

# Tuel Lane Infant School

Clay Street, Tuel Lane, Sowerby Bridge, West Yorkshire, HX6 2ND

**Inspection dates** 4–5 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The stimulating activities in the Early Years Foundation Stage give children a good start to their education. They make good progress from their individual starting points so that they are well prepared for starting Year 1.
- Pupils of all abilities make good progress in reading, writing and mathematics. Pupils who are eligible for free school meals, disabled pupils and those with special educational needs make significant progress because they are aided by a range of highly effective support.
- Overall, attainment at the end of Year 2 has continually improved since the last inspection, except for a dip in 2011. Writing has shown the greatest amount of progress.
- The quality of teaching throughout the school is good. It is strongest where work is carefully planned and accurately matched to meet the needs of the pupils.
- Behaviour is good and the pupils are keen to learn in lessons. Pupils say they feel safe in school.
- The headteacher's clear direction is continually driving the school forward. She is well supported by a challenging and knowledgeable governing body. As a result, the school is well placed to continue to improve.
- Parents overwhelmingly support the school's caring and nurturing learning environment, which contributes well to the pupils' strong spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Not enough teaching is outstanding as some teachers do not always challenge the more-able pupils in mathematics enough or use questioning skilfully to deepen pupils' mathematical understanding.
- Marking does not consistently provide pupils with clear guidance about how to improve their work.
- The middle leaders have not had time to apply their newly developed skills to really make a difference to school improvement.

## Information about this inspection

- The inspector observed 11 lessons and also made a number of shorter visits to classrooms.
- The inspector analysed pupils' work and the school's data about their attainment and progress.
- A formal discussion was held with Year 1 pupils as well as informal conversations during lessons and at break times.
- Meetings were held with members of the governing body and with senior and middle leaders. A meeting was also held with a representative from the local authority.
- Pupils read to the inspector and talked about the types of books they enjoy.
- The inspector analysed a range of documentation including: safeguarding records and those relating to pupils' behaviour and attendance; the school's data on pupils' attainment and progress, the school's views of its performance and its improvement plans.
- The inspector took account of 23 responses from the online questionnaire (Parent View) and discussions with parents carried out during the inspection.
- Eighteen staff members completed the voluntary staff questionnaire.

## Inspection team

Julie Harrison, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The majority of pupils are of White British heritage.
- The proportion of pupils from minority ethnic groups is below average.
- The proportion of pupils known to be eligible for the pupil premium funding (pupils known to be eligible for free school meals, those in local authority care or whose parents are in the armed forces) is above average.
- The school has received awards including the Healthy Schools Award, the Sing-Up Gold Standard and Dyslexic Friendly school status.
- Children attend the Nursery class for mornings, afternoons or all day.

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

- Improve the quality of teaching to ensure that more is outstanding and further accelerate pupils progress in mathematics by:
  - ensuring mathematics activities challenge all pupils especially the more able and that the gains in learning that pupils make during the practical activities are recognised and built on, making certain that teachers' marking consistently tell pupils what they need to do to improve their work
  - developing teachers' questioning further so it effectively deepens pupils' thinking and understanding and drives learning forward.
- Enable the new Early Years Foundation Stage and Key Stage 1 middle leaders to carry out the roles they have been trained for by contributing fully to school improvement.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good because attainment overall has continually improved since the last inspection, except for the dip in 2011, which has been addressed. Pupils are making at least expected and often better than expected progress in reading, writing and mathematics from their individual starting points throughout the school.
- The majority of children start school with skills and understanding below and sometimes well below those typically expected for their age. They make good progress as they move through the Early Years Foundation Stage. This is because the school assesses children's ability carefully, progress is tracked closely, activities are planned at just the right level and additional adult support is skilfully provided.
- The results of the 2013 Key Stage 1 national assessments show two years continual improvement in reading and writing so that reading results are similar to national figures and writing is above. Mathematics improved last year to just above national expectations and current attainment remains similar.
- The results of the national assessments in letters and sounds for Year 1 pupils last year were well below national expectations. Leaders' response was prompt, with the implementation of a new reading scheme to support the teaching of letters and sounds (called phonics). This is reaping benefits and phonics' attainment for the current Year 1 is well above national expectations. Additionally, the current Year 2 pupils have improved their skills and have closed the gap identified in their previous results. These skills are giving the pupils firm foundations upon which they are improving their reading ability, as well as their spelling and writing in literacy.
- Pupils enjoy reading the school's 'reading scheme books'. They tackle unfamiliar words with confidence using their improved understanding of letters and sounds. The more-able pupils read out loud with expression and fluency.
- Pupils are motivated by the use of exciting practical mathematical activities, from finding right angles with a 'right angle monster checker' to discovering 3D shapes on a 'maths mat' from various clues. They make real strides in gaining knowledge because of these hands on activities. However, the progress they make is not generally noted down by adults or pupils, so some of the new learning which happens is not always recognised.
- Disabled pupils and those with special educational needs make good progress from their starting points due to well-targeted support which meets their individual needs; progress in phonics is particularly strong.
- The pupil premium funding is being used effectively to provide extra help for pupils known to be eligible for free school meals. As a result their attainment in English and mathematics is above national expectations and above the non-free school meal pupils within the school. Their progress is similar or better than that of other groups of pupils, highlighting the school's commitment to promoting equality of opportunity.
- By the time the pupils leave Year 2, they have good literacy, numeracy and other relevant skills to equip them well for the next stage of their education.

