

# Chickenley Community Junior, Infant and Nursery School

Princess Road, Chickenley, Dewsbury, West Yorkshire, WF12 8QT

## Inspection dates

27–28 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils underachieve. They make inadequate progress in reading, writing and mathematics across Years 1 to 6.
- Standards in reading, writing and mathematics are too low. Teachers do not teach the basic skills in these subjects systematically or give pupils enough chance to practise reading, writing and basic mathematical skills.
- In lessons, the work that teachers set is often too easy and hence the work produced by pupils is often below what they are capable of.
- Comments in teachers' marking are often too brief and pupils are not required to take notice of them.
- Teachers do not set clear and consistent boundaries for pupils' behaviour, and occasionally allow inappropriate behaviour to disrupt learning.
- Teachers have not had enough guidance on how to improve their teaching. Leaders and managers have not brought about the rapid and sustained improvements needed in teaching to fill the gaps in pupils' knowledge and skills.
- The leadership's view of the school's current performance is inaccurate and the school's performance has declined since the previous inspection.
- Governors do not know enough about the school's weaknesses or about the impact of decisions.

### The school has the following strengths

- Pupils are kind and helpful to each other. Relationships between teachers and pupils are good.
- Good teaching in physical education helps pupils to develop good skills and positive attitudes.
- Children get off to a good start in the Early Years Foundation Stage, making good progress in developing key skills.

## Information about this inspection

- Inspectors observed teaching and learning in 19 lessons and 2 part-lessons. In addition, they observed the teaching of small groups of pupils receiving extra support for English and mathematics.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. The responses from parents to the on-line (Parent View) survey were not available to inspectors because of the low numbers completed.
- Meetings were held with the Chair and four members of the Governing Body, staff members, a National Leader of Education linked to the school and a representative from the local authority.
- Inspectors looked at a number of documents, including those relating to child protection and safety, the school's monitoring of teaching and school improvement.
- Inspectors heard two groups of pupils read and checked the school's assessments of pupils' progress in reading. They also looked at the school's tracking system showing pupils' progress in mathematics and English.

## Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Carol Machell

Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- Chickenley Community Junior, Infant and Nursery School is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium, which in this school provides additional government funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is above the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is above average as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils from minority ethnic groups is below average as is the proportion of pupils who speak English as an additional language. The vast majority of pupils are White British.
- The school has gained a number of awards, including: Activemark and Healthy Schools Award.
- In 2012, the school met the government's floor standards which set the minimum expectations for attainment and progress in English and mathematics.

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

- Improve the quality of teaching to be at least good or better by:
  - ensuring that teachers accurately assess what pupils already know and can do so that learning activities are well-matched to the abilities of different groups of learners
  - ensuring that teachers have consistently high expectations of what pupils can achieve and that pupils produce written work at the levels of which they are capable
  - increasing the pace of learning in lessons and ensuring that pupils have enough time to complete their work
  - ensuring that comments in teachers' marking always show pupils exactly what they need to do in their work and that pupils respond to these comments
  - providing clear and consistent expectations for behaviour in lessons.
- Raise attainment in reading, writing and mathematics so that pupils achieve well in these subjects by:
  - ensuring that reading sessions are always tightly focused on developing specific comprehension skills
  - providing pupils with more opportunities to engage in writing activities for longer periods with a focus on accurate grammar, spelling and punctuation
  - providing pupils with regular and systematic opportunities to develop key number facts, and using these to improve their ability to solve mathematical problems.
- Improve the effectiveness of leadership and management, including governance , by:
  - ensuring that priorities for improvement are based on accurate evaluation of current performance

