



Inspection Report

**Better
education
and care**

Unique Reference Number 107570
LEA Calderdale
Inspection number 277781
Inspection dates 3 July 2006 to 4 July 2006
Reporting inspector Mr Terry McDermott CfBT Lead Inspector

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

Type of school	Primary	School address	Meadow Close
School category	Foundation		Greenacres Estate
Age range of pupils	4 to 11		Shelf, Halifax HX3 7QU
Gender of pupils	Mixed	Telephone number	01274 676246
Number on roll	200	Fax number	01274 691097
Appropriate authority	The governing body	Chair of governors	Mrs C Rushworth
Date of previous inspection	6 November 2000	Headteacher	Mrs J Hamlin

Age group 4 to 11	Inspection dates 3 July 2006 - 4 July 2006	Inspection number 277781
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average size school is on the boundary between Calderdale and Bradford, taking in pupils from both local authorities. It serves a mixed area with some economic disadvantage. More than the usual number of pupils enter or leave the school other than at the normal times. The proportion of pupils taking free school meals is below the national average, as is the proportion with a minority ethnic heritage. An average proportion of pupils have learning difficulties and/or disabilities, but the proportion with statements of special educational need is higher than average. The school has achieved an Active Mark Gold and has a Healthy Schools award.

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 which gives good value for money. Pupils enter with broadly average standards. They get off to a good start in the Foundation Stage, achieving well because provision is good. They continue to achieve well, making good progress throughout the school, and leave at the end of Year 6 with standards that are largely above average. Unusually, this was not the case in 2005 as a result of severe and unavoidable disruption to staffing in previous years.

Teaching and learning are good. Pupils enjoy their well organised lessons and get on well with their teachers. Teachers track the progress of pupils in detail but this information is not used to best effect to help pupils know precisely what they should do to improve; and is often used to set pupils more targets than they can reasonably cope with. Pupils' handwriting and the way they present their work do not match the quality of its content. The curriculum is good. It meets statutory requirements and has a very good range of enrichment activities to extend pupils' learning. The school encourages the personal development and well-being of its pupils effectively and takes good care of them. As a result, pupils are polite and friendly and report that they feel safe and well looked after. They like the school and so does the very large majority of parents.

Leadership and management are good. Issues identified for improvement at the last inspection have been fully addressed. Leaders have an accurate picture of the school's strengths and weaknesses, although they are over cautious in their evaluation of its effectiveness. There is clear capacity to improve.

What the school should do to improve further

- Refine target setting procedures so that pupils know exactly what they need to do to improve and are not presented with too many targets to aim for.
- Improve the quality of presentation and handwriting.

