



# Cornholme Junior, Infant and Nursery School

Inspection Report

**Unique Reference Number** 107521  
**LEA** Calderdale  
**Inspection number** 277767  
**Inspection dates** 30 November 2005 to 1 December 2005  
**Reporting inspector** Mrs Brenda McIntosh CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Greenfield Terrace
<b>School category</b>	Community		Cornholme
<b>Age range of pupils</b>	3 to 11		Todmorden, Lancashire OL14 8PL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 812787
<b>Number on roll</b>	197	<b>Fax number</b>	01706 812787
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms J Catterick
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mr Adam Sapey

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Cornholme Junior, Infant and Nursery School is a smaller than average sized school. Pupils come from a broad range of social and economic backgrounds. The vast majority of pupils come from white, British backgrounds. Most children start nursery with skills and knowledge just below those typical for their age. The percentage of pupils eligible for free school meals is slightly above average. A less than average proportion of pupils have learning difficulties and/or disabilities.

## 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 some outstanding features. It provides good value for money. The school judges its effectiveness as good and the inspection confirms this. Pupils make good progress because the teaching is consistently good throughout the school. Standards and achievement in English are significant strengths. Pupils' personal development is outstanding. As a result they are confident and show a high level of maturity. Pupils' behaviour is excellent. They work hard, love coming to school and take a great pride in their achievements. Attendance levels are above average. Comments such as 'we are part of a family' and 'we are all treated equally and fairly' sum up the high quality of care and support the pupils receive. The provision in the Foundation Stage is good. A stimulating range of activities keep children fully engaged in their learning. Leadership and management are good. The outstanding leadership of the headteacher is the driving force behind the school's development and success. The provision is carefully evaluated in terms of how well it helps pupils to learn and consequently the school knows its own strengths and weaknesses. It is well placed to improve even further. This is shown in the way the school is already refining its system for tracking pupils' achievements and implementing strategies to raise attainment in mathematics to match the high standards seen in English by the end of Year 6.

### What the school should do to improve further

- Continue the focus on raising standards in mathematics throughout the school.
- Carry on refining the assessment records so that they are more readily accessible to all staff to help raise standards and achievement even further.

## Achievement and standards

### Grade: 2

Inspectors agree with the school that achievement and standards are good.

Children start nursery with skills slightly below those normally seen for their age. The weaker aspects are their language and social skills. They achieve well in the Foundation Stage and most meet the goals expected of them by the end of the Reception year. For several years the disruptions in staffing have made it difficult for the school to ensure consistency in pupils' progress in some classes. Recently the school has entered a period of stability. In the present Years 1 and 2 pupils make good progress because of the consistently good quality teaching. Pupils in years 3 to 6 make similarly good progress, because of the consistently good quality teaching and usually meet or exceed the targets set for them. By the end of Year 6 standards are above average. In 2005, results in English were particularly high with a significant proportion of pupils attaining the higher level expected of them. Standards in science were good. However, in mathematics the standards were broadly average because too few pupils reached the higher level. The school is already taking action to address the gaps in the development of pupils' mathematical skills which have arisen due to disruptions in staffing. This is beginning to have a good impact evidenced in the rising standards currently seen.

Pupils with learning difficulties and/or disabilities and those with special gifts or talents make good progress because of the help they receive.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development, including their spiritual, moral social and cultural development is outstanding. Pupils clearly enjoy school because they smile a lot and attend regularly. They say that it is a friendly, healthy place. They work hard in lessons and have excellent attitudes to learning. Pupils' behaviour is exemplary. Bullying is not perceived to be a problem and pupils value the assistance of the buddies who help sort out minor squabbles at playtimes. Pupils are kind and thoughtful and show a great deal of compassion and respect for each other. They are fully aware that everyone is different and has individual needs. Pupils are extremely polite and well mannered to visitors. They eagerly accept opportunities to take on a range of responsibilities and carry out their duties with a high level of maturity. This helps them gain a sense of belonging to a community and acquire skills needed to face new challenges and difficulties in later life. Pupils voice their opinions through the school council and contribute effectively to improving the school. For example, the council is currently organising a pyjama party to raise funds for extra playground equipment. Pupils have a very clear understanding of how to keep safe and healthy. They adopt safe practices around school and take part in a wide range of sporting and physical activities open to them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good with some examples of outstanding practice throughout the school. This helps pupils make good progress and achieve well. Due to the school's recent focus on mathematics, teaching is good and helping to improve pupils' basic skills especially in problem solving. Teachers help the pupils to enjoy their learning, contributing to the excellent relationships in school. Very clear routines and high expectations mean that pupils develop outstanding attitudes to learning and to school life. Pupils' work is highly valued. Praise is used very well so that pupils feel successful and this in turn encourages them in their learning. An interesting variety of activities at varying levels of difficulty ensure that all pupils make good progress. This helps them to develop the basic skills required to be more confident and independent in their learning. In an outstanding lesson, pupils in Year 6 were totally engrossed in an interesting evaluation of the character of Scrooge from 'A Christmas Carol' and as a result, they could write his 'Curriculum Vitae'. The school monitors teaching and learning well. Pupils' work is tracked regularly through marking, tests and assessments which start in the Foundation Stage through to Year 6. This information is used well to plan for pupils' learning. The school is now refining its system of assessment so that it is more easily accessible to all staff.

