

Copley Primary School

Inspection report

Unique Reference Number	107480
Local Authority	Calderdale
Inspection number	324576
Inspection date	5 November 2008
Reporting inspector	Keith Bardon

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	229
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Derek Borland
Headteacher	Mrs Nan Oldfield
Date of previous school inspection	7 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wakefield Road Copley Halifax West Yorkshire HX3 0TP
Telephone number	01422 354209
Fax number	01422 369910

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and the effectiveness of the Early Years Foundation Stage (EYFS). The following issues were investigated: standards and achievement; personal development and well-being; care, guidance and support; and leadership and management. Evidence was gathered from the school's self-evaluation; national published assessment data and the school's own assessment records, policies and minutes; observation of the school at work; interviews with senior members of staff and pupils; and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This average sized primary school draws its pupils from several districts on the outskirts of the town. Although the social and economic characteristics of the area vary they are broadly average. Most pupils are of White British heritage and with very few exceptions speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is below average and the number with a statement of special educational need is average. EYFS provision consists of one Reception class and a mixed Reception and Year 1 class. The school has achieved a number of awards including Healthy Schools, Dyslexia Friendly School, Basic Skills, Investors in People and Investors in Pupils. The school provides learning courses for parents. On site there is a playgroup and a before-and after-school club, both of which are privately managed and not the subject of this inspection. The school has had a change of headteacher and deputy headteacher since it was last inspected.

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. Inclusion is the school's watchword. All pupils, including those with very specific special learning needs, are made welcome and valued. As a result, they make outstanding progress in their personal development and mature into sensible, confident young people who are a pleasure to be with. They thoroughly enjoy school and this is reflected in their excellent attendance. Pupils achieve well and say that teachers are 'friendly and helpful' and make lessons 'really, really fun'. Parents are equally positive, describing the school as one in which children's happiness, well-being and education go hand in hand and describing all staff as 'very approachable whatever the reason'. The comment, 'I wouldn't want my child to go to any other school', summarizes parents' views well.

When children start in the EYFS most have the skills which are typical for their age but some have less well developed skills. As a result of the good teaching they receive, pupils make good progress as they move through the school and by the end of Year 6 standards are often above national averages. The school experienced a number of significant staffing changes last year. These, along with a generally lower attaining cohort, adversely affected some standards in Year 6, particularly in mathematics. The school has secure evidence that this was a temporary problem and that standards in Year 6 have this year returned to their traditional above average levels. The Key Stage 1 teacher assessments in 2008 show that standards in Year 2 rose and compared very favourably with those of pupils in similar schools to Copley. While a high proportion of pupils in both Key Stages 1 and 2 reach the expected levels for their age, on occasions, the most able pupils are not challenged consistently enough and do not achieve all that they can. Pupils with learning difficulties and/or disabilities are very well supported by experienced staff and consequently make good progress in their learning.

Pupils learn quickly because lessons are planned carefully, organised well and move along at a good pace. Along with the generally good lessons there are those that are outstanding in which teachers' use of lively and often innovative activities grabs pupils' attention and engages them fully in thinking for themselves. Pupils' response is excellent. They are extremely keen to learn, readily joining in, answering questions and putting forward their own ideas. In the occasional lesson the work provided offers insufficient challenge for all abilities, particularly the most able, and progress slows. Pupils know their targets and find the clear strategies teachers use when marking their work very helpful. Teaching assistants work well alongside class teachers, providing valuable additional support and guidance for those who need it. The curriculum covers all the required subjects and meets pupils' needs well. Additional features, such as guitar lessons in Year 4, regular visits to places of interest and a wide range of extra-curricular activities add much to pupils' experiences and enjoyment of learning.

Pupils of all ages are extremely sensible, polite and well mannered. They treat adults and each other with considerable respect and are highly appreciative of what staff do for them. Standards of behaviour are exemplary. In a highly enjoyable assembly pupils were treated to a performance of David and Goliath which contained a strong message but had very amusing elements. Their response to the serious and less serious parts was excellent, joining in enthusiastically but settling back down instantly when it was time to do so. Pupils express no concerns about bullying and feel safe and secure in the school's highly positive ethos. Older pupils in particular readily take on duties around school which help others. Junior 'sports leaders' make playtimes more enjoyable and befrienders provide a friendly ear to those who may be experiencing difficulties. Acting as buddies, Year 6 pupils help Reception children settle quickly to school.

