

# Todmorden CofE Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107556
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	324591
<b>Inspection date</b>	8 January 2009
<b>Reporting inspector</b>	Kath Halifax

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	160
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Gardiner
<b>Headteacher</b>	Mr C Wightman
<b>Date of previous school inspection</b>	21 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Burnley Road Todmorden Lancashire OL14 7BS

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<b>Age group</b>	4–11
<b>Inspection date</b>	8 January 2009
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following areas: achievement and standards; teaching and learning; personal development and well-being; care, guidance and support; and how well the school leadership promotes high standards. Evidence was gathered from the observation of lessons; assessment data; pupils' work; responses to the parents' questionnaire; and discussion with pupils, the staff and representatives of the governing body. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own judgements, as given in its self-evaluation form, were not justified. These have been included where appropriate in the report.

## Description of the school

This smaller than average primary school serves an area of relatively high unemployment, which is reflected in the above average take up of free school meals. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is broadly average with a small percentage having a statement of special educational need. Nineteen children are taught in the Early Years Foundation Stage (EYFS). A very small number of pupils are in the care of the local authority. The school has achieved the Healthy Schools Award, Investors in People, Investors in Pupils, the Basic Skills Quality Mark and the Activemark. The breakfast club, and before- and after-school clubs and playgroup which are run by a voluntary provider, were inspected at the same time and are reported on separately.

## 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 that provides good value for money. Good improvement has been made since the last inspection. Standards have risen steadily year on year because of good leadership and management, the high aspirations of staff and consistently good teaching. Teachers plan their lessons conscientiously, providing tasks that are tailored to individual needs so pupils gain knowledge and skills at a good rate. Classrooms are well organised and pupils' work is marked regularly with comments indicating what has been done well and the next steps in learning. Skilled teaching assistants make a substantial contribution to the learning of individual pupils and small groups.

Achievement is good for pupils of all capabilities. On entry to the school, the attainment of children in the Reception class is below that expected for this age. It is particularly low in communication, language and literacy, and in social development. As a result of good provision, children make good progress in the EYFS and by the end of their year in Reception are working comfortably within the early learning goals. The good progress continues in Key Stage 1, so by the end of Year 2, standards, though variable because of the composition of groups, are broadly average. Pupils' progress accelerates in Key Stage 2. By Year 6 standards are above average. Having identified writing as an area for improvement in all age groups, the focus on spelling and grammar has resulted in the gap between standards in reading and writing narrowing. Pupils' progress in mathematics is very good. Taking account of prior attainment, pupils with learning difficulties and/or disabilities make equally good progress.

Pupils make good progress because of good teaching and a good, relevant curriculum. In addition to promoting academic achievement, the curriculum has strengths in sport, the creative arts and links with other schools. This is recognised in the national awards that have been achieved and in pupils' excellent personal development. The good care, support and guidance given by all adults enables pupils, many of whom have experienced instability in their young lives, to develop in an atmosphere of trust and security. This is because the provision for pupils' spiritual, moral, social and cultural development is good with outstanding aspects in the provision for personal, social, health and citizenship education. As a result, pupils have an excellent understanding of keeping healthy and safe. They are especially proud of the work they do, for example as junior wardens, monitoring traffic, and ensuring that seat belts and booster cushions are used in cars. Equally, pupils make an excellent contribution to the local community, taking an active role in Todmorden in Bloom, drawing up a flood prevention scheme, and being thrilled that their efforts at growing produce for 'Incredible Edible Tod' were recognised in a national television programme. Alongside pupils' good achievements, this prepares them well to be good citizens and for life after school. Leaders recognise, however, that while pupils have a basic understanding of other faiths and cultures, this is an area for development. Pockets of good practice are evident in a number of subjects but leaders have not yet audited the curriculum nor produced a plan to encourage community cohesion. Through the high quality, persistent work of the home and school liaison officer, attendance is improving and is now broadly average. Most pupils are regular attendees with some having achieved full attendance over the past year.

The leadership of the headteacher is strong. In addition to facilitating improvement in his own school, he has provided valuable support for leadership teams in other schools where management is less effective. The transition to a new leadership structure in the school is being managed effectively. A careful check is kept on pupils' progress. However, the information is

collected and collated by hand. The system is cumbersome and is not user friendly. While the data is used to identify pupils who need additional support, tracking and comparing the performance of different groups of pupils is extremely time consuming and errors have occurred. Safeguarding requirements are met. Financial management is good. Leadership has carefully budgeted to maintain staffing levels in order to keep single-age classes. A very good programme of professional development has resulted in a confident, capable staff who undertake their management roles efficiently and effectively, well supported by governors. This gives the school good capacity to continue to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

On entry to the Reception class, a considerable number of children have difficulty accepting routines and interacting with others. As a consequence of adults' support, guidance and high expectations, children grow in confidence and make very good progress in their personal, social and emotional development. Teaching in the EYFS is good, enabling children to make good progress in all areas of learning. A suitable balance between adult-led and child-centred activities caters well for children's academic and personal growth. Of particular note is how the focus on learning sounds and letters has seen a good spurt in this area. Children enjoy learning. This was evident in the fun they had playing a game with dice to further their mathematical understanding. A wide range of activities allows children to develop academically, physically and emotionally, but this is not so well developed outdoors. Staff endeavour to make best use of the very limited outdoor space, but this and the morning break-time are not used imaginatively enough to support learning. Effective links with parents and with the on-site playgroup make for a smooth transition to school and continuity in learning. Leadership and management are good and all the legal welfare requirements are in place.

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

- Use the outdoor space more imaginatively to support learning in all areas in the EYFS.
- Use a more effective system to gather and manage information about pupils' progress.
- Extend pupils' understanding of, and appreciation for, other faiths and cultures and take further steps to promote community cohesion.

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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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	3
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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?	3
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**

As you are aware, a little while ago a colleague and I spent a short time inspecting your school. We had an enjoyable time and would like to thank you for taking time to talk to us about your work, the colourful displays, and for giving us your views of school. It was very clear from our chats and the questionnaire replies we received from your parents that you enjoy school and think that you are safe and well cared for.

We believe that your school is providing you with a good education. As well as working hard, you enjoy your lessons, the numerous clubs and the many visits out of school. Your behaviour is excellent and you work hard. This means you all make good progress. This happens because you have good leaders and teachers, an interesting curriculum and because you are well cared for. We were especially impressed by the work you do for Todmorden as junior wardens, in your flood plan, for Todmorden in Bloom, and for 'Incredible Edible Tod'.

These are areas that would make you school even better.

- Children in the Reception class have very limited outdoor space but we have asked staff to use this more imaginatively.
- Your teachers collect a lot of information about your progress, but this is all handwritten and it takes a long time to unravel the information. We have asked them to use a more up-to-date system that is more manageable.
- We have asked that there are more opportunities for you to have a better understanding of other faiths and cultures.

We know you will do all you can to help your teachers and wish you every success in your future.