

Hebden Royd CofE VA Primary School

Inspection report

Unique Reference Number	107551
Local Authority	Calderdale
Inspection number	336907
Inspection dates	12–13 October 2009
Reporting inspector	Keith Bardon

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair	Rev Howard Pask
Headteacher	Ms Gretl Young
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 10 lessons and held meetings with governors, staff and pupils. The inspectors observed the school's work, and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors analysed 56 questionnaires returned by parents and correlated the results.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- why results from the national tests were lower in 2009 than in most previous years and what implications this had for pupils' progress, particularly for the progress of higher ability pupils in English
- what effect changes to teaching policy and practice are having on the learning and progress of different groups of pupils
- how the changes the school has made to the curriculum are effecting pupils' progress and enjoyment of learning
- whether the school's plans for development are clear and provide sufficient direction for staff
- how well children are attaining in the different areas of learning in the Early Years Foundation Stage
- whether the school fulfils all statutory requirements for the safeguarding of pupils.

Information about the school

This is a small school which serves the local community in and around the town of Hebden Bridge. Early Years Foundation Stage provision is made up of a Nursery and a Reception class which at times work as a single unit. There are four other single-age classes and one mixed-age Year 4/5 class. With very few exceptions pupils are of White British heritage. One in ten pupils is eligible to take a free school meal. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The school has received the Healthy School Award and the Activemark. It is an Investor in Pupils. Family learning courses are available for parents and their children.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the effectiveness of safeguarding procedures.

This is a school with a substantial number of good features. Pupils receive a lively, interesting and stimulating education and as a result they achieve well and make good progress in their learning. However, weaknesses in the training of staff and in the policies and practices to ensure pupils' welfare is fully safeguarded have a negative effect on the school's overall effectiveness.

By Year 6, pupils' attainment is often above average, but small cohorts and differing starting points cause it to vary year to year. The quality of pupils' writing has been a concern for the school. The work pupils are currently producing shows clear improvement, with many older pupils writing colourful and lengthy pieces of text which are composed well. From an early age pupils are taught to join letters together when they write. While this initially slows progress while youngsters acquire the necessary pencil control, by Year 6 the fluency and maturity of pupils' handwriting makes it a pleasure to read.

In many of the lessons seen during the inspection the teaching was good. Activities were well organised and frequently engaged pupils in finding things out for themselves. Pupils are keen to learn and participate readily in everything they are asked to do. They discuss their work sensibly, listen carefully to teachers and each other and value the contributions of others. By sharing lesson objectives constructively at the start, teachers give pupils a clear understanding of what the lesson is about and what they can expect to learn from it. While these targets are often reviewed effectively at the end of a lesson, they are not often revisited during it and opportunities for pupils to appreciate and recognise the progress they are making and respond accordingly are missed.

The school's capacity for improvement is satisfactory because leaders provide the school with clear direction and a strong sense of purpose. Pupils' progress is monitored closely and the information used constructively to identify and provide the support and guidance they need. Systems for bringing together and summarizing the data so that patterns in the performance of different groups of pupils can be identified and responded to are not as well developed. Governors play a full and active part in the life of the school. They support some aspects of its work well and are becoming increasingly adept at monitoring its performance. However, they have not checked safeguarding

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procedures systematically enough and some statutory requirements are not met, consequently, governance is inadequate.

What does the school need to do to improve further?

- Ensure that all procedures for the safeguarding of pupils' welfare meet statutory requirements, that policies are up to date and reviewed systematically, and all staff receive the necessary training.
- Increase pupils' learning skills by teaching them to evaluate their own progress during lessons and encouraging them to make decisions about what they need to do next.
- Improve systems for summarizing assessment data to make outcomes and progress for different groups of pupils clearer and the information easier to use.

Outcomes for individuals and groups of pupils

2

Because they enjoy school thoroughly and have a clear understanding of what is expected of them pupils behave well and lessons have a pleasant, purposeful atmosphere. Pupils try hard to follow teachers' instructions and to make effective use of what they have been taught. They respond readily to questions put to them but only occasionally extend or develop their answers beyond the information they were asked for. Most pupils attend school regularly and arrive punctually. This ensures continuity of learning and that pupils' knowledge and skills build at a good pace. The arts feature prominently in pupils' learning and throughout the school high quality and very attractive paintings, drawings and other work enhance the environment with their colour and vibrancy.

