

# Chickenley Community Junior Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	130939
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	381278
<b>Inspection dates</b>	12–13 October 2011
<b>Reporting inspector</b>	Brenda Clarke

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>	305
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Bowdidge
<b>Headteacher</b>	Bronagh King
<b>Date of previous school inspection</b>	28 April 2009
<b>School address</b>	Princess Road Chickenley Dewsbury WF12 8QT
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## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and 14 teachers and held meetings with groups of pupils, staff and a member of the governing body. Inspectors observed the school's work and looked at documentation, including pupils' books, the school's assessment data, plans for its future development and safeguarding arrangements. Questionnaires returned by pupils, staff and the 36 returned from parents and carers, were scrutinised.

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

- How effective are strategies to improve pupils' progress at Key Stage 2?
- Does the attainment and progress differ for different groups of pupils?
- What has been the impact of changes in staffing on pupils' progress and the current quality and consistency of teaching and learning across the school?
- Do leaders at all levels have sufficient skills to manage change and to accelerate progress in pupils' learning?
- How effective are the school's safeguarding procedures?

## Information about the school

The school is larger than others of a similar type. The proportion of pupils known to be eligible for free school meals is well above average. The number of pupils who have special educational needs and/or disabilities is above average. Very few pupils are at the stage of learning English as an additional language. The school has achieved Healthy School status and has gained the Activemark and Artsmark (gold award).

Since the last inspection there have been considerable staffing changes.

**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

This is a satisfactory school. A significant strength of provision is its good quality of care and personal support for pupils. There is a welcoming environment and the vast majority of pupils feel extremely safe. One pupil mirrors the views of many when saying, 'These are the best staff ever. They look after me!' Pupils make a good contribution to the school and to the local community. They take on additional responsibilities and play an effective role in decision-making processes. Pupils have a good understanding of healthy lifestyles and many attend the wide range of extra-curricular activities. Extensive partnerships within a pyramid of schools successfully broaden the range of sporting opportunities for pupils and enrich provision further. The satisfactory curriculum is in the process of being developed to add relevance and interest so that it contributes to the pupils' good enjoyment of school.

Achievement is satisfactory. Most children enter the Nursery class with skills well below those typical for their age and in the Early Years Foundation Stage they make good progress and achieve well. Since the last inspection, pupils' attainment by the end of Year 2 has risen steadily to be in line with the national average. In Key Stage 2, progress is accelerating. This improvement is not yet evident in the test results, and pupils' attainment at Year 6 is currently low. Many pupils' have weaknesses in speaking, which reduces their confidence as writers, especially in spelling and in the choice of vocabulary to add flair and interest to their writing. Pupils also lack fast mental recall when solving problems.

The quality of teaching is inconsistent. When it is good there is a rigorous pace and good planning which ensures that basic skills build in a consistent way. In satisfactory lessons, often the pace of learning is slow and the skills of teaching assistants are not always fully utilised. Assessment is not always used skilfully enough to make sure that work matches the needs of pupils, which holds back the learning of some. Leaders acknowledge that not enough is done to use the information gained from the monitoring of teaching to increase the rate and quality of pupils' learning sufficiently.

Since the last inspection, the senior leaders, coupled with good governance, have minimised the negative impact of many staff changes and ensured that the school has moved forward. Pupils' attendance has improved to above average and achievement has risen in the Early Years Foundation Stage and in Key Stage 1. The improvement in progress, accurate self-evaluation and the clear vision of the

headteacher and senior leaders all demonstrate that the school has a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

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

- Raise attainment in English and mathematics at Key Stage 2 by:
  - sharpening pupils' mental agility and ability to solve mathematical problems
  - strengthening pupils' speaking skills and use of vocabulary to promote breadth and interest in their writing
  - developing greater accuracy in pupils' spelling.
- Sustain the improving rate of progress by:
  - ensuring that all lessons proceed at a fast pace so that pupils make good progress
  - using assessment information more rigorously to plan work that matches pupils' differing needs and abilities
  - utilising the skills of teaching assistants more effectively to meet the needs of groups and individuals throughout the lesson.
- Strengthen the impact of leadership and management on removing the inconsistencies in teaching by:
  - ensuring that the monitoring and evaluation of teaching more rigorously focuses on improving the pupils' rate of learning in lessons
  - sharing the good practice within the school.

## Outcomes for individuals and groups of pupils

3
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The majority of pupils enjoy school. Most listen attentively to their teachers and others. They get on well, discussing with their talk partners, sharing ideas and adding suggestions. Most settle quickly to work and persevere for good periods of time. Pupils reflect on what they have achieved in the lesson and what might be their next steps in learning. In less effective lessons, pupils work at a satisfactory rather than a quick pace and they could achieve more. This is because the work set does not always match the needs of pupils, deadlines for completing work are insufficiently challenging and pupils were not prompted to work diligently.

