

# Pontefract Orchard Head Junior and Infant School

## Inspection report

---

<b>Unique Reference Number</b>	108173
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	356315
<b>Inspection dates</b>	4–5 November 2010
<b>Reporting inspector</b>	Declan McCauley

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

---

<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>	281
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Grason
<b>Headteacher</b>	Ms Dobson
<b>Date of previous school inspection</b>	28 February 2008
<b>School address</b>	Orchard Head Lane Pontefract West Yorkshire WF8 2NJ
<b>Telephone number</b>	01977 723495
<b>Fax number</b>	01977 723821
<b>Email address</b>	admin@orchardhead.wakefield.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	4–5 November 2010
<b>Inspection number</b>	356315

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons and observed 10 teachers. They held meetings with three members of the governing body, staff, parents, representatives of the local authority and groups of pupils. They observed the school's work closely and looked at the school's documentation relating to safeguarding, its improvement plans, reports on its work, minutes of meetings of the governing body and records of pupils' progress. Inspectors considered questionnaires from 61 parents and carers, as well as those from pupils.

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

- how successfully the school is working to ensure all pupils in Key Stage 2 make at least the progress expected of them
- the impact of what the school has done to improve attainment in mathematics and writing
- the impact of recent improvements in the quality of teaching on pupils' progress.
- how effective school leaders, including the governing body and middle leaders, are in improving outcomes for all pupils.

## Information about the school

The school is a larger-than-average sized primary school. The vast majority of pupils are White British. Very few come from minority ethnic backgrounds and very few speak English as an additional language. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils who have special educational needs and/or disabilities is above the national average, while the percentage of pupils with a statement of special educational needs is below the national average. The governing body is responsible for a daily breakfast club provided for pupils. Many changes to staffing have taken place since the previous inspection. Staffing has been particularly unstable during the past year, including at senior leadership level. School leaders are being supported by a consultant headteacher from the local authority.

The school has gained a number of awards including Healthy School status, Activemark and the Financial Management Systems in Schools Standard.

**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**

**4**

## 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 special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

In the Early Years Foundation Stage children make good progress because the provision meets their needs well. However, it is a different picture in the rest of the school. Since the last inspection there has been a significant decline in pupils' attainment and progress in Key Stages 1 and 2. Pupils' progress is inadequate and their attainment is low. Although very recently there have been small gains in the progress made by some pupils in their learning, these remain fragile and unconsolidated. The progress made by pupils with special educational needs and/or disabilities is that the same as that made by other pupils. Throughout both key stages, pupils fail to make as much progress as their peers nationally. This is particularly apparent in English, although progress is not much stronger in mathematics. The application of basic skills by pupils is weak which has a negative impact on their future economic well-being. School leaders have worked on many strategies to bring about improvement; however, these are too recent to have had any measurable and sustainable effect.

The decline in pupils' achievement stems from too many lessons where teaching is inadequate and not enough where it is of good quality. Although there has been some recent success in improving the quality of teaching, it is not sufficient to bring about the rapid improvement needed in pupils' attainment and progress. Some teachers use assessment techniques effectively to support pupils in their learning in lessons but this is inconsistent throughout the school. Pupils are not supported and guided in their learning as well as they should be. Nevertheless, safeguarding arrangements are strong and pupils feel safe at school. The behaviour of pupils around school is good and their attendance is above average. Pupils are well informed about healthy eating.

Although leaders and managers have evaluated the school's current situation accurately, the systems and structures for monitoring the school's performance are not sufficiently robust or embedded to bring about the necessary improvements with the rapidity that is needed. Consequently, the capacity for sustained improvement is inadequate. Middle leaders are becoming more involved in monitoring and evaluating the work of the school but they have had little impact as yet. Members of the governing body are also becoming more involved in holding the school to account since attending training organised by the local authority, although their effectiveness is also very limited. Because pupils are not making the progress of which they are capable, the promotion of equality of opportunity is inadequate. The school provides inadequate value for money.

