

Central Street Infant and Nursery School

Inspection report

Unique Reference Number	107507
Local Authority	Calderdale
Inspection number	324579
Inspection dates	11–12 December 2008
Reporting inspector	Fiona Gowers

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	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	125
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 Neil Hope-Collins
Headteacher	Mrs Kathryn Godfrey
Date of previous school inspection	14 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Central Street Hebden Bridge West Yorkshire HX7 6HB
Telephone number	01422 842784
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Age group	3–7
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average nursery and infant school serves a socio-economically mixed area. The proportion of pupils entitled to a free school meal is below average. Almost all pupils are of White British heritage. The school hosts the local authority's autistic spectrum disorders (ASD) provision, which accommodates up to six pupils. The proportion of pupils with learning difficulties and/or disabilities is broadly average, and the proportion of pupils with a statement of special educational need is well above average. The school has received the 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 and improving school. It has a number of outstanding features and amply fulfils its aim to 'provide a safe and stimulating environment in which pupils can be happy and secure in their learning'. The very effective leadership of the headteacher has been a key factor in significant improvements made since the previous inspection. She has successfully kept a more rigorous check on the school's performance, whilst ensuring a relaxed, happy atmosphere prevails. Parents very much value that the school 'focuses on children as individuals, including their social and emotional development'.

All staff play an effective part in helping pupils succeed. Children get off to a flying start in the Early Years Foundation Stage (EYFS) and make very rapid progress in the stimulating learning environment. Pupils achieve well in Key Stage 1, because they receive excellent guidance and support for their learning, good quality teaching, and the curriculum meets their needs effectively. Academic guidance is very effective and helps pupils make better progress. This is because systems in school are personalised and appropriate to the age of the pupils. As a result, pupils say they know what they need to do to improve their work and that they enjoy 'hopping' along their targets. Lessons are well planned. Pupils work hard because they are encouraged to discuss their work with each other and they find the learning activities interesting. By the end of Year 2 standards are consistently above average in reading, writing, mathematics and science. Pupils with learning difficulties and/or disabilities make exceptional progress because they receive well targeted support, following a very careful diagnosis of their individual needs.

The good quality curriculum underpins positive progress in mathematics, writing, reading and science. There is an emphasis on creative activities and learning through play and investigations. This approach motivates pupils to explore ideas and gets them thinking. The curriculum has a number of outstanding features. In particular it promotes pupils' personal development extremely well and helps them develop a very good understanding of how to have a healthy lifestyle. However, pupils' skills in information and communication technology (ICT) are not well developed as they do not always get enough opportunity to use computers and other ICT equipment across the curriculum.

'Staff go the extra mile to make this a happy school.' typifies the view of many parents. The care, guidance and support pupils receive are outstanding. Excellent relationships throughout school help them to feel very safe and secure and develop outstanding levels of personal development. As a result behaviour is exemplary. Pupils work very well together and develop the skills to enable them to take a great deal of initiative in school life. Pupils in the ASD provision and other children in school gain immensely from the opportunities they have to work and play together. This helps them to develop high levels of care, concern and understanding for others. Good progress in basic skills and excellent levels of personal development and well-being prepares pupils well for their future lives.

Leadership and management of the school are good. School improvement initiatives are successful because they are well thought out, following careful self-evaluation, and clearly focused on the most important priorities. There is a strong team spirit where everyone's contribution is valued. The school is well supported by governors and develops a very strong partnership with parents and a wide range of other agencies. It is increasingly playing a leading role working with other schools with particular regards to the social and emotional aspects of learning, the EYFS and the ASD Provision. Such strengths in leadership and the good

improvement made since the previous inspection show the school is well placed to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Parents greatly appreciate the warm, nurturing environment, which helps children settle in very quickly. They typically comment their children have, 'come on in leaps and bounds since starting school'. Extremely rigorous assessments mean learning activities are very well matched to the interests and needs of the children. Children are encouraged to explore things for themselves and to be creative and imaginative in their learning. When they join the Nursery, children's ability levels are generally in line with national expectations, although there is a very wide spread of ability. The number of children with profound difficulties and/or disabilities who attend the ASD provision in their Reception year achieve extremely well because of well tailored learning programmes. All groups of children make very good rates of progress in all areas of learning, relative to their starting points. The EYFS leader is very good role model. She leads a strong staff team, who have high expectations. Children work with great enthusiasm and really rise to the challenge. This rapid pace of learning is best summed up in the words of the children themselves: 'We have worked as fast as fire engines today!'

What the school should do to improve further

- Provide more opportunities for pupils to use computers and other ICT equipment across the curriculum to improve their skills in ICT.

Achievement and standards

Grade: 2

Achievement is good. Standards at the end of Year 2 fluctuate a little from year to year. However, pupils make at least good progress relative to their starting points and by the time they leave school standards are consistently above average. 2008 provisional test results show the proportion of pupils reaching the higher levels in mathematics and reading is above average. The school's performance data confirms that pupils are currently progressing at a faster pace than previously and more pupils are now reaching the higher levels in writing as well. Pupils currently in Year 2 are on track to reaching their challenging targets. This improved achievement is largely a result of the high quality care, guidance and support pupils receive. Pupils with learning difficulties and/or disabilities and pupils in the ASD provision make exceptional progress because of very effective support programmes and the very strong partnership with a wide range of outside agencies.