Children get off to a good start in the Early Years Foundation Stage and their good progress continues in Key Stage 1. This is because there is a consistent approach to teaching the sounds that letters make, so that pupils develop confidence as readers and use this knowledge well to make a good attempt at spelling new words. A consistent approach to the teaching of early number and calculations has also accelerated pupils' progress. At Key Stage 2, progress slows and is satisfactory. Inconsistencies in teaching have resulted in gaps in pupils' learning. Writing is the weakest subject; pupils have difficulty writing more complex, interesting sentences.

Where teachers' expectations are low, pupils fail to copy words correctly and pay little heed to the spelling of previously taught words. Satisfactory rather than good progress is also seen in mathematics. Most pupils' calculation skills are weak because they experience problems when faced with new vocabulary or the need for quick recall of number facts. Hence, they experience difficulty when solving multi-part questions. Pupils with special educational needs and/or disabilities achieve in line with their peers.

Pupils' behaviour is satisfactory. It is often good in lessons but a minority behave less well when not directly supervised by an adult. Most pupils show good levels of care and concern for others in lessons and also as 'Befrienders' at playtime. Pupils develop good social awareness through exciting opportunities to work with pupils from other schools and cultures. They develop a satisfactory understanding of the world of work when they write applications for jobs and help with interviewing processes. Most pupils demonstrate a good understanding of how to stay safe. The school vigilantly checks pupils' absences from school, which have reduced in recent years.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</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>3</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>

## How effective is the provision?

A key reason why pupils' achievement at Key Stage 2 is satisfactory rather than good is due to unavoidable changes in staffing. For a time, these resulted in inconsistencies in approach and expectations for pupils. As staffing settles down, the school has introduced a strategy to reduce these differences, for example, by promoting a whole-school approach to aspects of marking and classroom organisation. All teachers are enthusiastically adopting the new approaches and this is leading to greater consistency of provision across classes. In those lessons judged satisfactory, too long is spent on whole-class introductions, leaving insufficient time for pupils to complete their work. In the better lessons, teachers are lively and encouraging. No time is wasted and pupils undertake a wealth of challenging activities at exactly the right level. Teaching assistants are well respected by pupils,

<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

but their good skills are not always used effectively enough, particularly in the introductory parts of lessons.

The curriculum is being overhauled to capture pupils' interests. Hence in a lesson about the 1960s pupils avidly sought information about Elvis Presley and the Beatles and were inspired to write about their findings. Curricular themes and content are planned to ensure continuity and lively learning. However, the school acknowledges that opportunities are missed for pupils to write in a variety of styles in other subjects and for pupils' to apply their mathematical skills in relevant ways. The curriculum is enriched by whole-school happenings, such as Winter Wonderland and visits to interesting places.

Pastoral care is a strength of provision. Pupils say there is little bullying and any incidents are quickly resolved. Relationships are strong so that pupils feel very safe and know that adults will help when problems arise. Analysis of specific need, early intervention and effective use of other agencies effectively meet pupils' differing needs. A particular strength of provision is the consideration given to those who are vulnerable due to their circumstances. The learning mentor is pivotal in supporting these pupils both in the family setting and in the classroom. A well-run breakfast club gives many pupils a calm, nourishing start to the day. Effective transition arrangements enable older pupils to transfer smoothly to the next stage of their education.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides strong leadership and is well regarded by parents, carers and pupils alike. Leadership is delegated appropriately so that senior managers have good opportunities to develop their roles and responsibilities. The school has a good understanding of itself and actively seeks advice and training where further development is needed. Systems to monitor pupils' progress have become more rigorous, making teachers accountable for the pupils in their care. Target setting is challenging and aligned to performance management and has led to significant numbers of pupils accelerating their progress. The monitoring of teaching and learning in classrooms has focused more on the teachers' delivery rather than a greater focus on the rate of pupils' learning. Governance is good. Members of the governing body are very committed to the school and are directly involved in measuring the impact of new initiatives and shaping priorities for the future.

The school's procedures for safeguarding pupils are satisfactory and have some positive features. Child protection records are vigilantly maintained and staff regularly trained in child protection procedures. Recording of other aspects is sometimes less meticulous, for example, in recording aspects of risk assessments.