### The quality of teaching is good

- The quality of teaching is good; this is confirmed by lesson observations, data and the work in pupils' books.
- The quality of teaching and provision in the Early Years Foundation Stage is consistently good and some lessons are outstanding, which really accelerates children's progress. Staff have high expectations and are rising to the challenge of the new national targets. The exciting and imaginative activities ensure children enjoy learning in the Nursery and Reception classes. This was seen when the Reception children used their reading skills to read clues in bottles hidden

around the classroom to find the lost dog.

- The quality of teaching in Key Stage 1 is good overall but stronger in literacy than mathematics. Where teaching is good or better expectations are high, the pace is brisk, the pupils are well motivated and all ability groups are challenged enabling pupils to make good progress.
- When teaching is less effective, adult questioning does not deepen pupils' thinking and understanding; therefore progress is not as fast as it could be. Teachers do not always notice when the more-able pupils need a further challenge.
- Reading and the teaching of letters and sounds is taught effectively. Sessions are practical and enjoyable and this is having a positive impact on pupils' reading, spelling and writing.
- Teaching assistants usually support the learning of disabled pupils, those with educational needs, those who are eligible for pupil premium funding and those whose learning is causing concern. They enhance these pupils' confidence and basic skills and enable them to make good progress.
- Teachers' marking is not consistently strong across Key Stage 1. The best practice includes good quality feedback, highlighting strengths and next steps for improvement. This is less evident in pupils' numeracy work.
- The outside learning area is being used well to enhance teaching and learning especially in the Early Years Foundation Stage. This was clearly illustrated when an alternative rhyme from the Three Billy Goats Gruff story was used to reinforce letter sounds for children to allow them to cross over their homemade bridge made from crates and wooden planks.

### **The behaviour and safety of pupils** are good

- The school has a friendly and helpful atmosphere. Behaviour is good in classrooms and around the school. Pupils move around the school with care and consideration for others especially on the outside steps. At break times pupils enjoy playing on the trim trail and with the small outdoors equipment.
- Staff follow the behaviour policy and manage behaviour well. As a result pupils are clear about what is expected of them. There have been no exclusions this year.
- Pupils are keen to learn and they work well together, sharing, taking turns and listening to each other.
- Pupils feel safe and know how to look after themselves. Pupils see this as a friendly and kind school. This view is supported by parents' views.
- Pupils are happy to come to school but attendance is below the national average. However, the school has put new systems in place which are making a difference. The number of persistent absentees is decreasing and to sustain this trend the school has recently set up attendance panels with parents and the Education Welfare Officer. The initial meetings were well attended and parents' reactions were positive.
- Pupils say bullying is not a problem in school and know that if they talk to an adult, any problems will be sorted out quickly and effectively.

### **The leadership and management** are good

- The headteacher's high expectations for the school are shared by staff, governors and parents. She is a forward thinking, highly motivating leader who has the capacity to continue to move this improving school forward.
- The newly appointed Early Years Foundation Stage and Key Stage 1 leaders have received effective training and support to develop the skills they need so that they are now poised to fulfil their roles of responsibility.
- The school's self-evaluation is accurate and its analysis of pupils' progress, attainment and quality of teaching informs the school development plan. The school undertakes relevant actions on weaknesses quickly and effectively, as can be seen in the response to raise pupils' skills in

letters and sounds and writing.

- All performance management procedures are in place and targets are linked to school priorities which focus on the quality of teaching and raising standards. The resulting training requirements have been enhanced by working with the staff from the local junior school and the primary cluster. Salary awards are linked to the achievement of targets relating to pupils attainment and progress.
- The curriculum is stimulating, exciting and takes into account the pupils' interests. It meets all the pupils' needs and helps them to develop their skills while preparing them for their transition to the local junior school. It makes a strong contribution to the pupils' spiritual, moral, social and cultural development through assemblies, visits, music, art, theatre trips and visitors into school.
- The school works very closely with parents and carers, especially those whose children have social, emotional, behavioural or attendance concerns. Some of these parents and carers have the opportunity to attend the Family Learning sessions. The results from Parent View and discussions with parents show that an overwhelming majority are fully supportive of the school.
- The school meets all safeguarding requirements and there is no discrimination of any kind.
- The local authority offers light touch support to this good school.
- **The governance of the school:**
  - The governing body is effectively led and well informed through high quality reports from the headteacher and the governors' own visits to school. Governors check on pupils' progress and attainment and hold the school to account by analysing the performance data and the impact of the pupil premium. They understand the schools strengths and weaknesses by monitoring rigorously the school's self-evaluation and the school development plan. They have a good understanding of the quality of teaching and check that pay awards are linked to performance targets.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107519
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	412558

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Goddard
<b>Headteacher</b>	Judy Shaw
<b>Date of previous school inspection</b>	10 March 2010
<b>Telephone number</b>	01422 831221
<b>Fax number</b>	Not applicable
<b>Email address</b>	head@tuellane.calderdale.sch.uk

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