

# Dryclough Church of England Voluntary Controlled Infant School

Dryclough Road, Crosland Moor, Huddersfield, West Yorkshire, HD4 5HX

## Inspection dates

5–6 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils make expected rather than good progress from their entry in Reception to the end of Year 2.
- Pupils do not reach levels of attainment that match the national average in writing and mathematics by the time they leave the school.
- Pupils are given too many tasks involving working by themselves each week which are not always challenging enough, and this work is not always checked or marked by their teacher.
- Too much teaching requires improvement and teachers ask too many questions where pupils only have to give one word answers rather than think or explain their reasons.
- Not all leaders check the quality of teaching regularly enough or provide support to their colleagues to make sure that all pupils in their classes make at least good progress.
- Attendance levels are still lower than in most other schools across the country.

### The school has the following strengths

- Reading is taught well and pupils reach levels which are broadly average by the time they leave the school.
- Since the previous inspection, attainment in mathematics has improved.
- Pupils eligible for free school meals, disabled pupils and those with special educational needs make good progress due to the effective use of the pupil premium funding and the additional support provided.
- Actions and initiatives are improving rates of attendance.
- The school provides a caring and nurturing environment for all pupils. This positive climate strongly promotes pupils' personal, social and emotional development.
- Pupils behave well, mix readily with others from a wide range of different backgrounds, enjoy school and are keen to learn.
- Parents are positive about the school and agree that their children are safe and well looked after.

## Information about this inspection

- Inspectors observed teaching in all classes. They saw 21 lessons or parts of lessons, five of which were joint observations with senior leaders. Inspectors also observed support sessions for individuals or groups of pupils, aimed at boosting their progress in literacy or numeracy.
- Discussions were held with pupils, teachers, senior leaders, two members of the governing body and a representative from the local authority.
- There were not enough responses recorded on the on-line questionnaire (Parent View) for inspectors to consider. They did, however, collect feedback from parents as they brought their children to school and took account of the written comments received in a letter from a parent.
- There were 46 staff questionnaires also reviewed.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including: the school's own self-evaluation; the school improvement plan; data on pupils' current progress; leaders' reports of lesson observations; minutes of the governing body meetings; and records relating to behaviour, attendance and safeguarding.

## Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Sue Eland

Additional Inspector

Dave Blackburne

Additional Inspector

# Full report

## Information about this school

- The school is larger than most other primary schools.
- The large majority of pupils come from a wide range of minority ethnic backgrounds and less than a quarter of pupils are White British.
- An above average number of pupils speak English as an additional language.
- The proportion of pupils eligible for support from the pupil premium is above average. The pupil premium provides additional funding for children in local authority care, pupils from families in the armed services and those known to be eligible for free school meals.
- There is an above average proportion of pupils with special educational needs and supported through school action. However, the proportion of pupils supported at school action plus or with a statement is below average.
- Pupils are educated on-site. There is no alternative provision off the school site.
- There is a daily breakfast club which is run by the school and was visited by inspectors.
- Since the previous inspection, there have been several changes to the leadership team; a new headteacher was appointed in September 2010 and two new deputy headteachers were appointed in April 2012.
- The school was federated with Thornton Lodge Nursery School in April 2012 and a new governing body created.
- While the Nursery is managed by the same headteacher and governing body, it was inspected in July 2011 and was not therefore part of this inspection.

