards by the end of Year 6 in 2004 showed an improvement on previous years' results and were significantly above the national average. In 2005, standards were again above average but higher in mathematics and science than in writing where fewer pupils achieved the higher level. Standards in the present Year 6 are above average because performance in English has improved. However, standards in writing are still lower than those in reading.

The demanding targets set for children at the end of Year 6 in 2005 were exceeded in English at the level expected of their age but not met at the higher level. Targets in mathematics were exceeded.

Personal development and well-being

Grade: 1

Children's personal development is outstanding. Spiritual, moral, social and cultural development is good. Most children demonstrate high levels of interest and show a very good example to others in work and play. The school motto 'Together we can' was highlighted by a member of the school council as underpinning everything the school does. Behaviour is excellent and instances of bullying rarely occur and, if they do, they are resolved swiftly. Children are extremely well mannered. They have a good understanding of their own and other cultures which prepares them well for the next stage of their education. For example, they visited a local mosque and in religious education lessons they found out more about some of the beliefs and practices of Christianity, Islam, Judaism and Sikhism. Attendance has been consistently well above average for several years because children enjoy school. They feel safe and cared for by staff and other children. They know how to maintain a healthy lifestyle. Older children take on responsibilities to help in the smooth running of the school and show care and consideration for younger children.

Quality of provision

Teaching and learning

Grade: 2

The school rightly judges the quality of teaching and learning as good. Most lessons seen were good or better and as a result children make good progress. Children with learning difficulties and/or disabilities achieve well because of carefully planned activities, which are taught skilfully by capable teaching assistants and teachers. Teachers use the interactive whiteboards well to help children to grasp new learning. The pace of lessons is generally brisk because lessons are planned well and consistently throughout the school. However, too few opportunities are available for children to use their skills in information and communication technology (ICT) to assist their learning in other subjects. A strong feature of teaching and learning is the way teachers encourage children to discuss and evaluate each other's work. Teachers are skilled at spotting and dealing promptly with any minor disruptive behaviour or lack of

concentration so that learning is not affected. In most lessons the questioning is effective. However, occasionally it is not directed sufficiently to individuals or linked to their level of attainment.

The marking of children's work is satisfactory. Comments in books generally celebrate good effort though ways for children to improve are not focused consistently upon children's individual targets. Good records of children's progress are now kept in each class, particularly in reading, writing and mathematics.

Curriculum and other activities

Grade: 3

A broad range of activities meets the interest and needs of all children. The curriculum is planned well to develop children's skills in literacy and numeracy. Provision in the Foundation Stage is satisfactory. Because of the present limitations of the accommodation, too few opportunities are available for the youngest children to extend learning in a suitable outdoor area. The needs of children with learning difficulties and/or disabilities are met well throughout the school. Skills in ICT are developed effectively, although pupils do not use them sufficiently to assist their learning in other subjects. Personal, social and emotional development and citizenship education are planned well. In all subjects there is a good emphasis on learning through investigation; for example, in a science lesson children used magnifiers to make a thorough examination of a range of fruits before planting seeds. Visitors and educational visits, including a residential, as well as a good range of extra-curricular activities, enrich the curriculum further.

Care, guidance and support

Grade: 2

Care, guidance and support for children are good. Child protection procedures are in place. Thorough risk assessments ensure that health and safety matters are well organised. Staff know the children very well. Children with learning difficulties and/or disabilities are supported by carefully thought out individual education plans which are shared with the children and parents. The tracking of children's progress is well established in Years 3 to 6. Compatible systems have been introduced this academic year in the rest of the school to show how well individuals and different groups make progress and achieve to their potential from the beginning of Reception to the end of Year 6. The setting of targets for children linked to the levels of attainment of the National Curriculum and small steps of learning in the Foundation Stage have begun to be incorporated into the tracking system.

Leadership and management

Grade: 2

Leadership and management are good. The school's evaluation of its performance is well thought out and accurate. The new headteacher has built very well on the strengths of previous leadership and is assisted well by the deputy headteacher.

The headteacher and senior management team have a clear vision of how to move the school forward positively. Curriculum co-ordinators lead subjects and monitor standards effectively. A strong sense of teamwork is helping to drive this successful school forward. The high quality improvement plan identifies the right priorities for future action. For example, the school is tackling standards in writing, refining and extending systems to track children's progress and setting challenging targets for individual children to push up standards further.

Governance is good. Governors have worked hard to provide improvements for children in the Reception, resulting in new accommodation for them from the start of the next academic year. The budget is managed carefully and difficult decisions on staffing have been taken to ensure a balanced budget. Governors are careful that 'best value' is achieved; for example, they monitor the cost of school meals and staff absence insurance.

Parents are very satisfied with what the school provides. Their views are sought and acted upon. As stated by a parent, 'Wainstalls Junior and Infant School is truly focused on seeking the best from each of its pupils'.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school. I enjoyed my visit and I want to share with you what I think about your school.

What I liked most about your school

- You are so polite and friendly.
- You behave extremely well, work hard in lessons and all get on so well together.
- You are taught well so that you make good progress in your learning.
- Your attendance is very good and you really enjoy school.
- The headteacher, staff and governors look after you well and know how to make your school better.

What I have asked your school to do now

- Continue to help you to improve your writing.
- Improve the way that teachers record your progress from entry to the Nursery to the end of Year 6 so they can see whether any of you need extra support to help you learn better.
- Plan more activities outdoors in the Reception that link to work done indoors.

I appreciated talking to you about your work and watching you learn. I wish you well for the future.