

# Colden Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107512
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	309418
<b>Inspection dates</b>	28–29 November 2007
<b>Reporting inspector</b>	Robert Robinson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr M Edwards
<b>Headteacher</b>	Mr Anthony Greenwood
<b>Date of previous school inspection</b>	3 November 2003
<b>School address</b>	Smithy Lane Colden Hebden Bridge West Yorkshire HX7 7HW
<b>Telephone number</b>	01422 842438
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a small rural school which serves a diverse socio-economic area. It is a popular school which has more pupils in some year groups than its stated admission number. Almost all pupils are White British. The proportion of pupils eligible for free school meals is below average as is the number of pupils with learning difficulties and/or disabilities. The accommodation comprises of a Victorian building, a temporary outside classroom without toilet facilities and a purpose built Foundation Stage unit which is shared with a pre-school group. The school has gained the Basic Skills Quality Mark and the Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Colden Junior and Infant School provides an outstanding education for its pupils. A major key to the success of the school is the strength of the leadership of the long-serving headteacher. He is supported extremely well by a highly effective governing body, a capable deputy headteacher and competent staff. Staff and governors work with skill and enthusiasm to provide the best possible academic and pastoral care for pupils.

The vast majority of parents are extremely satisfied with all aspects of the school's work. A typical comment is, 'A wonderful and inspiring school for all children with caring and hardworking staff.' Some parents do have concerns about the state of the accommodation and numbers of pupils in classes. All members of staff manage the limitations of the premises with great professionalism. As a result pupils achieve extremely well and overall standards are well above average by the end of Year 6. However, with the exception of the computer suite and the Early Years Unit, the main school building and the temporary outdoor classroom are in urgent need of refurbishment as well as the need for improved toilet facilities. The number of pupils in Years 3 to 6 is at an acceptable level but staff and pupils have to work in rather cramped conditions. High quality teaching and additional support from teaching assistants ensure that pupils make good or better progress in these year groups as they do in the rest of the school.

The teaching is based on a superb curriculum which meets the needs of all pupils. Lessons are planned very well to interest pupils at all levels of ability. The pace of learning is brisk because pupils have wonderful attitudes to work and their behaviour is exemplary. Relationships between pupils and between pupils and staff are cordial. Pupils are encouraged to express their views and to discuss their learning with others. A strong emphasis on discussions, role play and drama develops speaking and listening skills extremely well. As a result, pupils are articulate and confident. They enjoy all aspects of school life and are very well prepared for future learning.

Curricular guidance and systems to support pupils' academic and pastoral well-being are very thorough and known by all staff. The school's website provides valuable information for parents of management organisation as well as detailed guidance about what their children are learning. The maintenance of high quality teaching, thorough checking of pupils' progress and the setting of challenging targets for pupils helps them to achieve exceptionally well during their time at the school. The strengths in the leadership and management of the school at all levels and the consistency of its high performance over time provide it with exceptionally good capacity to continue to improve within the limitations of the accommodation.

## Effectiveness of the Foundation Stage

### Grade: 1

Provision in the Foundation Stage (Reception) is outstanding as is its leadership and management. The accommodation and resources are most appropriate for children of this age. The recently improved outdoor area provides additional opportunities for children to initiate and extend their learning outdoors. The location of the Reception class within the same building as the pre-school play group and interaction between the two settings, help children settle quickly into the joint Reception/Year 1 class. Children have a very wide range of attainment on entry to Reception which is, overall, broadly what is expected of children of this age. They make swift progress because of very effective teaching and curricular opportunities. The children benefit from working alongside older pupils and transition to Year 1 is seamless. Standards by

the end of the Reception Year are higher than normally expected. The learning is organised particularly well with a strong focus on developing basic skills through exciting activities both indoors and outdoors. The teacher and teaching assistant work extremely well together. They share very well the responsibility for teaching focussed groups and the checking of children's learning and progress. Parents are very supportive and staff work hard to involve them in their children's learning.

### **What the school should do to improve further**

The school improvement plan clearly details how the school can improve the education of its pupils. However, governors should consider ways to:

- Refurbish the main building and upgrade the temporary outdoor classroom.

## **Achievement and standards**

### **Grade: 1**

Pupils, including those with learning difficulties and/or disabilities and also higher attainers, make good or better progress throughout Years 1 to 6. Pupils enter Year 1 with standards which vary from year to year because of the small numbers in each year group. They are usually above national expectations. Standards at the end of Year 2 have been significantly above average in most years since the last inspection. Standards in the national tests at the end of Year 6 have risen since the last inspection. During the past three years, standards have been well above average. Current standards remain high. Good and better teaching throughout the school enables pupils to achieve exceptionally well and meet demanding targets despite the poor state of the accommodation.

