

# Wellhouse Junior and Infant School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 107647         |
| <b>Local authority</b>         | Kirklees       |
| <b>Inspection number</b>       | 395715         |
| <b>Inspection dates</b>        | 15–16 May 2012 |
| <b>Lead inspector</b>          | Roger Gill     |

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>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 61   |
| <b>Appropriate authority</b>               | The governing body                                   |
| <b>Chair</b>                               | Mark Davies  |
| <b>Headteacher</b>                         | Claire Kenworthy                                     |
| <b>Date of previous school inspection</b>  | 7 May 2008   |
| <b>School address</b>                      | Lower Wellhouse<br>Golcar<br>Huddersfield<br>HD7 4ES |
| <b>Telephone number</b>                    | 01484 222255   |
| <b>Fax number</b>                          | 01484 222255   |
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|---------------------------|----------------|
| <b>Age group</b>          | 4–11           |
| <b>Inspection date(s)</b> | 15–16 May 2012 |
| <b>Inspection number</b>  | 395715         |



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## Introduction

Inspection team

Roger Gill

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching in six lessons taught by three teachers. Meetings were held with groups of pupils, members of the governing body and staff. The inspector observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation and safeguarding. He also studied standards in reading, pupils' workbooks and the tracking system used by the school to monitor pupils' progress. The inspector considered the 31 questionnaires completed by parents and carers, as well as those from pupils and staff.

## Information about the school

Wellhouse is smaller than the average-sized primary school. The total number of pupils has increased substantially since the school's last inspection but year groups are still small in size and sometimes contain as few as three pupils. Many of the new entrants start part way through the year, joining any one of the three classes. The proportion of pupils known to be eligible for free school meals is broadly average. The number of pupils from minority-ethnic heritages is below average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils who are disabled or who have particular special educational needs is above average. The school has recently received the Eco-Award (Bronze). The inspection took place during the week of national tests for the oldest pupils. The school's most recent test results, based on the results for nine pupils, have not been assessed against the floor standards in 2011 as the floor standard does not apply to cohorts of 10 or fewer pupils.

There have been many changes since the school was last inspected. It has been federated with another small school locally. The headteacher and all the teaching staff are new. The headteacher divides her time equally between the two schools.

**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

|                                       |          |
|---------------------------------------|----------|
| <b>Overall Effectiveness</b>          | <b>2</b> |
| <b>Achievement of pupils</b>          | <b>2</b> |
| <b>Quality of teaching</b>            | <b>2</b> |
| <b>Behaviour and safety of pupils</b> | <b>2</b> |
| <b>Leadership and management</b>      | <b>2</b> |

## Key Findings

- This is a good school. It is not yet outstanding because pupils' progress in reading is not as fast as that in writing and mathematics, and pupils are not always clear about how to reach their targets.
- Children achieve well in the Early Years Foundation Stage (Reception), from levels of attainment on entry that are similar to those usually found nationally. Attainment by the end of Year 6 is average, which represents good achievement for the small numbers of pupils involved, which invariably include some who joined the school in Key Stage 2.
- Teaching is good because teachers are skilled at planning lessons for pupils of all abilities in the three mixed-age classes. Moreover, in Reception, opportunities for learning through play inside and outside the classroom have improved well since the previous inspection. Disabled pupils and those who have special educational needs also make good progress because teaching provides good support, which is well matched to their individual needs.
- Behaviour and safety are good. Attendance is above average. Pupils talk enthusiastically about the way that they all 'get on very well' with each other. Behaviour in lessons, assemblies and around the school is often impeccable but occasionally it is less strong at lunchtime on the small playground.
- Leadership, including that from governors, ensures that the school is successful despite the major changes that have taken place. Consequently, parents, carers, staff and pupils are extremely complimentary about the school. Leadership of teaching and the management of performance are good because the necessary skills are monitored and developed well. Pupils' spiritual, moral, social and cultural development is good, with outstanding features in their pride about their achievements and the way they help others less fortunate than themselves.

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

- Improve the rate of pupils' progress in reading to at least match that in writing and mathematics by:
  - improving the teaching of letters and their sounds, particularly for those that still need it in Key Stage 2
  - making sure that activities for groups of readers match closely pupils' exact needs
  - providing additional training to make the hearing of pupils' reading even more effective.
  
