

Luddendenfoot Junior and Infant School

Inspection report

Unique Reference Number	107516
Local Authority	Calderdale
Inspection number	331423
Inspection dates	11–12 November 2008
Reporting inspector	John Rutherford, HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	112
Appropriate authority	The governing body
Chair	Mrs Tracey Morley
Headteacher	Mr S J Bromley
Date of previous school inspection	May 2006
School address	Burnley Road Luddendenfoot Halifax West Yorkshire HX2 6AU
Telephone number	01422 882298
Fax number	01422 882298
Email address	head@luddendenfoot.calderdale.sch.uk

Age group	4–11
Inspection date(s)	11–12 November 2008
Inspection number	331423

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors. The inspector visited four lessons and held meetings with senior leaders, staff, a governor and groups of pupils. He looked at documentary evidence supporting the school's self-evaluation form, analysed pupils' work and read 30 parental questionnaires.

Information about the school

The school has received the following awards: The Basic Skills Agency Quality Mark, The International School Award for outstanding development of the international dimension in the curriculum, and the Healthy Schools Award. There is Early Years Foundation Stage (EYFS) provision for 13 children in a class which also contains Year 1 pupils. Childcare provision is provided in school before and after lessons and this is managed privately, not by the governors.

Further information about the school

	School's figures	School's figures compared with other schools
School size	112	Below average
Free school meals	8.5%	Below average
Proportions of pupils with learning difficulties and/or disabilities	14.2%	Below average
Proportion of pupils from minority ethnic groups	2.0%	Well below average
Proportion of pupils who speak English as an additional language	0	Well below average
Proportion of pupils with a statement of special educational needs	0	Below average

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

This is a good school with outstanding features. The quality of teaching and pupils' academic achievement is good, while aspects of their personal development are exceptional because they enjoy an outstanding curriculum and quality of care. The school has a good capacity to improve further. Senior leaders provide a very strong drive for ensuring the best care and education possible for all pupils. They have inspired the enthusiastic commitment of all staff and established a strong sense of common purpose. The barrier to being outstanding overall is that teachers and leaders are not sufficiently systematic in their use of assessment information to accelerate the progress of all groups of pupils.

What does the school need to do to improve further?

To move the school from good to outstanding, build on recent developments in assessment practice to:

- provide work better matched to the needs of higher attainers in Key Stage 1
- ensure all pupils have challenging targets and are clear about the next steps they need to take in order to meet these targets
- adapt questions to challenge all groups of pupils in lessons
- provide detailed evidence of pupils' progress to inform the school's monitoring, evaluation and improvement processes.

How well does the school meet the needs of individuals and different groups of pupils?

2

Children start school with skills and knowledge typical for their age. They make good progress in the EYFS and satisfactory progress in reading, writing and mathematics in Key Stage 1. This is an improving picture in both of these key stages. Standards are now average in Year 2, whereas they were previously below average. The standards reached by higher attainers were a particular concern and, while improving, they could still achieve more. Pupils make good progress in English,

mathematics and science in Key Stage 2 and their standards on leaving school are above average. Pupils with a learning difficulty and/or disability make good progress because teachers and teaching assistants provide them with well-planned support.

Pupils have a very clear understanding of how to stay safe, especially when using the internet. They feel very safe from bullying and, as part of their links with other countries, they learn about tolerance and to avoid racism. They learn about the religions of the world and can discuss such aspects as prayer, meditation and feelings. Groups of older pupils make an outstanding contribution to the life of the school, for example by being involved in important decisions about saving energy. Some also provide a very useful counselling service to other pupils as 'befrienders', having been carefully trained for this task.

These are the grades for pupils' outcomes

How well do pupils achieve and enjoy their learning?	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
Pupils' attainment ¹	2
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
Pupils' attendance and punctuality	2
What is the extent of pupils' spiritual, moral, social and cultural development?	1

The quality of the school's work

Teaching is consistently good across the school. All teachers provide well-planned, interesting and enjoyable lessons. Pupils are enthusiastic learners and their skills in independent work and group discussion help them to make good progress. To improve teaching further, so that it raises pupils' achievement to outstanding, teachers need to improve their use of assessment to provide questions that challenge all pupils and to give pupils clear guidance on the next steps towards meeting lesson objectives or personal targets.