**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

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

- Rapidly improve pupils' progress and raise attainment in English and mathematics by:
  - - ensuring that teachers plan appropriately for the needs of all pupils
  - - holding all teachers fully to account for the progress made by pupils in their care
  - - developing the curriculum to meet the needs of all pupils
  - - increasing the impact of monitoring by middle and senior leaders on what happens routinely in the classrooms.
- Improve the effectiveness of the governing body in challenging the school to improve by:
  - - holding leaders and staff fully to account for pupils' progress and attainment
  - - ensuring that rigorous and systematic evaluation fully informs strategic planning
  - - making sure that all governors take responsibility for monitoring and evaluating how successfully the school meets the needs of all learners.
- Strengthen the impact of leadership and management on school performance by:
  - - improving teaching to consistently good or better by the end of the 2010/11 academic year
  - - ensuring that realistically challenging targets are set for pupils so they know how to improve further
  - - ensuring monitoring processes are sufficiently rigorous and effective in improving outcomes for all pupils.

## Outcomes for individuals and groups of pupils

4

Pupils are enthusiastic and keen to learn but, too often, teaching fails to capture their interest. When they are inspired and motivated by their teachers, they make the progress expected of them in a small number of lessons. In a Year 5 lesson, pupils participated enthusiastically in extending their knowledge of the properties of two-dimensional shapes because of the good subject knowledge of the teacher and how well the activity was explained. In the majority of lessons, pupils make too little progress because teachers do not challenge them sufficiently. When starting school, children's skills overall are well below those expected for their age. By the time they leave Year 6, the progress they have made in their learning is significantly less than that of other pupils nationally. As a result, attainment is low. Pupils' achievement is inadequate because of the poor quality of education provided by the school. All pupils, including the more-able and those with special educational needs and/or disabilities, make insufficient progress because their needs are not adequately met. Attendance has improved and is above average. The number of pupils who are persistently absent from school has decreased significantly. This is because of the importance the school places on encouraging parents to ensure their children attend regularly. Pupils are encouraged to adopt healthy lifestyles and are well informed about living healthily. Pupils contribute well to the smooth running of the school but their contribution to the wider community is limited. The poor development of pupil's basic skills means they are not prepared adequately for the future. Pupils say they feel

**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

safe around school and know that if they approach an adult about any concerns these will be followed up rigorously and resolved. Pupils are polite; they behave well in school and have a good knowledge of the difference between right and wrong. The development of pupils' cultural understanding is a weaker aspect of their personal development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

## How effective is the provision?

Provision does not adequately meet pupils' needs. The teaching in Key Stages 1 and 2 is not of a high enough quality to accelerate pupils' progress and raise attainment in English or mathematics. In too many lessons, teachers' expectations of pupils' capabilities are not high enough. For example, pupils undertaking an independent activity in a Key Stage 1 mathematics lesson found the work too easy. In a Key Stage 2 poetry lesson all pupils completed the same tasks and the teacher took no account of their differing abilities or needs. There are pockets of good practice where teaching is more effective. On such occasions, the lessons move on at a faster pace and opportunities are provided for pupils to learn independently. In a small number of lessons, teachers use assessment techniques that encourage pupils to evaluate how well they feel they are doing in their learning. Tracking of pupils' progress does not fully inform targets for their next steps in learning. Although targets are set, pupils have little awareness of them and what they need to do next in order to improve their work. Comments made by some pupils and parents suggest that they are not kept sufficiently well informed about the progress they are making in

**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

learning. Some teachers use information and communication technology (ICT) well to engage learners but pupils themselves do not use ICT as well as they could in their learning.

Although the curriculum has been developed since the previous inspection, it has not raised attainment or accelerated progress in English and mathematics. It does not meet the needs of all learners and, consequently, is inadequate. Partnerships with organisations outside of school have so far not resulted in improved achievement. There are some strategies in place which successfully support personal outcomes for pupils. These have resulted in above average attendance and good behaviour. However, overall, care, guidance and support are inadequate because they are insufficiently focused and do not enable pupils to thrive in their learning. Pupils attending the breakfast club are well cared for and encouraged to eat healthily.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

Many strategies have been put in place recently by leaders and managers with the support of the consultant headteacher. Middle leaders are becoming more focused on undertaking activities to monitor pupils' progress and identify where further support is required. The analysis of the school's data indicates that there are very early signs of improvement in the progress of some pupils. Staff are beginning to understand the need to focus more sharply on raising attainment and improving progress. There are plans to monitor this robustly and to hold teachers fully to account for the progress made by pupils in their class. Teachers are now working well with middle and senior leaders to bring about the necessary improvements. The governing body has not held the school's leaders sufficiently to account for the decline in pupils' attainment and progress since the last inspection. Since attending training this year, governors recognise the need to provide support and a much greater level of challenge in order to shape the strategic direction of school; this aspect of their work is currently unsatisfactory. Partnerships with parents are satisfactory overall but communications are occasionally circulated at too short notice. Inadequacies in provision to support pupils' achievement do not promote equality of opportunity. Safeguarding procedures are good. School leaders have worked effectively to ensure that all pupils are kept safe by increasing the security of the site and carrying out all the required checks when recruiting staff. Community cohesion is promoted satisfactorily but not enough is done to ensure that pupils are fully prepared for living in multicultural Britain.