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

- Ensure that teaching is consistently good or better so that all pupils reach the expected levels of attainment by the end of Year 2, especially in writing and mathematics through:
  - raising expectations and the level of challenge and reducing the number of worksheets used by pupils
  - consistently matching activities to pupils' different levels of ability, especially for the more-able
  - marking all work which pupils have completed by themselves, especially writing, and providing clear guidance about how to improve it
  - increasing the use of 'partner talk' and discussion amongst pupils to develop their speaking and listening skills
  - ensuring teachers ask open-ended questions and encourage pupils to explain their answers.
- Improve the checks made on the quality of teaching by all leaders through:
  - developing the skills of subject leaders and year group leaders
  - ensuring that all leaders use the evidence gathered to improve the quality of teaching in their subjects or year groups
  - ensuring that assessments of attainment on entry and exit to Reception are accurate and compared to national averages rather than local averages.
- Raise attendance levels so that they are in line with other schools nationally by:
  - using current systems and external support agencies to work with those parents who still do not bring their children to school regularly.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children join Reception classes with skills and knowledge that are below those expected for their age, particularly in communication and language development. Their progress requires improvement because while they make some gains in their academic development, they are still working at levels below those of others of the same age nationally by the time they enter Year 1.
- Progress in Key Stage 1 also requires improvement as by the end of Year 2, pupils are working at levels which are still, overall, lower than the national average; however, the attainment gap with other pupils across the country has been narrowed. The school's own data show that progress rates are beginning to accelerate in both Year 1 and Year 2.
- Since the previous inspection, attainment in reading, writing and mathematics has risen. Pupils now reach levels of attainment in reading that are broadly in line with the national average, but they are still below in writing and mathematics. Mathematics has improved steadily for the last three years and is moving closer to national figures. The widest gap exists in writing.
- Not enough pupils reach the expected levels in writing or reach the higher levels in reading and mathematics. This is because the work teachers give them is not always challenging enough, or because pupils do not have opportunities to practise immediately the literacy and numeracy skills that have been taught.
- For some disabled pupils and those with special educational needs, progress is good due to the good support provided in lessons and the help they receive outside lessons. Pupils who are at an early stage of speaking English and those from different minority ethnic backgrounds make similar progress to others in the school but White British pupils are doing rather less well.
- All groups of pupils supported by the pupil premium make good progress in reading and mathematics and benefit well from the additional support that the funding buys. However, the gap in these pupils' attainment in writing and that of others in the school is not closing quickly enough as they are still nearly a year behind their classmates.
- The structured programme introduced to teach reading is very effective. As a result, pupils can use their knowledge of letters and sounds to attempt unfamiliar words and become confident readers. They enjoy reading and read regularly from a range of books.

### The quality of teaching

### requires improvement

- Teaching is not consistently good. Some lessons are good but too much teaching requires improvement and no outstanding teaching was seen during the inspection. Too many worksheets are used, and in all classes pupils spend a good deal of time working by themselves on activities which are not always linked to the previous work. This means that pupils do not immediately follow up or practise the literacy or numeracy skills they have just been taught.
- Some activities are not challenging enough, especially for more-able pupils, who sometimes have to wait too long before they are moved on by the teacher. Work is not always well matched to pupils' needs.
- When pupils are working on their own, adults do not always check on how well they are doing during the lesson or mark the work they complete. Consequently, their progress is not as rapid as that of the pupils who are working directly with the teacher or other adults.
- Good relationships exist in all classes and adults manage behaviour very effectively, which reduces any distractions. Pupils get on with their work well as teachers have established clear routines and pupils know what they have to do.
- In the better lessons seen, teachers expect the best from pupils. They ask very searching questions to get them thinking and see how much they have understood. They also set work which is well matched to the different levels of ability.

- Where teaching is less effective, teachers ask closed questions, which require only a simple rather than an extended answer; pupils are not given opportunities to discuss their thoughts with one another or explain how they reached their answer.
- Additional adults provide valuable support, especially for those who are disabled or have special educational needs, and with the daily reading groups. Work is carefully planned and matched to individual levels of ability. This adds significantly to the progress pupils make.
- Children in Reception classes make good use of the indoor and outdoor learning spaces. Teachers plan a range of activities to make sure that children practise different skills, especially related to their personal and social development. However, children do not receive enough direct teaching to develop their writing or mathematics to equip them with the early skills and rapid start needed.
- Work done in pupils' books is generally of a better quality than that on worksheets. Books are marked well, with pupils being told how they can improve.

