

Hade Edge Junior and Infant School

Inspection report

Unique Reference Number	107656
Local Authority	Kirklees
Inspection number	324613
Inspection dates	21–22 January 2009
Reporting inspector	Kathryn Dodd

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)	81
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	Mrs Angela Senior
Headteacher	Miss Janet Fozzard
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	Greave Road Hade Edge Holmfirth West Yorkshire HD9 2DF

Age group	4–11
Inspection dates	21–22 January 2009
Inspection number	324613

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Age group 4-11

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Inspection number 324613

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Almost all of the pupils attending this smaller than average-sized school are from White British families. The school serves a rural village, and a few pupils travel to school from surrounding districts. The proportion of pupils entitled to free school meals is well below the national average. The proportion of pupils with learning difficulties and/or disabilities is well below average; however, the proportion with a statement of special educational need is well above average. The school makes provision for the Early Years Foundation Stage (EYFS) in the Reception class. In September 2008 the class year groupings changed. With the exception of the Reception class, pupils are now taught in three mixed- age classes: Years 1 and 2, Years 3 and 4, and Years 5 and 6. The school holds the Activemark, Investors in People status and International 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 good school has an accurate view of its overall effectiveness and provides good value for money. Pupils learn in a happy, warm and caring setting, so that they achieve well academically and in their personal development. Pupils are knowledgeable about how to keep healthy and say that they feel safe. They play an active part in the local community. They behave well, grow in confidence and mature into responsible young adults who are well prepared for their secondary education. Most parents think highly of the school. A typical comment from parents was, 'This is a school that offers a good mix of traditional values, alongside modern teaching methods.' Many comment positively on the high quality of education offered to pupils with specific learning difficulties and/or disabilities.

As a result of good quality teaching and learning and a good curriculum, children in the EYFS, pupils of all ages with learning difficulties and/or disabilities, and pupils between Years 3 and 6, with average starting points achieve well. Standards by the end of Year 6 are typically above average. Good progress is brought about by teachers' high expectations, lessons that are well matched to the capabilities of all pupils and work that challenges the more able. Furthermore, high quality marking guides these pupils effectively, so that they understand how well they are getting on. In Years 1 and 2, these approaches are not as consistently well used and, as a result, pupils' learning, especially for the more able pupils, does not always progress at the same good rate as in other years. There are, however, early signs that recent adaptations to the class groupings and to the curriculum are helping to boost learning for these pupils.

Pupils' good overall academic and personal achievement reflects the good quality of leadership, management and governance. The headteacher's dedication to making sure that pupils achieve well in a safe, inclusive and enriching setting is evident. Effective partnerships beyond school, including with parents, other schools and external agencies, contribute to good promotion of community cohesion. Although the school is well aware that a key priority is to accelerate pupils' progress in Years 1 and 2, the methods used to monitor and evaluate the successes of any actions aimed at securing further improvement lack rigour. Contributing to this is that subject leaders and governors are not yet fully involved in the process. As a result, they do not yet make a full contribution to evaluating the school's performance. Nevertheless, good improvement since the previous inspection, such as developing the quality of provision for children in the EYFS and methods used to spot where learning needs to speed up, coupled with a strong sense of teamwork and commitment among all the staff, gives the school a good platform upon which to build in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children join the Reception class, their skills are broadly typical for their age. The very warm and caring relationships between adults and children, along with a bright and lively learning environment, fire children's young imaginations, so that they quickly develop an eagerness to learn. As a result of good and sometimes outstanding teaching and learning and a curriculum that is well tailored to children's varying needs and interests, children make good progress. By the time they start Year 1, the majority have reached or are working beyond the level expected nationally for their age. The class teacher works tirelessly to assess children's progress. Detailed records of small steps in achievements are used particularly effectively to plan future learning, so that it is boosted where it is needed most. Children's personal, social

and emotional development is good. The welfare of children is promoted well. Adults make the most of opportunities to help children to learn to get along well together, to talk about their learning and to develop independence. As a result, they behave well and are confident. Children are well aware that their efforts are valued highly. They show delight when receiving certificates acknowledging their successes, such as reaching their writing targets. Leadership and management are good, building successfully on the quality of provision since the previous inspection. There are more children reaching and exceeding the expected levels than previously. Staff are aware that their next steps include extending further the opportunities for learning outdoors.

What the school should do to improve further

- Accelerate progress in Years 1 and 2, particularly for the more able pupils.
- Improve the rigour with which leaders, managers and governors monitor and evaluate the successes of improvement initiatives, in order to contribute more fully to school self-evaluation and improvement planning.

Achievement and standards

Grade: 2

Due to the very small numbers of pupils in each year group, standards fluctuate year to year. By Year 6, however, standards are typically above average and, overall, pupils achieve well. Between Years 3 and 6, pupils make good progress, reaching or exceeding their challenging learning targets. The proportion of pupils reaching a level of attainment higher than expected for their age by Year 6 is often higher than found typically, and notably so in science. In the last three years, however, published results of teacher assessments at the end of Year 2 indicate that standards have been declining. In 2008 they were below average. The proportion of pupils reaching the higher levels of attainment by Year 2 is lower than the national picture. The school has already responded by taking some remedial actions, such as changing class year groupings. School data and inspection evidence show that current standards in Year 2 are higher than in 2008. Pupils are on track to reach average standards, representing satisfactory progress from the start of Year 1. Pupils with learning difficulties and/or disabilities of all ages make good progress because they are well supported in lessons to complete work that is particularly well matched to their individual learning needs.