Personal development and well-being

Grade: 1

Pupils greatly enjoy their time at Central Street. Attendance has improved and is now above average. Pupils flourish because their individual talents and personal qualities are recognised and fostered. Spiritual, moral, social and cultural development is outstanding. In this very affirming environment they feel able to express their views with confidence and learn to listen very well to the ideas of others. All Year 2 pupils have the opportunity to carry out roles of responsibility in school, such as being a playground friend or being a 'buddy' to children new in school. A group of pupils agreed: 'We're the oldest ones so we know how to look after the others.' High quality team work is a feature throughout school. This is because pupils greatly

benefit from a wide range of additional activities to support their personal development, such as 'team building' days, as well as actively planning and taking part in the residential visit. Pupils have a very good understanding of how to have a healthy lifestyle. They thoroughly enjoy keeping fit and active, such as during visits to the climbing wall, and really enjoy working with the school chef to choose the very healthy and popular options for school meals. Very clear systems and high quality care and support help pupils in the ASD provision feel very safe and secure and grow in confidence. Pupils are well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress in lessons as a result of effective teaching, which is underpinned by excellent relationships. Classrooms buzz with purposeful activity, because they have many opportunities to explore ideas together and discuss their work. Learning activities are varied and often set in a fun context, which motivates pupils, as they find the learning interesting and enjoyable. For example, older pupils were keen to help Hildegard the dragon write a letter and younger pupils worked hard in a science investigation to find a good light source for Aladdin. However, occasionally the pace of learning is not brisk enough to secure the fastest possible learning. All pupils, and particularly those with learning difficulties and/or disabilities, benefit from high quality support provided by teaching assistants. Pupils in the ASD provision achieve extremely well because of the very calm and positive approach of the staff and because learning activities are meticulously planned to meet their individual needs.

Curriculum and other activities

Grade: 2

The curriculum has been reviewed to ensure it meets the needs of the pupils well and to encourage them to work independently. As a result pupils make good progress in English, mathematics and science. However, opportunities are sometimes missed for pupils to further improve their ICT skills or to use ICT to support learning in other subjects. The curriculum has a number of outstanding features. In particular, it provides excellent support for pupils' personal development and their understanding of healthy lifestyles. The school is recognised by the local authority for its success in linking social and emotional aspects of learning with other areas of the curriculum, to ensure learning activities have even greater relevance for the pupils. The curriculum successfully increases pupils' understanding of, and respect for, other faiths and cultures, through a good range of visitors and creative activities. The curriculum in the ASD provision meets the needs of the pupils extremely well. In particular they have many opportunities to develop important life skills, such as going to the shops to buy a healthy snack, and benefit greatly from working with other classes in school.

Care, guidance and support

Grade: 1

Pastoral support is very strong. Pupils feel very safe and secure, confident they would find someone to help with any concerns. Staff also help pupils to develop the understanding and emotional language to deal with issues for themselves. Safeguarding arrangements are sound. Very strong partnerships with a range of external agencies support the more vulnerable pupils in overcoming any barriers to learning. Academic guidance is very effective and is a key factor

in improved levels of achievement. This is because pupils are involved in setting their own targets and evaluating how well they are doing themselves. The school offers a wide range of additional learning programmes to support both academic progress and pupils' personal development. The quality of the provision for pupils with learning difficulties and/or disabilities is outstanding and leads to them making excellent rates of progress, relative to their starting points. Pupils in the ASD provision do exceptionally well. As far as possible they are encouraged to take part in all the school has to offer and to be as independent as possible. Pupils are very well supported by very clear routines and systems, such as visual timetables. The school benefits from the specialist expertise of the staff in the ASD provision.

Leadership and management

Grade: 2

The headteacher provides very effective leadership and is well supported by her senior leaders. The more rigorous systems for monitoring teaching and learning that have been introduced means that school leaders effectively identify where extra support or challenge is required. As a result pupils are reaching increasingly challenging targets. The school is keen to develop the leadership role of all staff further and clearer systems are now in place to help subject leaders have more impact on pupil achievement in their curriculum areas. Governors are very supportive of the school and effectively challenge it in its drive towards further improvement. The school benefits from their community links and professional expertise, especially with regards to pupils' cultural development. The school is increasingly involved with the local community through initiatives such as 'Fair Trade Week' and the 'Handmade Parade'.

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

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	1

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	2
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	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**

Inspection of Central Street Infant and Nursery School, Hebden Bridge, HX7 6HB

Thank you for being so friendly when I inspected your school. I enjoyed talking to you and looking at your work. Your school is providing you with a good education. You told me how much you enjoy coming to school and I could see how happy you are. You should be very proud of the way you behave, because you are very polite and your behaviour is excellent. You know how to keep fit and healthy. You told me how much you enjoy your healthy school meals and taking part in fun activities at school. I know you really liked visiting the climbing wall and taking part in activities in the in the forest.

Your headteacher leads your school well and makes sure you are happy and you learn well. You make good progress with your work and reach standards that are above those typical for your age when you leave at the end of Year 2. This is because you receive good teaching and have interesting and fun things to learn. Children who are in the Nursery and Reception classes make excellent progress because teachers make learning very exciting.

Adults look after you very well so you feel safe and confident about asking them for help or talking to them about any worries. You are very good at looking after each other as well. I have asked your teachers to help you learn how to do a lot of different things on the computer and to help you have fun using information and communication technology equipment, like digital cameras and computerised toys, more.

Thank you for helping me so much with the inspection. Keep working hard and coming to school regularly.

I wish you well in the future.