### ■ The behaviour and safety of pupils

### ■ are good

- Pupils are keen and eager to learn. They know and aspire to the school motto, 'to be the best you can be'. Behaviour in lessons and around school is consistently good and disruption to lessons is uncommon. If any incidents occur, these are very well managed by adults and quickly resolved.
- Pupils say they enjoy school and feel safe due to the care and support they receive from all adults. That view is supported by the parents spoken to. The vast majority are highly supportive of the school and as one parent said, 'The behaviour issue with my child was sorted out quickly and I was really pleased.'
- Pupils are aware of some of the different forms that bullying can take, including physical and name-calling. They say bullying is not a problem in school and know that if they tell an adult, any problems will quickly be sorted out.
- Pupils feel safe at school and are taught how to keep themselves safe, for example, on roads and when using the internet. Parents and staff also agree that children are kept safe.
- Pupils readily and happily work with one another. They play harmoniously together at playtimes and 'befrienders' are on hand to make sure everyone has someone to play with. In classes, pupils cooperate well and share equipment sensibly. They are very tolerant of one another's beliefs and cultural differences and mix freely.
- While attendance remains below national average, the actions in place and initiatives such as 'Going for Gold' are effective and contributing to a steady improvement. The school knows that it needs to encourage some parents to bring their children to school more regularly.

### The leadership and management

### requires improvement

- The new senior leadership team are working together effectively to set and share an ambitious vision for the school. Some improvements are already evident, for example, improved attainment and attendance, but the quality of teaching has not yet improved enough to ensure that all pupils make at least good progress.
- Leaders' checks on the performance of teachers have not always been focused sharply enough on the quality of learning or progress made by all pupils in lessons. Some leaders do not yet have the skills needed to check, challenge or support their colleagues to bring about improvements to teaching in their subjects or year groups.
- Reception class data are not analysed accurately or matched to national levels to determine whether progress is good enough. This has led to some uncertainty about the entry and exit levels of children in Reception, which has slowed down the urgency to promote rates of

progress.

- Leaders' evaluation of the school is accurate and honest. Leaders recognise what the school is doing well, but also the areas which are not yet good enough. Actions to address these areas are clearly set out in the school development plan.
- Training is strongly promoted; this is having some impact on improving the quality of teaching and developing the skills of leaders who are new to their roles. Valuable support and partnerships with other local schools have provided opportunities for leaders and teachers to observe and learn from the good practice elsewhere.
- Annual targets are set for teachers and are reviewed by leaders, and pay rises are recommended to the governing body if the headteacher feels that teachers' performance has been consistently good. Curriculum planning is developing well and promotes pupils' spiritual, moral, social and cultural development. Pupils know right from wrong, appreciate differences, work together effectively and have times in assembly to reflect and think quietly. Music, sports and arts are promoted through visits and after-school clubs. Pupils have links with another local school and use this as an opportunity to extend their writing skills by sending letters to their pen friends.
- Leaders strongly promote equality of opportunity and ensure that discrimination is not tolerated. All pupils are fully included in school life, regardless of their background or ability. The school community is a diverse but harmonious learning environment for all pupils.
- The local authority has an accurate view of the school. It has provided valuable support for new leaders, including the headteacher when she was appointed.
- **The governance of the school:**
  - Following the federation with Thornton Lodge Nursery School, the newly formed governing body works in close liaison with school leaders. Governors are very knowledgeable, highly experienced and committed to their role in holding the school to account. They have established clear procedures and roles and responsibilities so that all governors are clear about their duties. Some members have an excellent understanding of data, know how all groups of pupils are achieving and can assess the impact that the pupil premium funding is having. Governors actively take part in school life through visits, discussions with pupils and hearing pupils read. They acknowledge that the quality of teaching is variable but do not always check on teachers' individual performance when they make decisions about pay awards. Governors set and review annual targets for the headteacher based on whole-school improvement. They fulfil all their statutory duties well, including safeguarding and financial management, and regularly undertake relevant training to keep their skills and knowledge up-to-date.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	107729
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	400932

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>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Geoffrey Hallas
<b>Headteacher</b>	Mrs Kirsten Luff
<b>Date of previous school inspection</b>	7 December 2009
<b>Telephone number</b>	01484 222202
<b>Fax number</b>	01484 222238
<b>Email address</b>	office.dryclough@edukirklees.net



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