**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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</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>4</b>

## Early Years Foundation Stage

Staff in the Early Years Foundation Stage work closely with parents and carers to ensure children settle quickly and adjust to school routines. When starting in the Lower Foundation Stage, most children's skills and experiences are well below those expected. Children make good progress because of the dynamic and caring leadership. Activities are very well organised and planned to provide an effective, stimulating and lively environment in which children enjoy their learning. Adults ensure that all children benefit from a well-structured development programme. Very effective use is made of resources to make learning fun. The quality of the outdoor provision supports children's development well in the Lower Foundation Stage and plans are in place to develop this further in the Upper Foundation Stage. Children feel safe in their learning environment, which is very secure. They enjoy sharing resources and developing social skills. All children are encouraged to make healthy choices and one child spoke at length to an inspector about which fruit he preferred and how it was important to eat bananas to keep healthy.

The leadership of the Early Years Foundation Stage is effective; adults work as a team to closely monitor and record the children's development. They have a clear understanding of how much progress children are making and where further work is needed because monitoring and recording systems are robust. Data are analysed systematically to identify areas for development; these are then acted upon by staff. This ensures children are well prepared for the start of Key Stage 1. One of the classes contains a mix of Early Years Foundation Stage children and pupils from Key Stage 1. This arrangement works well and ensures children have equal access to good provision.

**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

*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

## Views of parents and carers

About a fifth of parents and carers with pupils attending school responded to the questionnaire. Many of the responses were positive in relation to the work of the school. Some parents and carers wrote comments on their questionnaires to support their views. Parents and carers raised concerns about the quality of leadership and management, communication and how well informed they are about their children's progress. These issues have been addressed within this report. School leaders recognise the importance of these concerns and have already begun to consider how they can make these aspects of the school's work more effective.

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

Ofsted invited all the registered parents and carers of pupils registered at Pontefract Orchard Head 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 281 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	61	23	38	1	2	0	0
The school keeps my child safe	36	59	24	39	1	2	0	0
My school informs me about my child's progress	16	26	35	57	7	11	1	2
My child is making enough progress at this school	20	33	28	46	7	11	2	3
The teaching is good at this school	20	33	32	52	4	7	2	3
The school helps me to support my child's learning	23	38	25	41	11	18	0	0
The school helps my child to have a healthy lifestyle	28	46	31	51	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)	15	25	33	54	2	3	2	3
The school meets my child's particular needs	16	26	35	57	6	10	0	0
The school deals effectively with unacceptable behaviour	18	30	26	43	12	20	0	0
The school takes account of my suggestions and concerns	16	26	34	56	5	8	1	2
The school is led and managed effectively	17	28	25	41	9	15	6	10
Overall, I am happy with my child's experience at this school	23	38	29	48	8	13	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 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](http://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"><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 pupils' 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.**



08 November 2010

Dear Pupils

**Inspection of Pontefract Orchard Head Junior and Infant School, Pontefract, WF8 2NJ**

Thank you for helping the inspectors when we visited your school recently. We enjoyed talking to you while at school. You told us many things about your school which were very helpful to us.

We looked carefully at your school and found that it should be better. We have judged that it needs 'special measures'. This means that your teachers will get extra support to help them improve things. Inspectors will return to the school on a regular basis to check that this is happening. We found that many of you are not learning as well as you could, given the good start you get in the Lower and Upper Foundation Stage classes. Some of your work is too easy for you. Your teachers do not always tell you what you must do to improve your work further. We were pleased to see that your behaviour and attendance are good.

These are the things we have asked your headteacher, the governing body and teachers to improve:

- speed up the progress you make in your learning and raise your attainment in English and mathematics
- make sure that members of the governing body do more to improve your school
- make sure that all school leaders contribute successfully in bringing about improvement.

You can all help them by continuing to work hard and by telling your teachers what makes your lessons interesting and what helps you to learn.

Yours sincerely

Declan McCauley

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**