



Central Street Infant and Nursery School

Inspection Report

Unique Reference Number 107507
LEA Calderdale
Inspection number 277762
Inspection dates 14 November 2005 to 15 November 2005
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	Central Street
School category	Community		Hebden Bridge
Age range of pupils	3 to 7		West Yorkshire HX7 6HB
Gender of pupils	Mixed	Telephone number	01422 842784
Number on roll	124	Fax number	01422 846851
Appropriate authority	The governing body	Chair of governors	Mr Neil Hope-Collins
Date of previous inspection	14 February 2000	Headteacher	Ms Kim Porter

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a small infant and nursery school for pupils aged 3 to 7 with significantly more boys than girls. Almost all pupils are of white British heritage. Eligibility for free school meals is average. Attainment on entry is below average. The proportion of pupils with learning difficulties and/or disabilities is above average and three pupils have statements to provide for their needs. A local authority autistic spectrum disorders (ASD) unit is attached to the school and six pupils in this unit spend part of their time working alongside other pupils at the school.

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 with many outstanding features, a judgement that matches the school's view of itself. The leadership and management of the school are good; the headteacher's leadership is excellent. Parents have high regard for the education provided. Standards at the end of Year 2 are average overall. Pupils make good progress because the quality of teaching is good and sometimes exceptional. The ASD unit is excellent and all pupils with specific learning difficulties and/or disabilities are included exceptionally well in all aspects of school life and as a result make outstanding progress.

The provision for the care, guidance and support of pupils and the standards of their personal development are outstanding. Pupils of all ages, abilities and backgrounds work and play together harmoniously. They enjoy coming to school and their behaviour is outstanding. Governance is good and the skills of governors are used very well to assist the school. Tracking of pupils' progress and setting targets for their improvement are good in each class. However, a succinct system to monitor pupils' progress from entry to the nursery to the end of Year 2 is not kept which limits the school's view of progress and the systems to set targets. The school has improved well since its last inspection and has excellent capacity to improve further. It provides good value for money. One parental comment encapsulated the feeling of many: 'an excellent school in all respects serving a wide spectrum of society - inclusive and welcoming to all'.

What the school should do to improve further

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

- developing a system to clearly show all pupils' progress from entry to the nursery to the end of Year 2 to help the school in setting challenging targets for improvement.

Achievement and standards

Grade: 2

Pupils' achievement is good. Standards by the end of Year 2 are average. The above average proportion of pupils at the school with learning difficulties and/or disabilities make outstanding progress because of the exceptional help they receive from teachers and teaching assistants.

Provision in the Foundation Stage is good. Attainment on entry to the nursery is below average, although the range of abilities is very wide. Pupils make good progress in nursery and Reception because the teaching is good and the curriculum is well suited to their needs. By the end of Reception in 2005, children's standards fell just short of average when compared to other schools in the local authority.

In Years 1 and 2, pupils build well on their prior learning. Overall, since the last inspection, results of the national tests at the end of Year 2 have never been less than the average, and consistently above average in reading. Over time, a greater proportion of pupils than nationally have reached the higher level in reading and mathematics. In writing, in recent years, standards have been about average, but significantly lower than those in reading, particularly at the higher level. In the 2005 national tests, standards were broadly average in reading, writing and mathematics although more pupils reached the higher level in all three areas. Girls outperformed boys this year, but generally boys and girls achieve equally. The school was particularly successful in enabling all pupils to reach the expected level in mathematics. Teacher assessment showed that the skills of speaking and listening were above average, particularly at the higher level.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. Behaviour is exemplary, as are pupils' attitudes to work. Bullying rarely occurs and if it does, in the words of a member of the school council, 'it would be quickly stopped or the bully would get a red card'.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils show compassion towards others and raise funds to assist those less fortunate than themselves. They are very supportive of one another and particularly of those with learning difficulties and/or disabilities, working cooperatively and supportively alongside pupils from the local authority ASD unit based at the school.

Pupils have a clear understanding of right and wrong. Relationships between all pupils and also between staff and pupils are harmonious. Pupils enjoy finding out about the traditions of other cultures; for example, when they listened to Indian music and learnt an Indian dance.

Attendance has improved significantly during this academic year and is broadly average. Most pupils are punctual, but a few parents do not appreciate the need to make sure their children arrive on time despite reminders from the school.

