

# Featherstone Streethouse Junior Infant Nursery and Resources for Pupils With Physical Difficulties

Inspection report

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<b>Unique Reference Number</b>	108195
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	356318
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Derek Watts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Roy Aldred
<b>Headteacher</b>	Mrs Charlotte Clerehugh
<b>Date of previous school inspection</b>	25 September 2007
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**Inspection number**      356318

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## Introduction

This inspection was carried out by two additional inspectors, who observed 10 lessons or part lessons taught by four different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, members of the governing body and pupils. The inspectors analysed 34 questionnaires completed by parents and carers and others by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well children progress in the Early Years Foundation Stage in their language and personal development.
- The effectiveness of the school's actions to improve pupils' writing.
- How well teachers use assessment and target-setting to support pupils' learning.
- The extent to which other leaders and the governing body systematically monitor the school's performance and take effective action to bring about improvements.

## Information about the school

This is a much smaller than average primary school. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is much higher than average.

The school is no longer an official Resourced Base for pupils with physical difficulties. There are currently very few pupils in the school with physical needs. The number of pupils on roll is steadily increasing. Breakfast and after-school clubs are managed by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

2

**The school's capacity for sustained improvement**

2

## Main findings

This is a good school. Strong leadership and good teamwork have brought about considerable improvements since the last inspection. Pupils achieve well because of good teaching and an interesting curriculum. Good care, guidance and support contribute well to pupils' effective personal development. Parents and carers are pleased with the care and education provided for their children.

Children in the Early Years Foundation Stage get off to a good start. They make good progress in all areas of learning from low starting points. Good progress continues as pupils move through the school. Effective action has been taken to raise pupils' attainment from the below average levels of the past. Pupils' attainment by the end of Year 6 is broadly average but it is lower in writing than in reading and mathematics. Few pupils attain the higher levels in writing and opportunities are sometimes missed for pupils to write extensively in different subjects.

Teaching effectively promotes good progress for pupils. Adults establish positive relationships with pupils and manage their learning and behaviour well. Explanations, instructions and questioning are effective. Assessment is used well to plan teaching and to match tasks to pupils' abilities. Pupils know how well they are doing and what they need to do to improve because they are set clear individual learning targets for reading, writing and mathematics. Occasionally, lessons lack a sharp focus and so pupils are not sufficiently clear about their learning. In a few lessons, opportunities are missed for pupils to discuss their learning. Pupils enjoy the topics and themes of a well-planned curriculum.

Pupils make good progress in their spiritual, moral, social and cultural development. They are courteous, friendly and supportive of others. Most are enthusiastic learners who relate well to adults and to their peers. Behaviour is mainly good in lessons and around the school, particularly in Years 5 and 6. Pupils feel safe and well cared for at school. They show a good understanding of leading a healthy lifestyle. Pupils make a good contribution to the school and to the wider community. Attendance is consistently above average.

The headteacher's determination and clear educational direction have been at the heart of the school's improvements. The effectiveness of other key leaders has been strengthened since the last inspection, to the extent that all leaders are actively involved in monitoring and developing their areas of responsibility. The school demonstrates a good capacity for sustained improvement. Through effective self-evaluation, it knows what it does well and identifies key areas for improvement. Good planning and positive action have successfully tackled the most pressing areas. Since the last inspection, attainment has improved from below average to average. Pupils' progress, pupils' behaviour, teaching, the curriculum and care, guidance and support have all improved from satisfactory to good.

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

- Raise attainment by the end of Year 6 in writing to at least that in reading and mathematics by extending the opportunities for pupils to write at length in a range of subjects in order to help to increase the proportion of pupils attaining the higher levels.
- Remove inconsistencies in elements of the quality of teaching and learning by ensuring that in all classes:
  - the purpose of the lesson is sharply focused and pupils are clear about their learning
  - there are regular opportunities for pupils to talk about their learning and improve their speaking and listening skills.

## Outcomes for individuals and groups of pupils

2

Across the school, pupils enjoy their experiences and show positive attitudes to learning. Pupils in Key Stages 1 and 2, including those with special educational needs and/or disabilities, make good progress from their starting points. By the end of Year 6, attainment is average in reading and mathematics. It is below average in writing. Taking attainment and pupils' progress into account, pupils' achievement is good.