Pupils of different ages speak with considerable pride of the role they play in decision making through the school council and of the benefits that have accrued. They are sensitive to the needs of others, particularly those less fortunate, and have gained much from working alongside pupils from a neighbouring special school. Pupils know what constitutes a healthy lifestyle and readily participate in the many sporting activities the school provides. Pupils acquire a good range of basic skills and transfer to high school confident that they will do well in the future.

The school provides an exceptionally high quality of care and welfare for all pupils. Procedures for safeguarding pupils are securely in place and a vigilant watch is kept on those who may be vulnerable. Staff know pupils extremely well and respond quickly and effectively to their needs. Pupils feel confident to turn to staff with problems and welcome the fact that the door to the headteacher's office is always open to them. Support and guidance for pupils with learning difficulties and/or disabilities is very well organised and effective. This ensures that these pupils are included fully and able to take full advantage of all the school has to offer. Some staff are very skilled in teaching pupils who have dyslexia, helping them to achieve well and get the best from their time in school. Excellent links with other institutions and agencies enhance the quality of care. A close partnership with the onsite playgroup smoothes children's passage into Reception. Pupils' academic progress is tracked carefully and incisive measures are taken to support those who need additional help.

The school's partnership with parents and its links with the local community are extremely strong. This provides unity and cohesion from which everyone involved with the school benefits. Links with communities further afield are becoming established and broadening pupils' understanding that they are part of many communities. Leadership and management are good. Working closely with the deputy headteacher and other senior members of staff, the headteacher has analysed the school's performance carefully and determined its key priorities for development accurately. A number of changes have resulted. These have been made carefully and sensitively and have built on the school's existing strengths. Consequently, there is unity of purpose and a shared vision for the future which gives the school a good capacity for further improvement. The management strategies that have been introduced are well considered, but many are still bedding in and their effect on the school and on pupils' achievement has yet to be fully realised. While senior staff have a good understanding of how to measure and evaluate the school's performance, other teachers with management responsibilities have still to acquire all the skills they need to make a full contribution to strategic management. Governance is good. Governors play a full and active part in the life of the school and their capacity to challenge it to do even better is increasing.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Most children enter the EYFS with skills which are typical or below for their age. They are taught well and make good progress. By the end of Reception most have reached the nationally expected levels and some have reached levels slightly above. This good and improving achievement is the result of good leadership and the increasingly effective use of accurate assessments to set the next steps for children's learning. Children are extremely well looked after and are happy, safe and secure. They make good progress in their personal and social development; behaving well and becoming become confident, curious and eager learners who enjoy the company of others. Learning opportunities are of good quality. Staff extend children's learning by careful questions and through well planned group work on letters and sounds. Children learn about the world around them through themes such as 'light and dark' and by

following changes through the seasons. However, some activities are overly reliant on the intervention of adults to provide challenge for the most able children. For example, there are few signs or labels to encourage them to try new ideas or organise their own learning. Children's creative development is promoted well and they have regular access to the outside area where the range of activities is successfully being developed. Good relationships with parents aid children's development. These are established through the good induction procedures and close links with the pre-school provision which shares the school site.

What the school should do to improve further

- Ensure that the most able children in the EYFS and in Key Stages 1 and 2 achieve all that they can.
- Ensure that all teachers with leadership responsibilities have the necessary skills to make a full and effective contribution to school management.

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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?	2
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

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

Thank you very much for the very friendly greeting you gave the inspectors when we inspected your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Yours is a good school and some things about it are outstanding. I understand fully why you enjoy it so much. The school has a very friendly atmosphere and we were very impressed with the way you help and support each other. Your behaviour is extremely good. You are polite and well mannered and show respect for each other and for the staff. I enjoyed the assembly very much. There was a strong feeling of togetherness. I was particularly impressed by the way you laughed and applauded at the right times but then very quickly settled back down and listened carefully without having to be asked. I do not see that in every school and I think the maturity and sensible attitudes you show are something you can be very proud of. All in all I think your personal development is outstanding.

You make good progress because you are well taught and work hard. You told us that teachers make learning interesting and your enthusiasm for new ideas was clear to see in all the lessons we visited. Most of you are producing work that is at least of the quality we would expect for your age, which is good. Some pupils work to a higher standard but we felt that with a little more challenge perhaps even more of you could reach this level. This is something we have asked the school to look into.

Staff take extremely good care of you and we were pleased that you feel you can turn to them for help and advice if you need it. They keep a close check on your progress so that you can be given help quickly if you need it. The headteacher along with other senior staff and governors have put clear plans in place to help the school become even better. We have asked the school to help other teachers gain greater experience so that they too can contribute to this planning.

Thank you once again for a very enjoyable day and best wishes for the future.