The international dimension is an outstanding feature of the rich and balanced curriculum. It provides pupils with first hand experience of other countries and very good opportunities for them to develop their writing skills. Environmental awareness, information and communication technology and music are other strengths that make a very good contribution to pupils' enjoyment and achievement. A strong focus on

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

meeting the needs of each individual is the basis of the school's outstanding care. In particular, vulnerable pupils are given very good support to participate fully and make good progress.

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment and academic guidance	3
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	1
Support, guidance and care	1

How effective are leadership and management?

The leadership team is strongly committed to improving outcomes for all pupils and they achieve a good deal of success in this. They are very ambitious for the school and are determined to make it excellent. The barrier to this is an insufficiently systematic approach to tracking and analysing the progress of different groups of pupils and using this to plan improvements sharply focused on raising achievement further. The school has improved assessment procedures since this was recommended in the previous inspection and staff now have good information about the attainment of each individual in tests. This is being well used to set personal targets.

Governors are mostly recently appointed. They are very supportive of the school and provide good challenge on safety and financial matters. They have yet to develop the knowledge and understanding to hold the school to account in terms of pupils' achievements. The school has very good partnerships with other schools locally and internationally, giving the pupils very valuable experience of making harmonious relationships in a wide range of different communities.

At the time of the inspection the required safeguarding procedures were in place.

These are the grades for leadership and management

Monitoring, evaluating and planning for improvement to outcomes for pupils	3
Promoting equality of opportunity and tackling discrimination	1
Ensuring that safeguarding procedures are effective	2
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	1
Ensuring the school contributes to community cohesion	1
Deploying resources to achieve value for money	2

Early Years Foundation Stage

The leadership team has improved EYFS provision since this was a recommendation from the previous inspection. Children's progress is now good. Staff work very well together to provide an appropriate curriculum within a class that contains both EYFS and Key Stage 1 children. Activities for EYFS children are very well-planned. They make good progress in writing because of the skilful guidance they receive. There is a good balance of other activities available to them and a very clear learning purpose for each one. Children make good progress in developing independent learning skills by selecting some of these activities for themselves and deciding how to carry them out. They can sustain their concentration, for example, when using the computer or playing a role in the Fairy Castle. Adults encourage them to talk about their experiences and help them to develop good communication skills. The staff make very good use of local parks to provide appropriate outdoor learning activities while building work has temporarily removed their own outdoor area. The teacher and teaching assistant have good procedures for continuously gathering information about children's learning and development, and using this to plan future activities. The EYFS class provides a safe and stimulating environment for the children.

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 the children in the EYFS promoted?*	2
How effectively is the provision in the EYFS led and managed?*	2

* Common judgements made across all inspections of the EYFS

Views of parents and carers

The majority of parents are fully supportive of the school. Relationships between the school and parents are good. Most parents responding to the inspection questionnaire say they are happy with the progress their children make and that their children enjoy school. They are confident in the school's measures to keep their children safe and to promote acceptable behaviour. A small number of parents would like to know more about their children's progress and how they can provide support at home. This was also the finding of a recent survey conducted by the school and the leadership team has responded by planning future events aimed at providing parents with the guidance they require.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



13 November 2008

Dear Pupils

Inspection of Luddendenfoot Junior and Infant School, Luddendenfoot,
HX2 6AU

Thank you very much for being so helpful when I came to inspect your school. I am very grateful for all the useful information you gave to me during lessons and lunch-times, and when I had meetings with you. You have helped me enormously to make my judgements and I would like to share these with you now.

Your school is a good one and some of its work is outstanding. The staff help you to make good progress in your English, mathematics and science. You are making outstanding progress in learning about how people live in other countries and about protecting the environment. It is very good for your education that you are in touch with so many friends in other countries. You told me a great deal about how much you enjoy your lessons and, having seen your teachers and teaching assistants at work, I can easily see why that is. You play your part too by working very hard in lessons and discussing ideas with your partners very sensibly. Your singing in assembly is wonderful. You are happy in school because you feel very safe and there is always someone to turn to if you have a concern, either a 'befriender' or an adult. I saw how much the adults care for you and this makes your school a special place.

Your school wants to be outstanding in everything it does and I have agreed with them one area to work on that will help them to reach this goal. Your teachers are going to collect much more information about your progress and use this to help you to achieve even better standards. I am sure that you will help them in this by always doing your best to meet your targets.

My very best wishes for the future.

John Rutherford
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.