

Tuel Lane Infant School

Inspection report

Unique Reference Number	107519
Local Authority	Calderdale
Inspection number	336897
Inspection dates	10–11 March 2010
Reporting inspector	Michael Hewlett

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Mrs Louise Cox
Headteacher	Ms Judy Shaw
Date of previous school inspection	14 May 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent the majority of time observing learning, visited 11 lessons and observed six teachers. The inspectors held meetings with governors, senior staff and groups of pupils. They observed the school's work and scrutinised a range of documentation including that related to school management, safeguarding, pupils' attainment and progress. The inspectors also took into account questionnaires returned by 35 parents and 11 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils in Key Stage 1, with a particular focus on their writing, to determine whether the teaching is sufficiently challenging
- the quality of the provision in Early Years Foundation Stage and whether it is adapted to meet pupils' needs
- the school's success in bringing about improvements to determine the impact of leadership and management.

Information about the school

This school is much smaller than average. Almost all pupils are White British. Very few pupils are from minority ethnic groups or have English as an additional language. Over a third are eligible to receive a free school meal, which is much higher than average. Broadly average numbers of pupils have special educational needs and/or disabilities. During the last year there has been a higher than average number of pupils who have left or joined the school, amounting to over a fifth on roll. The school received the Activemark in 2009.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well. It happens because leaders, staff and governors have rigorously set about raising attainment by improving the quality of teaching, learning and the curriculum.

Children begin school with skills which are typically well below average. They make good progress in the Early Years Foundation Stage because of the high priority adults give to developing children's personal, social and communication skills. By the end of Key Stage 1, their results are broadly average in reading and mathematics, but not in writing, which remains below average and is the weaker subject. Pupils' current work and the school's own data show that their progress is good overall across the school, including for those pupils with special educational needs and/or disabilities and the more vulnerable.

The school's work has some very strong features. These include pupils' positive attitudes to learning and their good behaviour. They show immense pride in their school and are keen to share their good understanding of the importance of leading a healthy lifestyle. They say they feel extremely safe, have a genuine voice in the school and that they are constantly encouraged to share their opinions.

Good-quality teaching and an exciting curricular provision allow all pupils to develop their individual strengths. However, the teaching varies from outstanding to satisfactory with the pace of learning slower in the weaker lessons. Teaching is more effective in the classrooms than it is in lessons outside. Pupils' personal development is particularly enhanced as a result of the wide range of responsibilities they are encouraged to take on.

Senior leaders have worked tirelessly and very successfully to improve learning for all pupils. Central to improvement in pupils' achievement is the rigorous self-evaluation, which is accurate in its judgements except in respect of the Early Years Foundation Stage where it is understandably cautious in view of recent staff changes. The school has a clear picture of its strengths and areas for improvement and all staff contribute to monitoring the school's performance. This demonstrates the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise standards and accelerate pupils' rates of progress in writing, by:
 - providing more opportunities for pupils to produce high quality pieces of writing
 - ensuring pupils' progress towards end-of-year targets is carefully monitored

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and any potential underachievement is addressed

- involving pupils more in evaluating the quality of their work and suggesting ways through which to improve it.
- Improve the quality of the teaching so that the school's best practice is
- reflected throughout, by:
 - ensuring the pace of lessons is consistently brisk and all pupils remain on task
 - insisting that planned activities outdoors consistently reflect the quality of those seen in the classrooms.

Outcomes for individuals and groups of pupils**2**

Achievement is good and pupils say they enjoy learning because, 'Teachers make lessons fun.' In all lessons observed by inspectors, behaviour was good. Pupils generally stay on task and consequently make good progress in their learning. They show a willingness to learn and revel in the positive encouragement that they receive.

Pupils make rapid progress from low starting points in Nursery leading to broadly average attainment in reading and mathematics by the end of Year 2. Although attainment was below average in writing in 2009, this still represents good progress given pupils' very low starting skills. Recent improvements in the curriculum at Key Stage 1 are resulting in more opportunities for pupils to produce extended pieces of writing. In addition, closer monitoring of pupils' progress in writing is beginning to pay off as pupils making slower progress are quickly identified and supported.

Pupils have a good understanding of how to live healthily and they participate enthusiastically in the many sporting activities that are on offer. The school also promotes pupils' health and well-being very well. This is confirmed by a pupil who said, 'When I joined this school in Year 1, I made lots of friends quickly.' This sense of belonging is shared by the vast majority of pupils.

Pupils are keen to take on responsibilities and make a good contribution to the school and to the wider community. For example, they recently helped to plan the layout and choose the play equipment for a local park that many of them use. Spiritual, moral, social and cultural development is good and pupils think about the needs of others as well as themselves. The ability of pupils to use the key skills of oracy, literacy, numeracy and information and communication technology (ICT) that would contribute to their future economic well-being is satisfactory. Whilst attendance is average, the school has made good progress in this area. Through numerous incentives and family support it has encouraged pupils to come to school more regularly.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good relationships and the effective management of behaviour underpin the good quality of teaching. Strengths include teachers' high expectations of learning, clear plans to extend what pupils already know and high quality feedback that effectively moves pupils on to the next step in their learning. These qualities were evident in an outstanding Year 2 English lesson. Pupils wrote their own stories, with carefully chosen text including similes, in the style of a book they had read with their teacher. They were enthused by the topic and were keen to edit and improve their work. Finally, they assessed their own stories drawing out the strengths and weaknesses. Such high quality teaching is not yet fully evident in all lessons and, occasionally, the pace of learning is not fast enough with pupils spending too much time listening to the teacher. On these occasions, they are not given time to reflect on their own work. Nevertheless, highly skilled teaching assistants ensure that pupils with special educational needs and/or disabilities make the same good progress as their peers.