Pupils make good progress in speaking and listening when they have regular opportunities to discuss their learning in pairs and small groups. Improving pupils' writing has been a priority and clear progress has been made here. However, not enough pupils are attaining the higher levels. While there are good examples of pupils applying and developing writing skills in other subjects this approach is not consistent across the school. As a result pupils' written work tends to lack detail and depth.

Pupils' performance in mathematics has been a strength in recent years. Pupils make good progress because of effective teaching and the interesting practical activities. In a good Years 5 and 6 lesson, pupils made good progress in estimating and measuring angles accurately. They applied their knowledge of acute, obtuse and reflex angles to create impressive patterns and art work in the style of Kandinsky.

Pupils make good progress in all areas of their personal development. In an assembly, they identified the positive qualities of others and reflected on the recent earthquake and tsunami in Japan. Their skills of working collaboratively with others are developing well. Pupils choose healthy foods and participate enthusiastically in a range of regular physical activities. They feel well cared for at school and know that there are always trusted adults they can turn to for guidance and support. Pupils make a good contribution to the school and the wider community. Those on the school council have contributed to improvements to playground equipment and to the promotion of healthy lifestyles. Pupils support those less fortunate than themselves by raising funds for a range of appeals and charities. Pupils are well prepared for the next stage of their education because their personal and social skills are well developed and they make good progress in acquiring and applying literacy and numeracy skills.

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*These are the grades for pupils' outcomes*

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

Teaching successfully promotes enjoyment and good learning for pupils. Pupils say, 'Teachers make learning fun for us.' They know what they are to learn when teachers effectively share the learning intentions with them, but occasionally lessons can lack focus when this is not done. Teachers' demonstrations, explanations and instructions promote learning well. Questioning is used effectively to challenge pupils' thinking and to check their understanding of new work but sometimes opportunities are missed to develop pupils' speaking and listening skills through inviting them to discuss their work and to ask questions themselves. Pupils are challenged well and their interest is sustained because activities are well tailored to their abilities. Teaching assistants make a valuable contribution to pupils' learning, particularly for those who find literacy and numeracy difficult. Teachers' marking is effective. They praise good work and their helpful comments effectively guide pupils about how to improve it.

The curriculum promotes good academic progress for pupils and contributes well to their personal development. The mathematics curriculum is well developed and a range of initiatives have been introduced to raise pupils' achievement in writing, although these have yet to have full impact. There are effective links between subjects, which add meaning and relevance to learning. Pupils thoroughly enjoy the range of clubs offered, including art, computers, construction kits, gymnastics and martial arts. Visitors and visits

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further enrich pupils' learning. Residential visits for Year 6 pupils provide new and exciting opportunities and successfully develop teamwork.

The school's mission is, 'We care for your children' and successful care, guidance and support are at the heart of the school's ethos and work. Parents and carers commented, 'This is a very caring school which ensures that children are happy and get the help they need.' Adults in the school know the pupils well and establish good relationships with them. Pupils with special educational needs and/or disabilities are carefully assessed and provided with the guidance and support they need. In partnership with other agencies, the school is successful in supporting pupils and their families when they need additional help. The learning mentor makes a very valuable contribution to the good quality care and together with an administrative support assistant, successfully monitors and promotes good attendance. A well-organised breakfast club is attended by about 20 pupils each day.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher, with her staff, has created a positive climate in which pupils learn and develop well. All staff are committed to doing the best for the pupils. Other leadership roles and responsibilities are effectively distributed and extended. As a result the leadership of the key areas of English, mathematics and the Early Years Foundation Stage is effective. Senior staff have an accurate overview of the quality of teaching. The effective monitoring and development of teaching has contributed to improvements in classroom practice.

Members of the governing body are very supportive and have a much clearer understanding of the school's performance than at the time of the last inspection. This enables them to provide constructive challenge in order to hold the school to account. There are required policies and procedures to protect and safeguard pupils, but these are not always reviewed regularly enough. All staff are appropriately trained in this area and safe practices are promoted effectively through the school's curriculum.

