

Wainstalls School

Inspection report

Unique Reference Number	107493
Local Authority	Calderdale
Inspection number	324577
Inspection dates	28–29 January 2009
Reporting inspector	Brenda Clarke

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)	139
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 Ian Robinson
Headteacher	Mr James Procter
Date of previous school inspection	3 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wainstalls Halifax West Yorkshire HX2 7TE
Telephone number	01422 244 804
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Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Most of the pupils attending this smaller than average-sized primary school are of White British heritage. The school draws a small number of pupils from the village of Wainstalls but most live a distance from the school. The socio-economic circumstances of the area are about average. The proportion of pupils eligible for free school meals is below the national average and the proportion of pupils with learning difficulties and/or disabilities is average. The Early Years Foundation Stage comprises the Reception class only. The school has gained The Healthy Schools Award and the Activemark.

Extended provision is available for pupils before and after school. That provision was inspected separately, at the same time as the school inspection, and receives a separately written report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wainstalls is a good school with outstanding features. Most parents are very pleased with the quality of education provided and particularly appreciate the very strong sense of community that supports children very well. One parent echoes the views of many in writing, 'The school promotes a happy, positive family environment'. Pupils' personal development is outstanding. This small school community enables pupils to develop excellent relationships so that older pupils often befriend younger ones at playtime. Most are enthusiastic learners who behave well and really enjoy school. Attendance rates are well above the national average.

Overall provision for the care, guidance and support of pupils is good. School staff place great emphasis on pupils' well-being and as a result pupils feel very safe. They say that all staff are approachable and any problems that may arise are speedily resolved. The outstanding links and cooperation between home and school enable pupils to settle quickly and confidently. The school knows all its pupils well and is vigilant in meeting their individual social and educational needs. Pupils with learning difficulties and/or disabilities flourish in this caring and supportive atmosphere because of the help they receive from adults and other children. In turn, they add much to the life of the school.

Achievement is good. Pupils make good progress overall from Year 1 to 6. Variations in standards occur annually because cohort sizes are small, but the trend is for standards to be above national expectations by the end of Year 6. The headteacher rigorously tracks pupils' progress and ensures effective interventions for those who are falling behind. This tracking shows that a significant minority of pupils make slower progress in writing than in reading and mathematics. This is reflected in national tests.

Teaching is good overall. Teachers have good skills in managing behaviour so that pupils behave well and adopt positive attitudes to learning. Teachers plan work that carefully builds on earlier learning so pupils acquire new skills in a consistent way. Teaching assistants provide valued support, often enabling lower attaining pupils to contribute fully in lessons. Although the guidance given to pupils to improve their work through teachers' marking and use of individual targets is satisfactory overall it is inconsistent between classes. Hence, pupils are often unclear as to exactly how well they are doing and what they need to do to improve.

The curriculum is good. Parents particularly appreciate the breadth and balance of provision which enables children to follow their interests, enjoy their learning and achieve well. Pupils appreciate the many exciting trips and clubs that enrich this aspect.

The main reason for pupils' good progress is the dedicated commitment and outstanding leadership, energy and drive of the headteacher together with the enthusiastic support of the deputy headteacher and subject leaders. The headteacher has involved all staff and governors in the task of school improvement, creating a united team. Strong links with parents and other stakeholders, for example, the local high school, enrich provision. Accurate assessment and evaluation by school leaders and their use of the outcomes to ensure continuous improvement give the school a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Comprehensive induction arrangements enable Reception class children to settle well. Children start Reception with skills typical for their age, but their early reading, writing and calculation

skills are slightly below those expected. Good teaching ensures that children achieve well, particularly in their personal, social and emotional development and the sounds that letters make. Consequently, on entry to Year 1 most children achieve, and a significant minority exceed, the nationally expected levels. The teacher's planning is good and springs from close observation of children's interests. Activities are relevant and grab children's attention. Good assessment procedures ensure that the teacher and parents have a clear understanding of children's progress and the next steps in learning. The school is robust in the levels of care it provides for pupils. The Early Years Foundation Stage is well led and managed. This has ensured good improvement of the indoor learning environment since the last inspection. The use of outdoor play remains limited and is not regularly planned for. Outdoor provision uses the school playground so equipment has to be moved constantly.

What the school should do to improve further

- Improve standards in writing so that all pupils make good progress.
- Ensure that teachers' marking and pupils' individual targets better inform pupils of their successes and how to improve their work further.
- Improve provision and planning for regular outdoor play in the Reception class.

Achievement and standards

Grade: 2

Standards are above average and from their starting points pupils achieve well. Inspection evidence shows that standards vary over time because of differences in attainment between groups of pupils within this small school, and so there are no meaningful trends. In the most recent 2008 assessments for end of Year 2, standards were average. In earlier years they have ranged from average to above average. Unvalidated results of tests at the end of Year 6 in 2008 indicated above average standards in mathematics and English. Standards dipped in science in 2007 but recovered to average in 2008. Reading is the strongest subject across the school and pupils consistently achieve well. This is because the school has focused successfully on developing pupils' love of books using a raft of initiatives such as story telling and improved library provision. Fewer pupils achieve the targets set for them in writing than they do in other subjects. Pupils with learning difficulties and/or disabilities achieve well because of the effective support they receive.