Pupils make the most of and thoroughly enjoy the many opportunities they are given to join in sporting, social and artistic activities. The recent move towards a more creative, thematic curriculum has had a positive impact on pupils' work, increasing their desire to become involved. The curriculum is carefully adjusted to ensure it meets the needs of the different groups of pupils represented in the school.

The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. Pupils are well looked after and the school is an extremely safe and secure place. The comment, 'My child is very happy at this school and always looks forward to going. It is a great school,' supports this view well. Pupils are happy to

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go to staff with any concerns. All adults are particularly sensitive to pupils who require additional support. Pupils learn from their example; even the very youngest children demonstrate sensitivity and care towards one another. Strong links with outside agencies and families are already paying off and attendance is improving. Induction to school in the Nursery and transfer to Junior school are managed very well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Strong leadership by the headteacher and senior leaders has been pivotal in providing clear direction and improvement. This has resulted in an impressive picture of pupils' progress as well as improvements in the quality of teaching and the curriculum. Good quality management has established rigorous monitoring of teaching and learning, with the results shared with all staff. The school knows itself well and has a very clear picture of how it can improve further. The ethos established in the school is one of successfully promoting equality for all and tackling any discrimination. This is evident in the many aspects of support for different groups of pupils, such as in narrowing the gap in attainment in writing. The school leadership is very effective in ensuring that the personal and educational needs of those with additional needs are very well met.

The governing body makes sure that all statutory requirements are met and exerts a strong influence in determining the strategic direction of the school. Governors are supportive of, but also vigorously challenge, the school's work. The school's procedures for safeguarding are good, ensuring that staff are suitably recruited and vetted. Partnerships with others are good, particularly in promoting pupils' well-being and their social and emotional development. Parents and carers say how pleased they are with the school and how welcome they are made to feel. The school makes a good contribution to community cohesion. As a result, pupils' involvement within the local community is very strong. This has been extended to provide them with first-hand experiences of meeting pupils and adults from different religious and cultural communities in Britain and beyond.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle very quickly in a safe, secure and welcoming environment. They make good progress towards the early learning goals from a very low starting point when they arrive in Nursery. This is because teaching is good and staff pay close attention to providing children with time to investigate, explore and talk about what they discover. Teaching is better in the classrooms than it is outside because the planning and organisation is more rigorous. When children move to Year 1 they are generally working below age-related skills in all the areas of learning. Nevertheless, they have made impressive strides in their language skills and in their social and emotional development. This is because well-planned learning areas develop children's speaking, listening and social skills effectively. Children's personal development and behaviour are good. They have warm, friendly relationships with adults and they play together happily. Children are motivated to enjoy learning by being given tasks that involve speaking about what they do. For instance, in Reception, children imaginatively transformed building blocks into a 'boat' so they could sail away with their friends, chatting happily all the way.

Leadership of the Early Years Foundation Stage, currently taken on by the headteacher because of staff changes, is good. A varied curriculum is delivered, and has imaginative play and children's interests at its heart. The headteacher knows clearly how improvements can be made. For example, the outdoor provision has improved, but more emphasis on planning suitable activities outdoors is still required. Children's welfare and progress are carefully monitored and all aspects of safeguarding are in place.

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

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of the 35 parents and carers who responded to the questionnaire are highly satisfied with the school. They comment very positively about the quality of care, the quality of leadership and management, the impact of teaching and the overall provision in the school. Many positive comments were received by inspectors about how caring the school is and how much their children like school. Very few comments raised concerns. Where they did they related to the quality of the information that parents and carers received. Inspectors found no evidence to support these concerns. Overall, parents' and carers' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tuel Lane Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	57	15	43	0	0	0	0
The school keeps my child safe	27	77	7	20	1	3	0	0
The school informs me about my child's progress	17	49	16	46	2	6	0	0
My child is making enough progress at this school	18	51	14	40	1	3	1	3
The teaching is good at this school	17	49	17	49	0	0	1	3
The school helps me to support my child's learning	16	46	18	51	1	3	0	0
The school helps my child to have a healthy lifestyle	19	54	14	40	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	51	13	37	0	0	1	3
The school meets my child's particular needs	20	57	13	37	0	0	1	3
The school deals effectively with unacceptable behaviour	14	40	20	57	1	3	0	0
The school takes account of my suggestions and concerns	15	43	18	51	1	3	0	0
The school is led and managed effectively	22	63	12	34	1	3	0	0
Overall, I am happy with my child's experience at this school	22	63	12	34	0	0	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 March 2010

Dear Pupils

Inspection of Tuel Lane Infant School

Thank you for the welcome you gave to me and the other inspector. We enjoyed our visit. You were eager to talk to us and tell us how much you like your school. This helped us to find out about the school and how well it is doing.

Your school is providing you with a good education. You told us you feel safe when you are in school. We saw that you enjoy learning. We were impressed by your good behaviour. You try your best in all the things that you do. This is helping you to make good progress in your learning. You know about the importance of healthy eating and regular exercise. All the adults take good care of you. They all want the best for you. Teachers work hard to find things that interest you and help you to learn.

We want the school to improve two things. First, we want to see you achieve more with your writing. Secondly, we want all the lessons to be as good as the very best ones that we saw. This will help you to learn even faster.

I hope you will play your part in bringing about these improvements by listening carefully in class and trying even harder with your writing.

Good luck in the future!

Yours sincerely,

Mr Michael Hewlett

Lead Inspector

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