Equality of opportunity is promoted successfully and discrimination is tackled very well. All staff strive to ensure that all groups of pupils do as well as they can. Community cohesion is promoted satisfactorily. The school has a clear understanding of the community it serves and pupils participate well in local events. Links with other schools and plans to extend pupils' understanding of global community cohesion, are at an early stage of development.



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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Most children settle quickly into the setting because of clear induction arrangements and the good relationships between the adults and children. Children make good progress in all aspects of their learning, especially in their personal, social and emotional development because of the considerable attention adults give to their care and welfare. They are well taught and enjoy the wide range of interesting activities. Staff assess children's performance well and keep effective records of their individual development and progress. There is usually good balance of adult-led activities and those chosen by the children. Children have clear opportunities to explore, be creative and to work independently. Leaders rightly place much emphasis on developing children's communication and language skills. As a result children progress well in their speaking and listening. Their love of books is promoted well and children make good progress in acquiring and practising early writing skills. They use information and communication technology well to support their learning, such as consolidating number work or creating colourful pictures. The spacious and well-resourced outdoor learning areas encourage children to be active and purposeful learners. The setting is currently exploring more effective means to link outdoor learning activities with those indoors.

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*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 third of parents and carers completed the questionnaire and this is an average return rate. Most of the parents and carers who returned them are happy with their children's experience at the school. They are particularly pleased with the safety in the school, the quality of teaching, the promotion of healthy lifestyles and how well the school meets their children's particular needs. These positive views reflect the findings of the inspection.

A very small minority of parents and carers expressed concerns about how well they are kept informed about their children's progress and how well the school deals with unacceptable behaviour. Inspection findings are that the school offers more than the required arrangements for parents and carers to discuss their children's progress. In addition to this, the school provide a good range of workshops and classroom opportunities which help parents and carers to support their children's learning. Most pupils are well behaved but school does have a few pupils with challenging behaviour. These pupils are well managed and well supported by staff.

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

Ofsted invited all the registered parents and carers of pupils registered at Featherstone Streethouse Junior Infant Nursery and Resources for Pupils With Physical Difficulties 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 109 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	41	20	59	0	0	0	0
The school keeps my child safe	21	62	13	38	0	0	0	0
My school informs me about my child's progress	14	41	18	53	2	6	0	0
My child is making enough progress at this school	16	47	18	53	0	0	0	0
The teaching is good at this school	20	59	13	38	0	0	0	0
The school helps me to support my child's learning	17	50	16	47	1	3	0	0
The school helps my child to have a healthy lifestyle	20	59	14	41	0	0	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	44	18	53	0	0	0	0
The school meets my child's particular needs	19	56	15	44	0	0	0	0
The school deals effectively with unacceptable behaviour	12	35	19	56	3	9	0	0
The school takes account of my suggestions and concerns	11	32	23	68	0	0	0	0
The school is led and managed effectively	16	47	18	53	0	0	0	0
Overall, I am happy with my child's experience at this school	21	62	12	35	1	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



17 March 2011

Dear Pupils

**Inspection of Featherstone Streethouse Junior Infant Nursery and Resources for Pupils With Physical Difficulties, Pontefract, WF7 6DJ**

Thank you so much for welcoming the inspectors into your school, giving us your views and showing us your work. We enjoyed our visit and would like to tell you what we have found.

Yours is a good school. The main strengths are:

- you really enjoy school and your attendance is above average
- children in the Early Years Foundation Stage get off to a good start
- you are making good progress because you are well taught
- you have an interesting range of learning activities, clubs and visits
- you get on well with each other and you behave well
- you make good contributions to the school and to the wider community
- you have a good understanding of how to keep healthy and fit
- you feel safe at school because teachers and other adults take good care of you and provide good guidance and support
- the headteacher leads the school well and she receives good support from other key leaders.

This is what we have asked your school to do to improve it further.

- Some of you, particularly those who find learning easy, could make even more progress in writing. We have asked teachers to give you more opportunities to write extended pieces in different subjects.
- We have also asked teachers to ensure that they always share the main learning points of the lesson with you and give you plenty of opportunities to discuss your learning.

All of you can help by continuing to work hard, especially in writing. We wish you all the best for the future.

Yours sincerely

Derek Watts



Lead inspector

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