



Stubbings Infant School

Inspection Report

Unique Reference Number 107510
LEA Calderdale
Inspection number 277763
Inspection dates 8 May 2006 to 9 May 2006
Reporting inspector Mrs Jane Hughes CfBT Lead Inspector

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

Type of school	Primary	School address	School Street
School category	Community		Hebden Bridge
Age range of pupils	3 to 7		West Yorkshire HX7 8BP
Gender of pupils	Mixed	Telephone number	01422 842728
Number on roll	70	Fax number	01422 842728
Appropriate authority	The governing body	Chair of governors	Mr M Eyre
Date of previous inspection	22 January 2001	Headteacher	Mrs S Maude

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Stubbings Infant School is a smaller than average school housed in a Grade II listed building. The school is restricted in how it can use and adapt the building. The newly created Foundation Stage Unit (previously separate Nursery and Reception classes) offers 22 part-time nursery places. A smaller than average proportion of pupils is eligible for free school meals. Similarly, a smaller than average proportion of pupils has learning difficulties and/or disabilities (LDD) although the proportion with a statement of special educational need is larger than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school, where 'every child and family matters', provides good value for money. Inspection confirms most of the school's own evaluation of its performance, including pupils' outstanding personal development and well-being. The school has addressed successfully the previous improvement issues. Although the school judges its capacity to improve as outstanding, some staffing issues remain unresolved. For this reason, inspection findings judge the school's capacity for improvement as good. The quality and standards in the Foundation Stage are good. Pupils achieve well, making good progress overall from their first days in the Foundation Stage to the end of Year 2 because the headteacher has re-established a clear focus on improvement with a confident staff team. Pupils make great gains in their personal and social development. Pupils with LDD are well supported and make as much progress as others. Higher attaining pupils could do even better with greater challenge. Stimulating teaching, coupled with the rich curriculum, opens a treasure trove of creative experiences for pupils. Their commitment to school and to each other is impressive. They develop a clear understanding of the desirable elements of healthy and safe living. There is an overarching ethos of care so pupils flourish here. Their attitudes to learning are positive and they behave beautifully. The headteacher has steered the school successfully through a turbulent period of staff changes and illness. Challenging governors support the enthusiastic staff team. Parents appreciate the school's work, saying it provides a 'wonderful environment for children'.

What the school should do to improve further

Focus on raising standards and accelerating pupils' progress by:

- improving pupils' knowledge of their own learning so they have a clearer understanding of what they need to do next to improve
- offering even more challenge to higher attaining pupils so more reach the higher levels
- improving provision outside for children in the Foundation Stage so that, in particular, they have regular access to large climbing equipment.

Achievement and standards

Grade: 2

Pupils start school with lower than average skills overall in personal and social development and in communication, language and literacy; in other areas of learning, their skills are broadly average. When they leave school at the end of Year 2, standards are broadly average in reading, writing and mathematics. This represents good progress in reading and writing and satisfactory progress in mathematics. In Years 1 and 2, pupils continue to build very well upon the good work done in the Foundation Stage to develop their social skills. Overall, the picture is one of good achievement. The current cohort of Year 2 pupils is on target to reach above average standards. This is because the many staffing disruptions of the past two years are now largely resolved

and all staff have been able to focus sharply on raising standards and improving progress. Relatively low numbers of pupils in each year group cause considerable fluctuation in standards year on year. This is compounded when some leave before the end of Year 2 or miss assessments through absence. All pupils, including those with LDD, make equally good progress. However, some higher attaining pupils could reach even higher levels if the challenge offered by adults was consistently more demanding. Increasingly rigorous analysis of pupils' performance identifies clearly where the school needs to focus in order to improve their attainment. Currently, pupils are not always sure about how to improve their work. Children in the Foundation Stage make good gains in all areas of the curriculum but crucially in their personal, social and emotional development. The progress they make in aspects of their physical development is restricted by the small space available for outdoor play.

Personal development and well-being

Grade: 1

This aspect is outstanding. Pupils make exceptional progress in their spiritual, moral, social and cultural development and become increasingly sensitive to the needs of others within and beyond their own school community. For instance, the impact of year-round teamwork by Rainbow Helpers and the Sunshine Crew is impressive. Pupils' maturity levels belie their years as they relish taking responsibility for different aspects of school life. For example, they wanted to improve lunchtimes and now enjoy the attractive tablecloths set with water, flowers and fresh fruit while they tackle the healthy contents of their lunchboxes. The headteacher is a strong catalyst for innovative approaches to furthering pupils' personal development and they do not disappoint with their response. They grab every opportunity with enthusiasm, whether depicting the colourful 'Rainbow Fish' on her journey to becoming a positive citizen or simply chatting to visitors about all the good things they associate with their school. They love coming to school but some parents still do not bring their children to school as regularly as they should or on time. Staff monitor pupils' attendance and punctuality weekly but, despite their best efforts, some pupils miss chunks of learning because their parents do not always see the link between regular attendance and the future well-being of their children.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning are good. A parent commented that the school makes 'an intense effort to prepare young minds for learning.' Pupils achieve well in lessons because adults know pupils well and, overall, respond effectively to their individual needs. They are quick to identify and support those with LDD. Sometimes, higher attaining pupils could be challenged more consistently to help accelerate their learning still further. All adults are very successful at developing pupils' social skills so that they enjoy school and are keen to come back and learn more. Even the youngest