Achievement and standards

Grade: 2

Pupils' achievement is good. They make good progress in the Foundation Stage because teaching and the curriculum are well organised and this leads directly to good learning. By the end of Year 6, pupils attain above average standards because teaching is consistently good throughout Key Stages 1 and 2. This represents good progress over time. This was not the case in 2005 due to the severe impact of a series of unforeseeable issues which had a direct bearing on the progress the Year 6 group of pupils made. The targets set for Year 6 in 2005 were not met. However, the school is now on course to exceed its targets by a significant margin. This shows that it has recovered well from its previous difficulties. Pupils make consistently good progress in English, mathematics and science. There are no significant differences in the progress made by any group of pupils.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Reception children work and play happily together. They listen attentively without interrupting when others are talking and join in enthusiastically when the opportunity arises. Most pupils agree that they enjoy school and find their lessons interesting. Despite the best efforts of the school, attendance remains satisfactory. Standards of behaviour are generally good, although a small minority of pupils need periodic reminders of what the school expects. Pupils have no concerns about bullying and feel very safe in school. As Year 6 pupils explained 'occasionally there is teasing or bad tempers, but teachers are reliable and sort out any problems'. Staff treat pupils with respect, and praise them regularly for their efforts. This promotes self-esteem and pupils grow in confidence as they move through this very inclusive school. They carry out the responsibilities they are given diligently and members of the school council are proud to represent others. Pupils have a good understanding of how sensible eating and regular exercise promote a healthy lifestyle and recognise the dangers associated with drugs, alcohol and tobacco. In their time at the school they mature into pleasant and sociable young people, fully aware and tolerant of the cultural diversity which surrounds them. The good interpersonal skills they acquire combined with a range of basic skills provide a solid foundation for future learning and life.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school the quality of teaching and learning is good. The school has emerged successfully from an extended period of considerable disruption with a stable and enthusiastic workforce which is working very hard to address the deficits in pupils' learning. As a result of their efforts, from Reception through to Year 6, pupils now make good progress and standards are rising. Teachers use their good subject knowledge to plan challenging lessons which stimulate pupils' interest. Pupils are given plenty of opportunities to write in different contexts, but teachers do not stress the need for consistently neat and clear handwriting often enough. Relationships between staff and pupils are very positive and the atmosphere in lessons is pleasant and productive. Teachers modify tasks carefully to reflect pupils' differing levels of attainment. Most lessons move along at a lively pace which keeps pupils focused and concentrating hard. On a few occasions, teachers move on before pupils have had a chance to express their thoughts and ideas and miss opportunities to extend their thinking skills. Pupils with learning difficulties and/or disabilities are taught well. Those with significant special needs receive sensitive and well planned support from teaching assistants which ensures that they achieve well. Teachers generally mark and assess pupils' work thoroughly and constructively. However, the information this provides is not used to full effect when determining how best to support pupils who are slipping a little below what they should achieve.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. Pupils enjoy the experiences it provides and gain knowledge, skills and understanding progressively as they move through the school. Teachers have started to link different subjects together to provide a more cohesive curriculum and have well conceived plans to develop this further. Information and communication technology (ICT) features regularly in lessons but the use of computers to aid pupils' learning lacks consistency across subjects. The flexible use of time allows some subjects to be studied in depth for short intensive periods. This ensures that important aspects of personal, social, health and citizenship education are well covered. Pupils enjoy this way of working as it enables them to see a project through from start to finish in a relatively short space of time. Pupils are provided with a wide range of extra-curricular activities with something to interest everyone. Regular visits, residential trips and visitors to the school add further life and colour to the curriculum. Links with a local secondary school enhance provision for physical education and have enabled the school to add French to the curriculum. The school has received a prestigious national award in recognition of the quality of physical education pupils receive.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and guides and supports them well. Pupils are kept safe and secure. All staff are checked to ensure their suitability for working with children. Procedures for child protection and for addressing risks are in place. Pupils feel happy that if they have a problem there is always an adult available to listen, help and advise. As one pupil commented 'teachers are always there for you'. The school makes good use of outside agencies, such as the emergency services, road safety officers and drugs awareness teams to ensure that pupils understand the dangers they are faced with and know how to deal with them. Pupils' progress is monitored regularly and they are set clear targets in English and mathematics to help them improve. These have several parts and when pupils add targets of their own, as they are encouraged to do, the amount of information they are faced with is often more than they can cope with. Pupils with learning difficulties and/or disabilities are supported well in their learning and in their participation in the life of the school.

Leadership and management

Grade: 2

Leadership and management are good. The committed and determined headteacher is strongly focused on improving standards. The new leadership group has a clear sense of direction, and the school is now beginning to see the impact of recent developments, as shown in the 2006 test results which exceeded by a wide margin the challenging targets the school set itself. Despite the significant recent disruption, morale is high

and there is a strong determination to see the school succeeding. Parents feel that they are consulted, and are strongly supportive of the school.

The school improvement plan identifies the most important areas for development, all linked to intended outcomes for pupils. However, it does not specify in enough detail how these outcomes will be reached. Governance is good. The well led governing body acts as a true critical friend to the school. Governors support the school generously with their time and expertise. They are actively involved in school life, and in the self-review and school improvement planning processes. School self-evaluation is very cautious because when evaluating its performance the school has a tendency to look backwards at past problems, thus paying insufficient attention to the current positive picture.

The school has made good improvement since the last inspection. Issues identified for improvement have been addressed. The school demonstrates a good 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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	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?	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 making us so welcome when we visited your school recently. We enjoyed talking with you and were impressed with your good behaviour. We really liked the way you all listen so well in lessons, both to each other and to the adults.

We think that yours is a good school. Here are some of the things that the school does well:

- teachers plan challenging and exciting lessons which maintain your interest and help you to learn better
- the work the teachers set is well matched to your needs and ensures that you achieve well
- you have a very mature attitude to learning, are keen to take on responsibilities, and are prepared to speak up and say what you think
- these things ensure that you all make good progress whilst you are in school.

However, there are two things which we feel could help you learn more things, more quickly:

- your learning targets could be more accurate and fewer in number so that you know exactly what you have to do to improve your work and do not have too much to aim for
- you should improve your handwriting and the way you set out the work in your books.

Please continue to play your part in helping the school to get even better by working hard and behaving well. I'm sure that you will. Good luck and best wishes to you all.