Although in most years the school's performance of Year 6 pupils in the national tests is above average, in 2009 it was lower than normal. This was due in part to the make-up of the cohort, some of whom had joined the school quite late but also to a number of pupils failing to do themselves justice, particularly in the English tests. The work these pupils completed in lessons during the year is of a much better standard and shows clearly that they made at least satisfactory and, at times, good progress. The work pupils of all ages are currently producing in lessons provides an equally positive picture of good achievement and, in most classes, above average attainment. Pupils with special educational needs and/or disabilities respond well to the help they are given and make good progress towards their individual targets. The challenge provided for higher ability pupils encourages them to think and work hard and they often produce work of an above average quality. There is no notable difference in the attainment of boys and girls; all make equally good progress.

Pupils have excellent relationships with staff and feel safe and secure in school, happy in the knowledge that any problems they may have will be dealt with sensitively by their teachers. They try hard to lead a healthy lifestyle and appreciate fully the importance of a healthy diet and regular exercise. They willingly help around school and make responsible decisions through the school council, such as the recent initiative to

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eliminate 'hurtful teasing'. Productive links with other schools have fostered tolerance and understanding and pupils show respect for cultures and traditions that are different to their own. They readily help others, raising funds for a number of charities and supporting the education of a child in Armenia. Pupils take pride in the regular contribution they make to the local community, epitomised by the sculpture trail they set up annually in a local wood to provide enjoyment for walkers. Pupils acquire a wide range of reliable skills, both academic and personal, which provide a solid foundation for future learning and life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are planned carefully, with most teachers making good use of assessment to ensure that pupils' work meets their needs and builds progressively on what they know and can do. Instructions are given clearly and checked to ensure pupils have understood. Very occasionally, the task given to particular groups is not made clear enough and time is lost until the teacher corrects the problem. Good use is made of large computer screens and other computers to aid pupils' understanding and add a

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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further interesting dimension to their learning. Lesson objectives provide a clear framework for learning but are not revisited often enough during lessons. Teaching assistants utilise individual skills well to enhance and extend pupils' learning, particularly in music and art. Pupils' work is marked well. Successes are celebrated and pupils are given clear guidance on how to improve.

The curriculum provides pupils with a wide range of well-planned opportunities to learn which they find stimulating and enjoyable. A more creative and cohesive curriculum has recently been introduced. By linking different subjects together teachers encourage pupils to use and apply what they learn in one subject to aid learning in others. This approach is showing substantial benefits but is not yet fully in place. The school utilises its good links with other schools to provide additional opportunities for pupils who are particularly talented in physical education or science, for example. Creativity is celebrated strongly and pupils have regular opportunities to express themselves through art, drama and music. Regular visits and visitors add valuable additional experiences for pupils and the good range of extra-curricular activities are much appreciated and well attended.

Staff have a detailed knowledge of each pupil and pay close attention to their care and well-being. Well-organised procedures enable the school to respond quickly and effectively to those who need additional help and guidance. Pupils who join partway through their primary education are mentored by an existing pupil to ensure their smooth induction into school. All Nursery and Reception children have a 'buddy' from Year 5 or Year 6 who they can turn to for support. Effective monitoring and follow-up procedures combined with well-conceived strategies to improve attendance ensure that, with few exceptions, pupils attend school regularly. Many aspects of care, guidance and support are very effective but the overall judgement on this area of the school's work is inadequate due to the shortcomings in safeguarding procedures.

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	4

How effective are leadership and management?

Staff are fully aware of the school's priorities for development and, under focused leadership, work closely as a team to meet the well-considered objectives that have been set. Effective self-evaluation provides accurate information, although some outcomes are not well summarised and at times do not provide a clear overview. There is little variation in the achievements of different groups of pupils. This, alongside other

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supporting evidence from pupils and parents, confirms the strong commitment the school makes to equal opportunities for all. Governors undertake regular training and in many respects have increased their effectiveness since the last inspection. However, safeguarding procedures do not comply fully with statutory requirements and until the inspection took place, governors were generally unaware of any shortcomings. The school promotes community cohesion well at a local level and has started to forge some links further afield. The school's involvement in multicultural projects typifies the importance the school places on this aspect of its work.

