

Elland CofE Junior and Infant School

Inspection report

Unique Reference Number	107550
Local Authority	Calderdale
Inspection number	356178
Inspection dates	4–5 October 2010
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	178
Appropriate authority	The governing body
Chair	Mrs Rebecca Warvell
Headteacher	Mrs Wendy Holdsworth
Date of previous school inspection	20 February 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, observed eight teachers, held meetings with staff, members of the governing body, and pupils and talked informally with parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 25 questionnaires returned by parents and carers.

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

- Whether standards of attainment in Key Stage 2 are showing sufficient improvement.
- Whether the quality of teaching is consistent across the school and how well teachers use assessment to help pupils to make progress.
- What effect the school's care, guidance and support have on outcomes for pupils.
- How effectively self-evaluation systems function and the contribution made by all staff with management responsibilities to school development and improvement.

Information about the school

The school is a little smaller than average size primary school. A large majority of pupils are White British and with very few exceptions speak English as their first language. The percentage of pupils known to be eligible for free school meals is well above average. The proportion of pupils who have special educational needs and/or disabilities, including those who have a statement for their special educational needs is broadly average. The school is an Investor in People and has received the Activemark and Inclusion Quality Mark awards.

Since it was last inspected a new headteacher and deputy headteacher have been appointed. The headteacher has been in post a very short time, taking up the appointment at the start of the school year. A breakfast club is available to pupils. The school shares its site with a children's centre which will be the subject of a separate inspection and report.

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?

3

The school's capacity for sustained improvement

3

Main findings

Pupils receive a satisfactory quality of education and are cared for well. The school has a pleasant atmosphere and pupils are friendly and polite to visitors, staff and each other. A large majority of pupils hold very positive views of school. They find staff approachable and helpful and in return readily take on responsibilities to help the school run smoothly. Provision and outcomes in the Early Years Foundation Stage are good and children make a secure and enjoyable start to school life. Many children skip happily through the door at the start of the school day, eager to discover what interesting things staff have prepared for them.

The quality of teaching is satisfactory overall, but lessons are more interesting and better organised in the Early Years Foundation Stage and Key Stage 1 than in Key Stage 2. Consequently, while pupils' progress across the school as a whole is satisfactory, there is some unevenness, with younger pupils making quicker progress than the older ones. Key Stage 1 pupils are given regular opportunities to use what they know and can do and, with well judged help from staff, encouraged to work things out for themselves. Lessons in Key Stage 2, however, do not promote these independent learning skills well enough and pupils have become too reliant on the teacher for their ideas and ways of working. As a result, they are often quite passive in lessons, listening quietly to their teachers but not contributing a great deal.

Leadership and management are satisfactory and the school functions effectively day-to-day. However, too many responsibilities fall to the headteacher and deputy headteacher and other members of staff have relatively few opportunities to contribute to school development. The governing body is very supportive of the school but has only a limited understanding of how to hold it to account.

Since it was last inspected, the school has made steady progress in addressing the issues raised, but some inconsistencies in provision remain. The recently appointed headteacher has quickly acquired a clear understanding of what needs to improve and well considered plans have been formulated to move the school forward. These have been shared with staff, the governing body and the local authority so that everyone is working towards the same objective. Procedures for checking the school's performance are securely in place and provide a satisfactory quality of information. Taking all factors into account, the school has a satisfactory capacity for improvement.

What does the school need to do to improve further?

- Accelerate the progress pupils make in Key Stage 2 and improve the quality of teaching, by:

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- providing more opportunities for pupils to reason and work things out for themselves
- reducing the time teachers spend talking to the class, giving more time for pupils to work on individual and group tasks
- ensuring that lesson activities progress logically and build pupils' knowledge and understanding systematically.
- Increase the effectiveness of leadership and management, by:
 - ensuring that all staff with management responsibilities are able to make a full contribution to school development
 - increasing the ability of the governing body to hold the school to account and challenge it to improve.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Although most pupils agree they enjoy school, the confidence and enthusiasm they show during lessons is notably higher in the Early Years Foundation Stage and Key Stage 1 than in Key Stage 2. With few exceptions, pupils follow instructions closely and carry out the tasks they are set willingly. They listen carefully to the teachers but older pupils are often reluctant to answer questions or put forward their ideas unless asked to do so by the teacher. Key Stage 1 pupils show far fewer inhibitions and readily contribute to class discussions. Pupils cooperate sensibly when working in pairs or small groups, and mostly stay on task until the work is complete.