- Ensure that teaching communicates targets to pupils in simple clear ways that enable the pupils to understand exactly how to reach them by:
  - planning lessons with clear levels and targets in mind for different pupils
  - providing consistently precise marking so that pupils know exactly what to do to reach their next level of attainment
  - devising a regularly up-dated system of displaying targets for pupils to ensure that they can recall quickly and in detail what they are working on.

## Main Report

### Achievement of pupils

Pupils achieve well but attainment varies, sometimes dramatically from year to year, owing to the size of year groups, sometimes as few as three. Nevertheless, progress is good and is speeding up now that staffing is stable and teaching is more consistent.

Children's good learning in Reception and Year 1 takes place in an appropriate environment, comprising a classroom and a well-established outside area for play and learning from direct teaching. Role-playing in the Doctor's Surgery, exploring and counting outside in the rain, learning in enjoyable ways about letters and the sounds they make are all valuable activities that effectively develop social skills, reading, writing and mathematics. Equally, in the class for Years 2, 3 and 4, pupils learn well and make good progress. For example, in one lesson they tackled mathematical investigations, which were finely tuned to their ability regardless of age, very methodically and resourcefully. Pupils in Years 5 and 6 showed their ability to make good progress while practising cricket skills outside in light flurries of hail. Their perseverance was marked, in keeping with the Olympic values discussed in the morning assembly.

Parents, carers and pupils are most complimentary about achievement and learning. Questionnaires reveal that parents and carers appreciate particularly the way that disabled pupils, those with special educational needs and the more able are supported to achieve well. Regarding these and other groups of pupils such as boys, girls and those not joining the school at the usual time of entry, the inspection found that progress is good with no noticeable differences. Pupils' workbooks and records of progress show that the faster progress this year is closing any gaps in pupils' knowledge and skills that developed during the period of staff turnover. This finding includes pupils in Years 5 and 6 whose work in English and mathematics was examined in depth.

Attainment in reading at the end of Key Stages 1 and 2 is average. Progress in reading is generally good but advancing at a slightly slower rate than writing and mathematics. This is because the methods to teach letters and their sounds are not yet fully implemented in Key Stage 2. Lessons are not always planned with quite enough precision regarding the skills of reading and the hearing of reading is not always incisive enough. These are relative shortcomings in an otherwise positive picture of achievement.

## **Quality of teaching**

The vast majority of parents and carers are very positive about how their children are taught. Questionnaires contained many glowing comments about how children are developed in their basic skills and nurtured as young people. Pupils agree and often include the teaching of literacy and numeracy amongst their favourite things about the school.

Planning for lessons and the assessment of pupils' work are thorough and effective in finding strengths, gaps and weaknesses. This is why disabled pupils and those with special educational needs, for example, make good progress. In the Reception and Year 1 class teaching shows a clear understanding of children's abilities in the early stages of reading, writing and mathematics. The outside area provides some good opportunities to practise and extend skills but there is still more to do to make it fully effective in these respects. Teaching is equally good throughout the rest of the school. Lessons are characterized by clear intentions, lively discussions and good progress. For example, in a Year 2, 3 and 4 lesson about fantasy tales, pupils generated powerful vocabulary to use in their writing through well-organised reading, discussion and reflection. Moreover, the study of a wide range of stories helps pupils to consider different moral and cultural issues.

Teachers generally assess pupils' work well and compile a wealth of evidence to show what level they are at. Targets are set for pupils' next steps in learning, which are communicated through marking and stickers in the front of workbooks. This is a relatively new system and pupils are not yet fully confident in talking about their targets. Furthermore, teaching is not yet consistent in giving specific examples of how targets can be met. Comments in the marking such as, 'Use a wider range of connectives' leave pupils a little muddled on what to do exactly. Some of the lessons when pupils are taught reading in groups are well organised but the actual skills to be developed are not always clear enough to pupils.

The teaching of reading has improved of late. This has been facilitated by the many new and appealing books recently purchased, the development of a scheme for Reading Friends and deployment of teaching assistants in all lessons for reading in groups. The school's leaders are well aware that progress in reading could be faster and are in the process of tackling this issue.

Teaching and the curriculum provide some good opportunities for spiritual, moral, social and cultural development. For example, all pupils in Years 5 and 6 learn the viola. There are many joint ventures with other pupils in the federation and trips to places such as Jodrell Bank, which give pupils a sense of awe about the universe.