Year 2 pupils are well prepared for the next stage of education. Pupils feel safe at school. They learn about healthy lifestyles and the importance of a good diet. Pupils make an exceptional contribution to the school, for example, being involved in creating an exciting and stimulating garden area in the playground.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good with examples of outstanding practice. Good teaching results in pupils making good progress. The teaching provides pupils with plenty of opportunities to find out for themselves through investigations, such as when pupils in Year 2 were asked to make an electrical circuit to light a bulb. Lessons are planned well to challenge pupils at all levels of attainment. Particularly effective questioning checks pupils' understanding very well. Information and communication technology (ICT) is used well to assist learning. Marking is thorough and targets are set for individuals and groups of pupils within lessons.

An exceptional feature of teaching is the high level of very well organised adult support for pupils from teachers, teaching assistants, parents and other helpers. This assists the learning of pupils of all abilities; for example, when staff and helpers listen to pupils read.

Pupils with learning difficulties and/or disabilities make outstanding progress because of carefully planned activities, which are taught skilfully by capable teaching assistants and teachers.

Curriculum and other activities

Grade: 1

The school provides an outstanding range of activities to meet the interest of all its pupils. The curriculum is planned very well to develop pupils' skills in literacy numeracy and ICT. Strong emphasis is given to personal, social and emotional development and citizenship; for example, in literacy pupils wrote sentences about the positive qualities of their learning partners. In all subjects there is a strong emphasis on learning through investigation; for example, in a mathematics lesson when pupils went to the local supermarket to obtain food for a healthy meal for a friend that would cost less than five pounds. The curriculum is enriched further by a wide range of educational visits and visitors to the school as well as very good out of school activities. The overnight residential visit to a local outdoor pursuits centre following a walk from the school through the local woods excited pupils as well as developing their academic and personal and social understanding.

Care, guidance and support

Grade: 1

The care guidance and support for pupils are outstanding. Child protection procedures are thorough. The headteacher leads the outstanding care of all pupils, including looked after and vulnerable pupils. The school values highly all of its community. Pupils feel secure because of very good relationships with staff which enable them to make good progress in their learning. The system for the monitoring of pupils' progress is

good and members of staff know the children very well. The tracking of pupils' progress is recent and not developed fully to show over time, from the beginning of nursery to the end of Year 2, how well individuals and different groups of pupils have progressed and met their potential. Parents praise the support that their children with learning difficulties and/or disabilities receive, as one parent stated: 'The staff bend over backwards to ensure that the emotional needs of the children are met so they feel included and valued'.

Leadership and management

Grade: 2

The leadership and management of the school are good. The leadership of the headteacher is outstanding. During her time at the school she has built up a high performing team. Governors, parents and staff support her vision. The headteacher is assisted well by other staff. Pupils with learning difficulties and/or disabilities are provided with outstanding support from the special educational needs co-ordinator. Parents' views are sought and taken into account to evaluate the school's strengths and areas for development. The headteacher has gained the respect of parents and information from the returns of parental questionnaires is extremely positive. Written comments are exceptionally complimentary; such as 'this happy and successful school continues to grow from strength to strength' - 'I cannot praise Central Street School highly enough - a brilliant educational experience'. 'The headteacher is always approachable and I am very happy with the school.'

The governing body meets all its statutory obligations. Governors have a good understanding of the school and have a wide range of experience which benefits pupils' learning; for example, skills in ICT, health and safety and outdoor pursuits.

The school has a very good understanding of what it must do to improve. The school improvement plan is a comprehensive document to guide future development. Significant improvements have been made since the last inspection and because of the strengths in the leadership of the headteacher, the quality of provision, the commitment of all staff and governors, and the excellent support of parents; the school has outstanding capacity to improve further.

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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?	1	NA
The quality and standards in foundation stage	2	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	3	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	1	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	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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?	1	NA
How well are learners cared for, guided and supported?	1	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	1	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 and being so polite and friendly. I enjoyed my visit and I want to share with you what I thought about your school.

What I liked most about your school.

- I am pleased that you behave extremely well and work hard in lessons and all get on so well together.
- It was wonderful to see how well you looked after and worked alongside children from the ASD unit.
- I noticed that your attendance has improved and most of you arrive at school on time.
- I think that the teachers and other staff look after you exceptionally well.
- I am glad that you are taught well so you make good progress in your learning and enjoy school.
- Your headteacher and other senior staff know how to make your school better.
- Your parents and carers are very pleased that you come to this school.

What I have asked your school to do now.

- Record the details of your progress from entry to nursery to the end of Year 2 so that your teachers can see how well you are doing and to help them set challenges for you to do better.

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