When they first enter the school, children's attainment is often below that typical for their age. Pupils make good progress in the Early Years Foundation Stage and Key Stage 1, and by the end of Year 2, attain standards that are similar to the national average. While pupils make satisfactory progress in Key Stage 2, attainment plateaus and by the end of Year 6, standards are broadly average. This represents satisfactory achievement across the school as whole. Pupils' attainment at the end of Year 6 lacks consistency but, after falling sharply in 2009, standards recovered markedly last year. This recovery is continuing and most of the pupils in the current Year 6 are producing work of the quality expected for their age. Pupils with special educational needs and/or disabilities are fully included in lessons and with support make satisfactory progress. Pupils of minority ethnic heritage maintain a satisfactory rate of progress, similar to that of other pupils.

Pupils say they are happy at school and feel completely safe and secure because staff are 'there to help us.' Most pupils behave well around school, but Key Stage 2 pupils do not always contribute enough in lessons to ensure they are getting the best from their education. Pupils of different ages show a good understanding of the importance of healthy living. Many enjoy the healthy options provided by the school lunches and participate enthusiastically in the daily 'wake up, shake up' exercises. Pupils' willingly take on responsibilities that benefit others, such as older pupils helping younger ones at lunchtime, and carry them out diligently and enthusiastically. Average attendance and the steady development of basic skills provide a satisfactory platform for future learning and

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beyond. Most pupils understand how their actions affect those around them and make thoughtful contributions to classrooms rules. While they enjoy learning about life in different countries, they are not as well informed about the multi-cultural society in which they are growing up.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3

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

How effective is the provision?

Lessons build progressively on what pupils have experienced previously and teachers employ a range of strategies, including good use of information and communication technology, to add variety and interest. Occasionally, different elements do not link together well enough so that the lesson and pupils' learning are rather disjointed. The majority of lessons move along at a lively pace, but at times the teachers over elaborate the introduction and spend too much time talking to the class. Teachers make satisfactory use of assessment to match activities and outcomes to pupils' differing abilities. Teaching assistants help pupils to engage in learning, understand what they have to do and to participate fully in lessons. Teachers mark pupils' work regularly and often strike an equitable balance between praise and advice for improvement. Pupils are set individual targets for improvement although their understanding of how to use them varies between individuals.

The curriculum provides satisfactory support for pupils' learning. Teachers have started to link different subjects together to make the curriculum more meaningful but development

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is incomplete and further improvement is planned. Sufficient time is allocated to lessons in literacy and numeracy, but at times opportunities to extend pupils' skills through reading, writing and applying mathematics in different subjects are missed. A well-established programme of personal education and citizenship enables pupils to appreciate their roles and responsibilities within society. Pupils enjoy the good range of additional activities and clubs the school provides, which extend their learning and support their healthy development. Additional experiences, such as visits to places of educational interest and visitors to the school, broaden pupils' horizons and add further interest.