- providing training for senior leaders in how to monitor the quality of teaching thoroughly and effectively so that they can advise teachers on how to improve their practice
- ensuring that teachers use information on pupils' performance effectively and are held to account by school leaders when pupils' progress and the quality of teaching are not good enough
- providing training for the governing body so that all members fully understand their role and are able to challenge all leaders on how well pupils are doing and the quality of teaching in all phases of the school
- undertaking an external review of governance, to include a specific focus on the quality of teaching and governors' understanding of the school's use of the pupil premium, in order to assess how these aspects of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- From their skill levels on entry to Year 1, which are below those expected for their age, pupils do not make enough progress across Years 1 to 6. As a result, attainment in reading, writing and mathematics by the end of Year 6 is low and pupils' achievement is inadequate.
- Pupils in Years 1 to 6 have made inadequate progress over time because of weaknesses in the quality of teaching. Whilst there are some indications of improvement, particularly at Key Stage 1, progress remains inadequate.
- Pupils' work in lessons and in their books shows that they are underachieving in writing. They make inadequate progress in this subject because they do not write often enough for longer periods, particularly in work across the curriculum. Their handwriting is poor at times and they often use grammar, punctuation and spelling incorrectly. As a result, attainment in writing is low by the end of Year 6.
- Attainment in reading is low both at the end of Year 2 and Year 6 and progress is inadequate. Recent improvements to the way pupils are taught to link letters and sounds in learning to read are beginning to have a positive effect on progress at Key Stage 1. However, when pupils read in small groups alongside adults, and in other reading activities, there is not enough emphasis on developing specific comprehension skills to accelerate progress quickly.
- Pupils show interest in mathematics and enjoy working together on practical activities. This was evident when pupils in Year 3 were exploring ways of using multiplying and dividing as a way of checking their answers. However, progress in mathematics is inadequate because pupils have weak recall of key number facts and are not proficient in using them to solve problems in real-life contexts.
- Disabled pupils and those with special educational needs underachieve because their specific needs have not been met. The support programmes for these pupils have been reorganised to meet their needs more effectively and they are now making better progress. The achievement of the most-able pupils is inadequate. The work they receive is often too easy for them.
- Leaders have improved the way the pupil premium funding is used to raise the attainment in English and mathematics of those pupils for whom it is allocated. The provision of small-group and individual support is proving successful in narrowing the gap between the attainment of pupils known to be eligible for free school meals and that of other pupils in school. The attainment of pupils who benefit from this support is approximately one term behind that of other pupils in English and in mathematics. However, their attainment remains low in English and mathematics and below that of other pupils.
- The school is not effective in promoting equality of opportunity for its pupils because too many underachieve.
- Children in the Early Years Foundation Stage make good progress because adults make sure their individual needs are met. They quickly settle into everyday routines and grow in confidence as they are encouraged to make choices for themselves.

### The quality of teaching

### is inadequate

- The quality of teaching and learning seen during the inspection varied, with too many lessons either requiring improvement or being inadequate. Work in pupils' books show that, over time, teachers have not set work at the right level for different groups. Consequently, disabled pupils and those who have special educational needs, those for whom the school receives the pupil premium and the most-able pupils have not made enough progress.
- Assessment information about what pupils know and can do is not always accurate and it is not used effectively by teachers to ensure that all pupils are set hard enough work.
- While teachers' lesson plans identify what different ability groups will be doing, not all teachers check that the work they have planned is helping pupils to make the best possible progress. Far

too often, the most-able pupils are given the same task as others.

- Teachers' expectations of what pupils are capable of doing are too low, particularly at Key Stage 2. Pupils are not given enough time to complete activities. As a result, in some lessons, pupils quickly lose interest in what they are doing and their behaviour deteriorates.
- The teaching of reading and writing is inadequate. Pupils are not given enough opportunity and time in lessons to improve their reading and writing skills. Comprehension, grammar, spelling and punctuation skills are not taught systematically, practised and built on as pupils move through the school.
- Learning in mathematics lessons lack pace, with pupils not having enough opportunities to link their calculation work to real-life problems.
- Teachers' marking is inconsistent. There are good examples that show pupils how well they are doing and what they need to do to improve further. But comments are often too brief and pupils are not required to take notice of them. As a result, for example, they often continue to make the same mistakes in their spelling, punctuation and calculations.
- Where teachers teach at a brisk rate and set high expectations, teaching is consistently good and pupils make good progress. For example, Years 1 and 2 pupils enjoyed learning about different settings and developed some good descriptive language.
- New systems implemented by the leader responsible for special educational needs are beginning to have an impact on the teaching for disabled pupils and those who have special educational needs. All pupils now have an individual work programme. However, leaders have not checked enough to make sure one-to-one help and guidance and small-group sessions are having a good impact. In a small-group phonics sessions these pupils make good progress in developing their word skills. In other groups, their progress is often less than good.
- In the Early Years Foundation Stage, adults provide children with stimulating and practical activities that maintain their interest. This was evident when children in Reception Year were exploring the theme of pirates. The children enjoyed developing a story about pirates using a ship, shells and other resources which their teachers had provided for them. Staff have high expectations of what children can achieve and of their good behaviour.