are calm and resourceful. They make good use of available equipment in the Foundation Stage to travel to imaginary lands, building dens from sheets and pretending drainpipes are beanstalks. Older pupils research quiz questions independently, enjoying the challenge of finding interesting facts and turning them into taxing questions for their friends. Adults' skilful behaviour management maintains the momentum their learning. Teachers mark pupils' work regularly, often with the pupil at their side. This provides useful, immediate feedback for them about how to improve their work. However, they do not always remember clearly enough what they must try to do next to make their work even better.

Curriculum and other activities

Grade: 2

All pupils benefit from the good curriculum that sparks their imaginations and meets their needs. The highest regard for pupils' blossoming creativity, coupled with intense attention to their personal, social and health education, ensure all aspects of their academic and social learning are enhanced through art, drama, music and sport. Pupils achieve success in their learning and are well prepared in terms of their future economic well-being. Pupils and parents value regular opportunities to learn important life skills such as an increasing awareness of potential hazards and an enthusiastic approach to healthy lifestyle choices. Visiting specialists help pupils create stunning stained glass lamps or learn techniques to get on well with others. Parents say 'the play centred approach to learning is fantastic'. The practically based Foundation Stage curriculum ensures children become curious and enthusiastic learners, although current restrictions posed by the accommodation means children cannot regularly use large climbing equipment to develop more fully some aspects of their physical skills.

Care, guidance and support

Grade: 2

There is good overall provision in this area. The school ensures that children receive all the support they need when they first arrive. They settle in quickly as happy learners. Adults generally have appropriate expectations for pupils, including those with LDD. They make good progress, although higher attaining pupils would benefit from even greater challenges. The arrangements for child protection are secure, as are general health and safety procedures. The needs of the vulnerable are well met. Supportive teaching assistants, administrative and caretaking staff, along with staff from outside agencies, ensure pupils receive the best possible guidance. This helps them to make the most of their time at Stubbings, look forward to junior school and prepares them well for future success. The school organises its famous 'Big Breakfasts' where all the pupils, their parents and local community members mingle to share their experiences within and beyond the school.

Leadership and management

Grade: 2

There is good leadership and management by the headteacher and governors. Undaunted by a 2 year period of staff turbulence, illness and protracted personnel issues, the headteacher is relentless in her drive to improve all aspects of the school's provision while keeping the 'Every Child Matters' vision at its heart. She sets a clear direction for the school and is well supported by the reinvigorated staff team, parents and carers. The school listens regularly to the views of parents and children and acts on many suggestions such as a healthy lunchboxes as opposed to hot meals and non-compulsory uniform. Indeed, the pupils' 'voice' reverberates around Stubbings. Parents praise the school and appreciate the determination of staff to help their children become 'happy, enthusiastic and confident life-long learners.' Well established links with the local community steep pupils' learning in added colour. Trips out and visitors into school provide them with unforgettable experiences, such as working with a professional television crew to film their own version of the 'Rainbow Fish'. Energetic and skilled team leaders share responsibility for all aspects of the school's provision. This new system works well. Staff share a similar ambition to help pupils become active and knowledgeable citizens, keen to take responsibility both in school and beyond. Well informed, experienced governors offer good levels of challenge and support. They are good custodians of the school's caring ethos and quest for improvement.

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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	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	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	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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?	2	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 being so friendly and helpful when I came to your school last week. There are lots of good things to see at your school. Here are some I liked best:

- you are all so kind and friendly in your very happy school
- you behave beautifully, take turns and listen carefully to everyone's views
- Rainbow Helpers and Wizards do a great job solving problems
- the Sunshine Crew try hard to make your school even better
- Stubbings Caf, helps you learn such a lot about healthy eating
- your teachers make every day really interesting with special activities like making your own 'Rainbow Fish' DVD
- you cram such a lot into each day and make the most of every minute.

This is what I have asked Mrs Maude and all the adults to do now to make your school even better:

- help you remember easily how to make your work even better
- help more of you to reach higher levels in your work
- find space for large climbing equipment for younger children to use.

Enjoy the Fairy Dell library when it's finished.