

# Shade Primary School

## Inspection report

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<b>Unique Reference Number</b>	107522
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	336899
<b>Inspection dates</b>	15–16 April 2010
<b>Reporting inspector</b>	Melvyn Hemmings

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Reay
<b>Headteacher</b>	Mrs Janet Dawson
<b>Date of previous school inspection</b>	14 February 2007
<b>School address</b>	Knowlwood Road Shade Todmorden OL14 7PD
<b>Telephone number</b>	01706 812913
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<b>Email address</b>	admin@shade.calderdale.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons or parts of lessons. Inspectors observed eight teachers and held discussions with governors, staff and groups of pupils. They observed the school's work and looked at school policies, records of meetings, assessment information and curricular planning. In addition, 72 questionnaires from parents and carers were received and analysed.

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

- the impact of strategies introduced over the last year to improve progress in Years 1 and 2, especially in writing
- the extent to which teachers have improved the use of marking and feedback since the last inspection to guide pupils to improve their work
- how effectively the recently redeveloped outdoor area for children in the Early Years Foundation Stage is used to support their learning
- the involvement of governors in promoting the school's improvement.

## Information about the school

This smaller than average sized school has gained a number of awards, including the Healthy Schools and Activemark. The number of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. Most pupils are White British. The headteacher was appointed in January 2010. Privately managed before- and after-school provision on the school site is subject to a separate inspection.

**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

The headteacher's focused leadership is building effectively upon the school's success over previous years. It provides clear educational direction and a challenging shared vision for the improvement of the school. There is a strong commitment and team spirit to working together to achieve this vision. Sustained improvement since the last inspection has led to raised standards and improvement in teaching, learning, leadership and management. Accurate self-evaluation means that school leaders have a clear understanding of the school's strengths and weaknesses. They plan effectively what the school needs to do to improve further and successfully sustain improvements. As a result, the school is well placed to continue its journey of success. Leaders actively promote community cohesion within the school and, as a result, it is a harmonious environment. Good local links ensure cohesion in the local community. The school's success in promoting cohesion at national and international levels is not so well developed.

Children make a good start in the Early Years Foundation Stage and achieve well. Pupils in Years 1 to 6 continue to achieve well and by the time they leave they attain above average standards in English, mathematics and science. Good proportions of pupils attain highly for their age. Action taken to improve pupils' progress in Years 1 and 2, particularly in writing, has been successful and standards in writing are above average. This is exemplified in pupils' improved ability to write sentences with accurate vocabulary, punctuation and spelling. Nonetheless, leaders are not complacent and realise correctly that there is more to do to raise standards even further. This includes addressing pupils' story writing in Years 1 and 2 and their ability to solve real-life mathematical number problems throughout the school.

The school is a friendly and caring place in which to learn. Pupils behave well and are keen to learn, which contributes well to the progress they make. Their enjoyment in school is reflected in improving attendance, which is close to being above average. Pupils have a good understanding of their own culture but less so of the variety of cultures that exist nationally. Curricular planning builds systematically upon previous learning but does not indicate sufficiently how links between subjects can be made to provide further interest and increase opportunities to apply skills. Parents and carers appreciate the commitment of staff to ensuring the safety and well-being of their children while in their care.

### What does the school need to do to improve further?

- By 2012 build on pupils' good achievement by improving their story writing in Years

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1 and 2 and their ability to solve practical mathematical problems throughout the school.

- By 2011 develop curricular planning to strengthen links between subjects.
- Promote community cohesion more effectively, including an awareness of cultural diversity in Britain and beyond, and rigorously evaluate the impact of the extended provision by 2012.

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

Pupils tackle their activities enthusiastically, showing much interest and enjoyment in their work. They are attentive, eager to contribute to group and class discussions and appreciative of the views and ideas of others. They especially enjoy working collaboratively on investigations, such as when pupils in a Year 1 science lesson were finding out the difference between living and non-living things. Standards in reading are above average and pupils enjoy books, although in Years 1 and 2 pupils' story writing lacks creativity. Older pupils write confidently, using a variety of styles, including poetry, instructional and narrative writing, to express their ideas and feelings. Pupils are good at mathematical calculation although not always adept at applying their knowledge to solve real-life number problems. Pupils have a good understanding of important scientific ideas and use information and communication technology confidently. There is no significant difference between the achievements of different groups. Pupils with special educational needs and/or disabilities make similar progress to other pupils because of the well-targeted extra support they receive. Pupils currently in Year 6 are on target to attain similar above average standards in English, mathematics and science as have been maintained by the school in the national tests over the last three years.

Pupils enjoy taking on responsibilities, such as being members of the school council or interviewing candidates for teaching posts, and carry them out diligently. They care about issues facing the local community. This is shown in the way pupils have worked with town planners to design the community playground that has enhanced local amenities. Pupils understand the need to eat a balanced diet and take regular exercise in order to stay healthy. They have a good understanding of what might be an unsafe situation and say they feel safe and secure in school. Pupils' understanding of other cultures is developed satisfactorily by work in geography and religious education. Pupils' improving attendance and the way they are making good progress in gaining basic skills means they are well prepared for the next stage of education.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teachers manage lessons well so that pupils are fully engaged in their work and little time is lost. Teachers have good subject knowledge that enables them to explain ideas clearly and confidently. Good planning ensures that groups of different abilities are given work that challenges them effectively. The use of marking and oral feedback to pupils has been improved since the last inspection and successfully guides them regarding how they might improve their work. Pupils are fully involved in assessing how well they are doing and in deciding for themselves what they need to do next to develop their learning further. Occasionally, the conclusions to lessons do not give pupils enough time to review and consolidate what they have learned. Teaching assistants are deployed well to support pupils, in particular pupils with special educational needs and/or disabilities. The curriculum provides well-organised opportunities for learning and experiences that contribute well to pupils' well-being and development. Extra-curricular activities, including sports, gardening and music clubs, enrich the curriculum. Visits to places of educational interest, including a science centre in Halifax, and opportunities to work with a variety of visitors, extend pupils' skills and widen their horizons. Nonetheless, there are limited opportunities to engage with pupils from a range of different ethnic backgrounds. Planning does not sufficiently emphasise how skills developed in one subject can be used to support learning in others. Good links with the local high school effectively develop the art and design skills of pupils in Year 6. The school's commitment to providing a variety of good-quality sporting experiences is reflected in it gaining the Activemark. The programme for personal development contributes well to pupils' good progress in this aspect of their learning.