Personal development and well-being

Grade: 1

Pupils' outstanding personal development and well-being and good spiritual, moral, social and cultural development make a major contribution to their good academic achievement. Pupils overwhelmingly enjoy school and are attentive, enthusiastic learners in lessons. Most work hard for long periods of time. Pupils behave well and safely and develop very good social skills. Through the school council and by taking on additional responsibilities pupils make a good contribution to the smooth running of the school and learn the importance of stewardship. Pupils reflect on their actions and respect others' views. They are taught to consider others less fortunate and contribute enthusiastically to numerous charities. Pupils have an excellent awareness of how to stay safe and healthy and many attend the numerous extra-curricular clubs. The Healthy Schools Award and Activemark indicate the importance the school places on promoting this aspect. Pupils develop good basic skills overall preparing them well for the next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Good teaching ensures that pupils make good progress in most aspects of their learning. Most lessons seen during the inspection were judged to be of good quality. Teachers ensure that pupils have a clear overview of what is to be learnt and understand the purpose of their work. Relationships are very good. Hence, pupils behave well in lessons, trust their teachers and say they are fair and approachable. Teachers plan relevant activities that link and reinforce pupils' learning in different ways; for example, using data handling learnt in mathematics to illustrate findings in science. Computers are used effectively in lessons and increase the scope of learning. In most lessons teachers' planning ensures that pupils' differing academic needs are met. Teachers' marking does not consistently tell pupils what they must do to improve and this reduces the progress that some pupils make. Those pupils who are falling behind sometimes lack the additional structure they require to improve their writing. The school is aware of this and is putting strategies in place to accelerate pupils' progress.

Curriculum and other activities

Grade: 2

The curriculum is good with outstanding features. It has been developed creatively to ensure that key skills are taught and developed across subjects. This adds relevance to learning and provides good opportunities for pupils to consolidate previously acquired skills. A comprehensive long-term curriculum plan addresses the needs of mixed-age classes. The curriculum is enriched by a very good range of additional activities, including theatre groups and classroom workshops. The curriculum effectively caters for those with specific learning needs; for example, additional reading opportunities or a fresh start to phonics. Additional provision such as The Young Scientists' Club caters specifically for gifted and talented pupils. Good links with local high schools provide additional learning opportunities. For example, visiting design and technology teachers have worked with pupils to create models of Tudor houses.

Care, guidance and support

Grade: 2

This is a very child-centred school that goes the extra mile to provide additional support. The school takes very good care of its pupils. All statutory requirements are met and rigorously maintained. Systems for safeguarding pupils fully meet current government requirements. Hence, pupils feel very safe. Staff make strenuous efforts to include parents and carers in their children's learning, and also offer additional support. Consequently, the school's staff are rightly viewed as approachable and any problems are quickly resolved. Good links with other agencies ensure that the needs of those with learning difficulties and/or disabilities are fully met, contributing specifically to the good progress they make. Personal, individual targets have been introduced to help pupils improve their learning skills and their work. However, these are used inconsistently across classes, are sometimes too broad, and do not always closely match pupils' next steps in learning.

Leadership and management

Grade: 2

The quality of leadership and management is good. The headteacher monitors and evaluates provision rigorously and uses this effectively to identify the right priorities for improvement. This provides a very good steer for the school's development. New initiatives are supported by staff training to ensure a consensus of approach. Staff work together as a cohesive team focused on ensuring that pupils enjoy school and achieve well. All staff promote high quality care. Challenging attainment targets are set for all pupils and progress towards them is rigorously tracked by the headteacher. Inclusion is at the heart of provision and a watchful eye is kept on each pupil, so that vulnerable pupils receive additional support. The school contributes well to community cohesion. Creative ways have been identified to give pupils knowledge and understanding of other ethnic groups and faiths, despite the relatively limited cultural diversity in the local area. Governance is good overall. The school budget is carefully managed and is used creatively to improve provision and give good value for money.

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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?	2
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?	2
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	2
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	2
The extent to which learners make a positive contribution to the community	2
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?	2

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	1
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**

I really enjoyed inspecting your school. Thank you for talking with me and answering all my questions. I was especially pleased to see how the older ones amongst you cared for and helped the younger children. This gives your school a real family feel. You really enjoy school and the many exciting clubs and activities provided for you. You behave well and work hard in lessons.

Your school is a good school with some outstanding features. You have a good curriculum that includes many visits to interesting places. Staff take very good care of you so you feel safe and able to approach them with your problems. Teaching is good and ensures that you make good progress. Your headteacher checks your progress carefully and ensures that you get the extra help that you need. Your work is of a good standard overall, especially in reading and mathematics. Well done! You are doing well in writing but some of you do not make as much progress in this area as you do in reading and mathematics. I have asked your headteacher to get on quickly with plans to help you become better writers.

I think that your headteacher has identified the right things to make your school even better for you and I have asked your school to do three important things to improve your learning.

- Help to improve your standards in writing.
- Make sure that some teachers improve their marking and the targets they set for you so that you know what you have done well and what you need to do to improve.
- Improve outdoor play for children in the Reception class and make sure that there are regular opportunities for them to learn outdoors.

I hope that you will help your headteacher and other staff to continue to improve your school.