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

### **Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development, is a major strength of the school. Pupils are proud of their school and confidently express their views because they know they are listened to. For example, older pupils debated passionately whether a school uniform would improve the school. They decided democratically that it would restrict their individuality and choice. They love school and this is reflected in their high attendance rates. The school council stated they did not want to alter anything at the school because there is, 'something for everyone'. However, they considered, 'The school needed redecorating and mould removing from ceilings as well as improvements to toilet facilities.' Behaviour is exemplary and bullying is not an issue. Pupils have a clear understanding of the importance of a healthy diet and lifestyle. Older pupils show great care and consideration for younger ones. The 'peacemakers' contribute to the harmonious relationships at play-times and lunch-times. Pupils' superb attitudes to learning, behaviour and grasp of basic skills prepare them extremely well for future learning and life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. This results in pupils making fast progress in their learning. Lessons are planned very well and cater for the needs of all groups of pupils. A strong element of teaching is the way adults encourage pupils to express their views, engage

in role play and work together, bouncing off each other ideas and thoughts. This approach encourages pupils to grow in confidence as well as consolidating and extending their learning. Pupils' writing skills benefit particularly well from this strategy resulting in high standards in writing. Teaching assistants play a vital part in lessons. This helps pupils to make speedy progress in the larger class groups as well as in other year groups. Pupils' work is marked very precisely and celebrates success as well as challenging pupils to improve in a positive manner. An example being, 'Well done. Can you spot any words which might need an apostrophe?'

## **Curriculum and other activities**

### **Grade: 1**

Very detailed curricular guidance helps staff to build upon pupils' prior knowledge and understanding. A strong emphasis on the basic skills of reading, writing and mathematics as well as the development of speaking and listening skills permeates the curriculum. First hand and practical investigations add enjoyment to learning. Purposeful links between subjects enhance pupils' interest and the development of basic skills. For example, pupils learnt about the life and work of Vincent Van Gogh. They painted pictures attempting to replicate his artistic style and wrote biographies of his life. Visits and visitors to school add excitement to learning. Pupils gain a greater awareness of the local area as well as locations further afield. All pupils, including the youngest, learn to speak Spanish and links with a school in Spain are being developed.

## **Care, guidance and support**

### **Grade: 1**

Members of staff know their pupils and families very well. Very good measures ensure the needs of all children are met. Child safeguarding, health and safety and risk assessment procedures are in place. These promote a safe learning environment. The expertise of outside agencies is sought to help staff assist pupils with specific difficulties. A local high school helps the school to provide for and to challenge gifted and talented pupils. Very effective systems record pupils' standards. This information highlights accurately the progress pupils are making so any underachievement can be spotted and quickly remedied.

## **Leadership and management**

### **Grade: 1**

The headteacher, together with the governors, has established a high performing staff team who fulfil their roles admirably. There is a strong sense of purpose to do the best for all pupils both academically as well as pastorally. The school has an accurate view of itself. It knows what it must do to maintain high standards and to continue to improve, as it has done since the last inspection. All aspects of the school's work are closely monitored by the headteacher, deputy headteacher, governors and subject coordinators. Governors are very well informed and provide strong commitment and support as well as challenge. The headteacher inspires the staff to take an active role in school improvement and management as well as in their own professional development. Teachers have a clear understanding of the standards and progress of pupils. Pupils are fully involved in setting their own individual targets for improvement with teachers. Targets set for pupils are challenging and rigorously checked. The school uses its financial resources very well, including grants for projects such as the outdoor area for Reception. Some money has been set aside for improvements to toilets in the main school and decorating costs.

However, additional funding from other sources will have to be sought to bring about a major refurbishment of the school and the upgrading of the temporary outdoor classroom.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

It was a privilege to inspect your school as it provides you with an outstanding education. This is because it is led and managed exceptionally well by your headteacher who is helped really well by the deputy headteacher, other staff and the governors. I agree with you that the Foundation Stage unit is super but the rest of the school needs to be redecorated and facilities, such as toilets, improved. I have therefore asked the governors to find ways to refurbish the main building and upgrade the Year 3 and 4 temporary outdoor classroom so you will have a better place to learn.

I was very impressed by your excellent behaviour and how interested you were in your lessons. You told me that you enjoy being at school, feel safe and are proud of your school. Your attendance is really good - so keep it up. Staff look after you extremely well and I was pleased that you all get on so well together. The standard of your work by the time you leave the school is well above average. This is because you are taught so well and you make really quick progress in your learning.

I appreciated talking to you about your work and watching you learn. I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.