## **Curriculum and other activities**

### **Grade: 2**

Inspectors agree with the school that the curriculum is good. Pupils say they have many interesting and exciting things to do. Work in the classroom is complemented by many opportunities to take part in a range of activities. For example, Year 3 pupils were captivated when composing music on a computer. There is an excellent range of clubs and the school makes every effort to give all pupils the chance to benefit from the activities on offer. These rich experiences help to develop healthy and varied lifestyles. The Eco Group helps pupils to take care of the environment. Visits and visitors contribute well to pupils' learning experiences. For example, a teacher from the high school teaches French to the older pupils. The school regularly reviews the learning opportunities and activities it offers to pupils. A more challenging curriculum in mathematics is being developed through the school's emphasis on problem solving. It is also seeking to help pupils see the relevance of what they are learning by improving the links between subjects.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding and better than the school's own evaluation. This is an inclusive school where levels of care are first rate and staff are meticulous in ensuring each child is safe and happy. 'Teachers care for you and want you to do well' said pupils in Year 4. This feeling of confidence makes a strong contribution to their enjoyment of learning. Arrangements for settling children into the nursery are good and transfer arrangements for Year 6 pupils are secure due to the good links with the main receiving high school. Child protection and health and safety procedures are good. The school seeks the support of a range of agencies for the benefit of the children. The provision for pupils who have learning difficulties and/or disabilities is good. Pupils take very good care of each other. This is seen in the way that older pupils look after the younger ones and how all pupils help those who have a particular need.

## **Leadership and management**

### **Grade: 2**

The school accurately judges leadership and management to be good. The leadership of the headteacher is outstanding. This is shown in the way he has dealt successfully with a number of staffing issues in the recent past and has created a strong team of teaching staff who are having a significant impact on teaching and learning. He is very ably supported by an effective senior leadership team in setting a very clear direction to the school's work. There is a good balance between striving for high standards of personal development and attaining good academic standards. Without question children's well-being is at the heart of the school's development. The quality of the current leadership team is a key factor in the school's capacity to improve further. Governors are effective. They have a good knowledge of the school and the values it

promotes. A strength of the school is the way it provides for pupils as individuals, ensuring they are all fully included in all it offers. One pupil said 'Teachers give us work to fit our needs, if you are more advanced in your learning then you get harder work'. Self evaluation is rigorous and accurate, leading to appropriate priorities for development. For example, the current focus on raising standards in mathematics is already having a positive effect. The school is refining its tracking system to make it more user friendly. Funds have been used effectively to significantly improve the accommodation and create additional teaching space. The development of the outdoor play area in the Foundation Stage enhances the overall provision.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 so much for welcoming us to your school. We really enjoyed ourselves mainly because you looked so happy, were constantly smiling and pleasant to us and each other. The school is as some of you told us 'Like one big family'.

What we liked about your school:

- your behaviour is exemplary and you were polite and friendly at all times
- the standards attained in English are exceptionally good
- the way you look after each other and appreciate you all have different needs
- your lessons are always good and often outstanding which helps you make good progress in your learning
- the way in which Mr Sapey and the other staff lead and manage the school to make sure you get a good education
- everyone works very hard to make sure you have a safe, pleasant place in which to learn
- all the adults in school look after you extremely well and help you do your best
- all the clubs and other activities on offer to you to extend your learning.

To make things even better we have asked your headteacher and teachers to do the following things:

- continue to help you reach really high standards in mathematics like you do in English
- carry on improving the system they have for checking how well you are progressing in your learning.

We wish you well in the future and hope you continue to enjoy your school. Good luck too with your Christmas performances. Your parents and teachers must be really proud of you.