Pupils are provided with good quality pastoral support and guidance, which has a positive effect on their confidence and enjoyment of school. Staff show detailed knowledge of each individual pupil and respond quickly and effectively to their needs. A careful watch is kept over those whose circumstances may make them vulnerable and carefully planned support is provided, for example, through the nurture group or the work of specialist staff. This ensures they make the best of their time at school. Pupils with special educational needs and/or disabilities are supported effectively and included fully in the life of the school. Effective strategies ensure that most pupils attend school regularly and the amount of persistent absence has reduced substantially since the last inspection. The well run breakfast club provides those who attend with an enjoyable start to the school day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher is making well judged changes to address the school's areas for improvement, but it is too early to judge their impact. Everyone is being kept well informed and staff and the governing body share a common sense of purpose. Pupils' progress is tracked carefully and satisfactory use made of the information this provides. The governing body is closely involved with the school and meets its statutory obligations well, but lacks a full appreciation of how to challenge it to improve. Constructive partnerships with support agencies, other schools and the local authority, make a positive contribution to pupils' learning and development. Links with the children's centre are not as well established and opportunities for cooperative working have, until very recently, been missed. Staff take considerable care to ensure that no pupil is discriminated against, but there are inconsistencies in provision and some pupils have yet to achieve their full potential. The school has rigorous safeguarding procedures which are checked regularly to ensure they are up-to-date and effective. Community cohesion is promoted effectively within the school, but the contribution the school makes further afield is rather limited and recognised as an area for improvement.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children's skills and development on entry to nursery are often below those expected for their age, with many having only limited communication and social skills. Teaching is good and staff make learning fun, such as when children take photographs and make video clips to show what they can do well. As a result, children make good progress, particularly in language acquisition and their personal development. Standards are close to those expected by the time children enter Year 1, but a little below in reading and writing. Well organised systems for promoting children's welfare ensure they are safe and secure and feel happy and cared for. Children are provided with a colourful, well-resourced learning environment both indoors and out, which encourages their involvement and gives them plenty of opportunities to follow their interests and make choices for themselves. Encouraged by the excellent relationships they have with staff, children work and play well together and their behaviour is good. The Early Years Foundation Stage is led and managed well. Good systems for assessment ensure that staff have a clear picture of how well children are progressing and can plan the next steps in their learning. Links with parents and carers are good and closer cooperation with the children's centre has correctly been identified as an area for development.

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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

A very large majority of the parents and carers who returned the questionnaire and those who spoke to inspectors express positive views of the school and are happy with the quality of education their children receive. They are pleased that their children enjoy school and have confidence in staff to keep them safe. A small percentage of parents and carers feel that their children could be making better progress. Inspectors found that while the progress children make is satisfactory, there is scope for improvement, particularly in Key Stage 2. A very small number of parents and carers expressed concerns about bullying. Pupils told inspectors that the little bit of bullying which does occur is mostly dealt with quickly and effectively by staff and none was evident during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Elland CofE Junior and 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	56	11	44	0	0	0	0
The school keeps my child safe	12	48	13	52	0	0	0	0
My school informs me about my child's progress	8	32	15	60	2	8	0	0
My child is making enough progress at this school	7	28	13	52	2	8	1	4
The teaching is good at this school	8	32	16	64	1	4	0	0
The school helps me to support my child's learning	8	32	16	64	1	4	0	0
The school helps my child to have a healthy lifestyle	8	32	16	64	1	4	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)	5	20	17	68	0	0	1	4
The school meets my child's particular needs	9	36	14	56	0	0	1	4
The school deals effectively with unacceptable behaviour	7	28	16	64	1	4	0	0
The school takes account of my suggestions and concerns	8	32	16	64	1	4	0	0
The school is led and managed effectively	8	32	15	60	0	0	1	4
Overall, I am happy with my child's experience at this school	11	44	12	48	0	0	1	4

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ 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 pupils' 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.



6 October 2010

Dear Pupils

Inspection of Elland CofE Junior and Infant School, Elland, HX5 0BB

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.

Yours is a satisfactory school. Many of you told us that you feel happy and safe at school. This was good to hear and I know staff will be pleased. Most pupils behave well and it was nice to see older pupils helping younger ones at lunchtime. This shows a growing sense of responsibility and you can be proud of the consideration you show towards others. We were encouraged by the sensible food choices you were making and how clear you were about the effect this has on your health.

Most of you make steady progress in your learning and by the end of Year 6, your attainment is generally around the level we would expect for your age. We wondered why attainment in the older classes was not higher. When we visited lessons in Key Stage 2, we noticed that pupils often sit for quite long periods listening to the teacher and are not able to contribute very much. We have pointed this out to the school and teachers will be responding to what we have suggested. You can help by getting involved as much as possible in the lessons, using what you already know and not always waiting for the teacher to give you all the ideas and information. When teachers ask a question the number of hands that are raised is often quite small. Try hard to think of a possible answer and do not be afraid to be wrong, the important thing is to have a go. We also made a few other suggestions to help the school get even better which teachers and governors will be looking into. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely,

Keith Bardon

Lead Inspector

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