Personal development and well-being

Grade: 2

Pupils' personal development and well being, including their spiritual, moral, social and cultural development, are good. Pupils learn in a happy and harmonious environment, where an atmosphere of purposeful activity pervades. Their good enjoyment is reflected in their good attendance. Pupils are polite and courteous and their behaviour is good. They act safely. Pupils say they do not feel threatened and that bullying is rare. They have a good awareness of why it is important to keep their minds and bodies healthy. They enjoy participating in a very wide range of sporting opportunities, both in and beyond school. Older pupils take on responsibilities, such as being school councillors, buddies or play leaders, with enthusiasm. Opportunities for younger pupils to contribute to making their new school a happier, safer and healthier place to learn are less well developed. Pupils of all ages become involved in many aspects of local community life. Their work in achieving the International School Award means that they have a good understanding of diverse cultures around the world. Pupils' good personal and social

skills, along with good progress in literacy and numeracy by Year 6, prepare them well to be successful at secondary school.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning enables pupils to achieve well. Positive relationships, successful management of pupils' behaviour and careful deployment of support staff all make a strong contribution to pupils' achievement. Teachers are adept at using computerised boards. As a result, pupils enjoy their lessons, maintain interest and behave well. In Years 3 to 6, teachers are very good at matching pupils' work closely to their differing learning needs, particularly to extend and challenge the more able pupils. They make careful use of the information they collect showing what pupils can already do in order to plan their next steps in learning. This, along with lively, creative, practical and stimulating activities and questioning that keeps pupils on their toes, encourages pupils to rise to the teachers' high expectations of them to achieve well. In Years 1 and 2, these best teaching practices are not used consistently and, as a result, pupils' learning moves forward at a steady, rather than rapid, rate.

Curriculum and other activities

Grade: 2

A broad, balanced and well enriched curriculum enables pupils to make good progress. Between Years 3 and 6, the curriculum takes good account of the wide range of ages and abilities in each class. Pupils talk enthusiastically about science lessons. They say that these provide opportunities for them to undertake exciting investigative work. Pupils' learning is sometimes slowed when the worksheets and workbooks they are given to complete do not allow them to build on what they can already do, or allow the more able pupils to show what they are capable of. Recent changes to the curriculum, however, such as the additional programmes of support, boost pupils' literacy skills in Years 1 and 2 and are already helping to speed up progress. Pupils participate eagerly in a wonderful range of activities in sport. Activities resulting from achieving the Activemark and through participating in sport with other local schools give pupils a good understanding of the importance of healthy lifestyles.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Staff know pupils and their families particularly well. Pupils are confident that someone will help them to overcome any difficulties. Appropriate procedures to safeguard pupils are in place and these match current government requirements. The coordinator of provision for pupils with learning difficulties and/or disabilities works tirelessly to secure very effective support, so that pupils achieve well. Successes are evident in highly skilled support staff, effective links with external agencies and the good range of individualised support programmes available. Since the previous inspection, procedures for tracking pupils' progress have developed well. This information is collected regularly and with increasing accuracy. It is used well to spot where progress is too slow and to prompt appropriate action. Older pupils have a good understanding of how they might improve their work, including through high quality marking that guides improvement, and by discussing their learning targets

with adults and peers. However, in a minority of instances opportunities for speeding up pupils' progress are sometimes overlooked because such strategies are not used consistently.

Leadership and management

Grade: 2

Leadership, management and governance are good. Making sure that pupils achieve well and are fully included in a caring and safe setting is the hallmark of the school. This stems from the dedicated leadership of the headteacher and the school's good commitment to providing equal opportunities for all and combating discrimination. Parents welcome her warm, supportive and open approach. The assistant headteacher makes a particularly strong contribution to driving improvements in key areas, such as the EYFS and provision for pupils with learning difficulties and/or disabilities. Governors play an active role in school life, supporting well and developing a good awareness of school's strengths and weaknesses. School leaders have identified key priorities for improvement accurately. They know, for example, that although they promote community cohesion well, there remains scope to develop pupils' understanding of the ethnic diversity of Britain. Improved use of the information gained by tracking pupils' progress helps leaders to spot where learning might speed up, such as in Years 1 and 2. The methods used to monitor and evaluate the success of actions aimed at securing further improvement, such as reviewing the consistency and quality of provision across the school, at present, however, lack rigour. The school makes good use of its resources and deploys its staff efficiently and effectively.

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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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
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	3
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 so much for the very warm welcome you gave me when I visited your school. You were very polite, keen to talk to me and answered my questions thoughtfully. Your behaviour was good, and it was pleasing to hear that you feel safe and happy in school. All adults care about you a good deal. I particularly enjoyed hearing you sing so joyfully in assembly and seeing how proud the children from Reception class were when presented with their certificates for reaching their writing targets. I was pleased to hear that you know that keeping your bodies healthy is important and how this helps you to learn. You get more chances to take part in sporting activities than pupils in many other schools. It is easy to see why you told me that you enjoy school and why most of your parents say they are pleased with the school, too. Everyone is proud of your achievements. Well done!

Your school is a good school. By the time you leave at the end of Year 6, the standard of your work is higher than is expected for your age. The rate at which you are learning overall is also faster than expected. It is because of these good standards and your good attitudes to learning and behaviour that you are well prepared for when you move on to secondary school. Your headteacher, staff and governors work hard together to improve your school. Here are some things that the school can do to become even better.

- Make sure that those who are in Years 1 and 2 continue to learn as quickly as they did in the Reception class and as those in Years 3 to 6 do now.
- Make sure that adults who are responsible for checking how well the school is doing keep a close eye on changes they are making so that they can be sure that right across the school these help you to learn more quickly.

You can help your school by making sure that you know what you still have to do to reach your learning targets. Of course, you should continue to try your best in everything that you do!

I wish you all the very best for a successful future.