Good arrangements to promote equal opportunities ensure that there is no discrimination and the attainment of all groups of pupils is monitored and compared. The school is well aware that Key Stage 2 pupils need to make better progress and are taking effective steps to accelerate their progress and narrow gaps in performance. Community cohesion is promoted well on a local and international basis. The school has a good understanding of the community it serves and effective links with culturally diverse schools contribute significantly to pupils' good understanding of cultural diversity. Links with parents and carers are strong. The school regularly seeks their views and involves them in their children's learning.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Provision in the early Years Foundation Stage is good with some outstanding features. Most children enter the nursery with skills well below those typical for their age, especially in the key areas of speaking and listening, early number and reading. They achieve well so that by the end of the Reception Year a large majority reach the standards expected for their age in many aspects of their learning. Key skills in writing, reading and speaking remain below those expected but indicate good progress from children's starting points. Teachers plan a wealth of interesting activities to develop children's number recognition in many exciting ways. The consistent approach to the teaching of letters and sounds is also paying dividends and enabling children to achieve more highly year on year.

Adults are very good role models for children, investing time in playing fairly, sharing and caring for others. Hence children's behaviour is exemplary. Teaching is good. Children are taught good attitudes to learning and high levels of independence so that they are well prepared for their future learning. Teachers plan a broad range of activities both inside and outdoors that interest and motivate children. There is a suitable mix between those led by adults and those chosen by children. Some independent activities lack a clear purpose so that opportunities are sometimes missed to reinforce children's learning when playing independently.

Leadership is good. The Early Years Foundation Stage leader has established an effective team of both school based and Day Centre staff. They work cooperatively to



ensure a purposeful, happy learning environment. Good relationships with the children's centre, parents and carers ensure that children settle quickly. Teachers' planning is good, but sometimes lacks the detail of opportunities to enhance children's speaking skills. Assessment procedures are good and used effectively to ensure that children achieve well. The good curriculum is enriched by visits to interesting places, such as a local farm.

*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 in the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers who returned questionnaires expressed their support for most aspects of the school's work. The vast majority are happy with their child's experience at the school. Almost all indicate that the school keeps children safe, takes account of suggestions and concerns and that children's individual needs are met. A very small minority disagree that the school deals effectively with unacceptable behaviour and that they are well informed about their children's progress. Inspectors found that parents and carers had satisfactory opportunities to learn about children's progress at consultation evenings and whole-school events to which parents and carers are invited. Inspectors found pupils' behaviour to be satisfactory overall but that a significant minority of pupils behaved less well when not directly supervised by an adult. Inspection findings indicate that pupils make better progress in Key Stage 1 than in Key Stage 2. The reasons for this are outlined in the main body of the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Chickenley Community Junior Infant and Nursery 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 305 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	72	9	25	0	0	0	0
The school keeps my child safe	21	58	13	36	0	0	1	3
The school informs me about my child's progress	11	31	20	56	3	8	0	0
My child is making enough progress at this school	18	50	16	44	1	3	0	0
The teaching is good at this school	21	58	13	36	1	3	0	0
The school helps me to support my child's learning	18	50	15	42	2	6	0	0
The school helps my child to have a healthy lifestyle	12	33	22	61	1	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)	16	44	16	44	2	6	0	0
The school meets my child's particular needs	16	44	17	47	2	6	0	0
The school deals effectively with unacceptable behaviour	12	33	19	53	2	6	1	3
The school takes account of my suggestions and concerns	14	39	19	53	0	0	1	3
The school is led and managed effectively	12	33	21	58	2	6	0	0
Overall, I am happy with my child's experience at this school	19	53	16	44	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.**



14 October 2011

Dear Pupils

**Inspection of Chickenley Community Junior Infant and Nursery School,  
Dewsbury, WF12 8QT**

I would like to thank you for the very warm welcome you gave the inspectors on our recent visit to your school. We enjoyed talking with you and finding out about your work and the many interesting school clubs and visits that you attend.

Yours is a satisfactory school. Your school takes good care of you and you feel very safe. Your attendance has improved greatly. Keep this up! You know lots about staying healthy and enjoy helping around your school. Most of you behave well in lessons.

I have asked your headteacher to do three things to make your school even better for you.

- Improve attainment in Key Stage 2 in English and mathematics by helping you to do better in mental mathematics and mathematical problem solving and helping you to do better in writing.
- Make sure that the work you are given is that is just right for you and challenges you to learn at a faster pace and that teaching assistants make a bigger contribution in some lessons.
- Ensure that your school leaders make teaching more consistent so that your improved progress is sustained.

Thank you once again for your help and best wishes for the future.

Yours sincerely,

Brenda Clarke  
Lead Inspector