## **Behaviour and safety of pupils**

Behaviour is always good and often outstanding, which enables pupils to get the most from social interaction generally. Parents and carers believe that pupils' behaviour is a strong feature of the school. The inspection agrees with this view almost entirely. The school's

leadership knows that a minority of pupils sometimes feel uncomfortable outside, on the small playground, at lunchtime. That is why there are clubs on offer and the garden area is being transformed to provide an alternative outside space. Despite these minor reservations, pupils are very positive about behaviour and how safe they feel. Pupils enjoy being school councillors because they can help make decisions about upgrading the school and Eco Committee members are proud to help make the school a 'centre of sustainability'. Attendance is above average, which shows how much pupils enjoy the school. Behaviour is often outstanding in class and in assemblies when discussing, for example, the values that lie behind the Olympic Games such as courage and tenacity. This also enhances pupils' spiritual, moral, social and cultural development. Pupils show a good understanding of the different types of bullying. For example, pupils are well informed in talking about cyber-bullying and staying safe on the internet. Pupils are convinced that bullying is rare and any examples are tackled well by staff. As a result pupils feel safe because they know who they can turn to if anything makes them feel upset.

### **Leadership and management**

The headteacher, deputy headteacher, staff and governing body have managed the high staff turnover very well. They have made sure that, among other things, provision for Reception children has improved and the curriculum in general has become more challenging for able pupils. A family-style culture that values individual contribution and achievement has been sustained and developed. Pupils respond to this culture with enthusiasm. These successes demonstrate the school's good capacity to improve even further. Pupils' good spiritual, moral, social and cultural development is demonstrated by their delight in social activities within the federation, such as The Federation's Got Talent Competition, concern over the moral issues of waste management and their interest in visiting different places of worship such as churches and mosques. There is more to do, however, in broadening pupils' understanding of cultural diversity in Britain.

Teaching and learning are well monitored and evaluated. There is effective action to ensure that teaching is good and that pupils make good progress. Staff have appropriate opportunities for professional development. Leaders have a good knowledge of the school's strengths and weaknesses, for example, in reading. Safeguarding is effective and meets the statutory requirements. Discrimination is not tolerated and the promotion of equal opportunities for success is good.

The planned curriculum contains much that is good. Pupils are required to plan their enquiries, ask their own questions and seek answers widely in topics such as The Aztecs and The Greeks. Skills of speaking, reading, writing and mathematics are practised well across the curriculum. There are also many opportunities to join clubs, experience memorable trips, such as to White Scar Caves and Cadbury World, and broaden their spiritual development, for example, by attending inter-school conferences about religion.

## 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      | 54  | 42   | 2            | 2          |
| Primary schools      | 14  | 49   | 32           | 6          |
| Secondary schools    | 20  | 39   | 34           | 7          |
| Special schools      | 33  | 45   | 20           | 3          |
| Pupil referral units | 9   | 55   | 28           | 8          |
| All schools          | 16  | 47   | 31           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Attendance                 | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.   |
| Behaviour                  | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.                    |
| Floor standards            | the national minimum expectation of attainment and progression measures   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| 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. |
| Safety                     | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**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 May 2012

Dear Pupils

**Inspection of Wellhouse Junior and Infant School, Huddersfield, HD7 4ES**

I really enjoyed inspecting your school recently. Thank you for making me so welcome and helping me when I needed to ask questions or hear you read. It was very helpful to know your views about the school.

You go to a good school. Your good spiritual, moral, social and cultural development is enriched by the outstanding pride you show in all that you do, particularly the way you help others. For example, when baking flapjacks to raise funds for Macmillan nurses or running for Sport Relief with your friends within the federation. You make good progress throughout the school because you try hard and teachers are skilled at providing lessons for classes that contain two or three age groups.

The older ones among you understand how well the school has done in the last few years to keep moving forward in a period when teachers were leaving, new ones were joining and the federation was starting up. You have all played your part well by being so enthusiastic about the developments. I talked to pupils from the Eco Committee, school council and gardening club, for example, who convinced me that there were many exciting opportunities on offer. I agree with you that teaching, and behaviour and safety are good.

You are particularly positive about your teachers, how well you learn, and the way that you are being prepared for the future. I agree that these are strong aspects of your school. Every school wants to be even better, so I have asked your headteacher and governors to speed up your progress in reading and to make sure you all have a more detailed knowledge of your targets and how to reach them. You can help by trying extra hard with your reading and being able to talk confidently about your targets.

Yours sincerely

Roger Gill  
Lead inspector

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