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The school provides a safe learning environment. Staff know the steps to take if they have any concerns about the well-being of a pupil. The support for potentially vulnerable pupils is well targeted and effectively develops their learning. Transition arrangements are good throughout the school and onto secondary school, and contribute well to pupils' development. Action taken by leaders over the last few months has improved pupils' attendance and their punctuality. Established links with outside agencies ensure that extra support for individual pupils is readily available.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Senior leaders establish ambition and drive improvement well by focusing the school on well-chosen priorities. They motivate staff and guide their efforts to good effect. Target setting is realistic and challenging. The governing body is supportive and fully engaged in promoting school improvement. Governors carry out their statutory responsibilities effectively and are rigorous in ensuring that pupils and staff are safe. The school promotes equal opportunity and tackles discrimination well. It has relevant information about different groups of pupils and effectively checks their performance and their contribution to school life. The school integrates issues about safeguarding and safety into the curriculum so that pupils have a good understanding of how to keep themselves safe. Training of staff in safeguarding, particularly child protection, is of good quality. Leaders promote community cohesion well within the school and pupils from different backgrounds get on well with each other. They are now working to improve community cohesion overall, although have yet to develop better links nationally and internationally. The evaluation of the school's work in this area is patchy yet provides some useful information. The school has a good relationship with parents and carers and keeps them well informed about their children's progress and well-being.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children start school with levels of skill, knowledge and understanding that are broadly expected for their age. They make good progress and achieve well because of the consistently good teaching they receive. As a result, pupils join Year 1 for the most part with above average skills. Adults work well as a team and provide activities that are interesting, practical and often based on children's own experiences. As a result, children are fully engaged in their work and well motivated. They are encouraged to make choices for themselves and this contributes to their development as independent learners. Children work well with each other in pairs and small groups, taking turns and sharing resources fairly. A variety of enrichment activities enhance the curriculum, such as walks around the town and a visit to Halifax by train. Children's welfare is promoted well and the support for pupils with special educational needs and/or disabilities is good. Good leadership ensures that children's progress is checked well and that their individual needs are met. The redeveloped outdoor area is mostly used effectively to promote learning that has taken place indoors and fully supports development across all areas of learning. Children enjoy their outdoor activities, such as taking part in a 'pirate treasure hunt' or exploring the thoughtfully constructed water equipment. The lack of a covered area sometimes limits its use during inclement weather, although the school has clothing designed for wet weather to deal with most eventualities. Relationships with parents and carers are good and they are kept fully informed of their children's progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## **Views of parents and carers**

About one third of parents and carers completed questionnaires. The very large majority of these were positive about the school's work and the efforts of all staff. Two comments were typical of many, 'Shade School has helped make my child confident and she enjoys learning both in her class and at home,' and, 'I have always found that all members of staff are willing to listen to parents' views and act upon them.' Inspection findings agree. A very small minority of parents and carers did not agree that the school deals effectively with unacceptable behaviour. There was no misbehaviour observed during the inspection and pupils say it is dealt with promptly if it occurs. A few parents and carers did not agree that the school kept them informed of their children's progress or helped them to support their learning. Inspection evidence does not support these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shade Primary 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	65	24	33	1	1	0	0
The school keeps my child safe	48	67	22	31	2	3	0	0
The school informs me about my child's progress	31	43	32	44	6	8	2	3
My child is making enough progress at this school	34	47	33	46	2	3	2	3
The teaching is good at this school	42	58	28	39	0	0	0	0
The school helps me to support my child's learning	29	40	37	51	5	7	0	0
The school helps my child to have a healthy lifestyle	29	40	41	57	2	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)	21	29	39	54	1	1	0	0
The school meets my child's particular needs	24	33	40	56	4	6	0	0
The school deals effectively with unacceptable behaviour	21	29	36	50	9	13	2	3
The school takes account of my suggestions and concerns	22	31	43	60	3	4	1	1
The school is led and managed effectively	20	28	43	60	1	1	1	1
Overall, I am happy with my child's experience at this school	33	46	37	51	1	1	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 April 2010

Dear Pupils

Inspection of Shade Primary School, Todmorden, OL14 7PD

Thank you for the very friendly welcome you gave the inspectors when we visited your school. We enjoyed meeting you and seeing the many interesting things you do. The inspectors judge that:

- Your school helps children to get off to a good start in the Early Years Foundation Stage, you make good progress and achieve well through the school.
- In your questionnaires, you say your school helps you to be healthy and adults explain how to improve your work and the inspectors agree.
- You behave well and enjoy taking on responsibilities, such as being members of the school council.
- Adults look after you well and make sure you are safe.
- The headteacher, staff and governors are working hard to help you do even better.

To help make the school even better the inspectors have asked leaders to make sure that the school works to:

- improve the story writing of pupils in Years 1 and 2 and the ability of all pupils to solve mathematical problems
- develop curricular planning to make better links between subjects so that it is more interesting and enjoyable for you
- promote a better awareness of cultural diversity in Britain and beyond.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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