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
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
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	4
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

Most children start school with skills which are typical for their age, although a minority have less well developed skills. Children settle quickly into the welcoming and colourful environment staff create and quickly adapt to the well-established routines. Good teaching, firmly based on national guidance for the age group, ensures a good rate of progress. By the end of Reception the majority of children are working securely within the expectations for their age and a minority have moved beyond. Staff take good care of the children, frequently interacting with them to promote learning but also giving them time to work and play together, independent of adults. This effective approach provides a balance of experiences which the children thrive on, something clearly evident in the pleasure they gained and skills they showed during their lively enactment of Cinderella through role play. Most staff utilise skilfully the opportunities for teaching and learning that arise spontaneously as children are playing but, occasionally,

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opportunities to extend what children know and can do are missed. The Early Years Foundation Stage is led well by an experienced and knowledgeable teacher. However, the shortcomings in the school's safeguarding arrangements mean that provision, leadership and management and the overall effectiveness of the Early Years Foundation Stage are inadequate overall. Children's progress is assessed continuously. Informative and colourful records are kept of their achievements. Assessment data show how well individual children have attained but does not provide a sufficient overview of the group as a whole. Links with parents are good and many comment very positively about the smooth transition their children have made to school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Most parents hold very positive views of the school and are pleased with the progress their children make. They consider staff to be hard working, approachable and helpful and the teaching to be good. Those who have been associated with the school for some time comment on the improvements they have seen since the last inspection. A small number of parents raised concerns about aspects of safety. Built into this years' school development plan is a programme of improvement in relation to this. Inspectors judge that this is an acceptable course of action.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hebden Royd CofE VA 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 12 statements about the school.

The inspector received 56 completed questionnaires by the end of the on-site inspection. In total, there are 133 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	57	20	36	3	5	0	0
The school keeps my child safe	29	52	15	27	2	4	0	0
The school informs me about my child's progress	24	43	30	54	2	4	0	0
My child is making enough progress at this school	30	54	24	43	1	2	0	0
The teaching is good at this school	31	55	24	43	0	0	0	0
The school helps me to support my child's learning	31	55	22	39	3	5	0	0
The school helps my child to have a healthy lifestyle	28	50	26	46	1	2	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)	28	50	22	39	2	4	0	0
The school meets my child's particular needs	27	48	24	43	4	7	0	0
The school deals effectively with unacceptable behaviour	33	59	20	36	0	0	0	0
The school takes account of my suggestions and concerns	35	63	19	34	1	2	0	0
The school is led and managed effectively	44	79	11	20	0	0	0	0
Overall, I am happy with my child's experience at this school	41	73	11	20	2	4	0	0

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.



14 October 2009

Dear Pupils

Inspection of Hebden Royd CofE VA Primary School, Hebden Bridge, HX7 6DS

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Your school has many good features and we understand fully why you enjoy it so much. However, a few of the things that the school is required to do in relation to your welfare have been missed and it has been given a notice to improve to make sure that they are quickly brought up to date. Other inspectors will come to check on this. We were very impressed by how well you work together, sharing ideas sensibly and helping each other over any difficulties. You have positive attitudes to learning which does you a great deal of credit. Your behaviour is good and you can be proud of the way you grow into sensible and caring young people. It is important to come to school regularly and I was pleased to see that attendance has risen since the last inspection. Well done and keep it up!

The progress you make is good because you are taught well and work hard. I thoroughly enjoyed reading what you had written in your books, particularly as your handwriting is so good. The art work around the school is lovely and has clearly been done with great care. We liked the way lessons start with the sharing of the learning objectives but it would be useful for teachers to refer to them during the lesson as well so that you can judge for yourselves how well you are doing and consider what you could do to learn even more. We have also asked the school to make better use of the information it has about your progress.

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Mr Keith Bardon

Lead inspector

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