### **The behaviour and safety of pupils**

### **requires improvement**

- Behaviour and safety requires improvement because some pupils do not behave as well as they should in lessons and this disrupts the learning of others. There are inconsistencies between staff in following the school's policy for managing this behaviour. This results in pupils occasionally being unclear about the boundaries for appropriate behaviour.
- Pupils are keen to get on with their work. They say that things have got a lot better over the last year with lessons being more interesting. However, at times, they say, the behaviour of a few can disrupt learning.
- Parents, pupils and staff say there has been improvement in behaviour over the last year and this is evidenced in the school's behaviour records. Pupils know about the different kinds of bullying, including name-calling and physical bullying and say that it seldom occurs. They are confident that staff would deal with it promptly if it did.
- Pupils enjoy having lunch together where their behaviour is good. They are keen to help out in keeping the dining hall clean and tidy. Pupils show respect and are keen to help in keeping their classrooms tidy.
- Pupils say they feel safe in school and they have a clear understanding about how to keep themselves and others safe. They know about the dangers relating to the Internet, railway, water and road use and what they need to do if they are approached by a stranger. The curriculum provides opportunities for pupils to explore these issues to deepen their understanding.
- Pupils say they enjoy coming to school and this is shown in the significant improvement in their attendance over the last year: it is now average. Pupils arrive at school on time so there is no delay in starting lessons.

- There is a variety of opportunities for pupils to take on responsibilities, which they accept willingly. These include being a buddy to look after younger pupils.

## **The leadership and management are inadequate**

- Leaders and managers have failed to secure the necessary improvements required since the previous inspection, in order to address weaknesses in pupils' attainment in English and mathematics and improve the significant weaknesses in teaching. Leaders have not demonstrated the capacity to bring about the necessary improvements.
- The school's self-evaluation does not provide an accurate view of its performance. The plan to improve the performance of the school does not set out key urgent priorities and is not based on an accurate analysis of performance that identifies exactly what needs to be improved to provide a good education for the pupils.
- The leadership team systematically analyses data to identify how well pupils or groups of pupils are doing. However, the resulting information is not used well enough to direct senior leaders to bring about improvement or to hold others to account for their work.
- Checks on teaching in all age groups are carried out regularly by leaders and the National Leader of Education. However, the checks made on the quality of teaching by leaders, including middle leaders, do not consistently focus on the progress made by pupils during lessons and are not sufficiently accurate. Consequently, teachers are not given enough direction or guidance on how to improve.
- School leaders have set teachers challenging targets for improving their performance. However, staff are not held sufficiently accountable for the progress of the pupils they teach or for achievement in areas they lead or manage.
- The curriculum is enriched effectively by a variety of well-attended extra-curricular activities and visits to places of educational interest. Pupils spoke with great enthusiasm about their residential experience.
- Pupils are given good opportunities to develop their spiritual, social, moral and cultural learning. Assemblies are valued and at all times very respectful, with pupils taking time to reflect on moral issues.
- The school benefits greatly from its involvement as part of the Chickenley Campus with good links with the on-site community centre that supports families and the community well.
- The new primary school sports funding is being used to provide specialist sports coaches to teach physical education lessons alongside school staff. Pupils and staff benefit from the extra professional development offered by specialist coaches who are extending the skills of class teachers.
- The local authority has provided support for the school; for example, commissioning a National Leader of Education to support the headteacher has been organised, but it is not having enough impact.
- Newly-qualified teachers should not be appointed.
- **The governance of the school:**
  - Governors have not used information provided by the school to ask enough searching questions that hold senior leaders firmly to account for serious shortcomings in pupils' achievement over time. They have not asked sufficiently probing questions about pupils' progress and attainment, to trigger rapid improvements. Similarly, they have not questioned sufficiently the impact of the pupil premium funding on pupils' learning and progress. Governors are provided with information about the quality of teaching by the headteacher, the National Leader of Education and the local authority, but do not ask sufficiently robust questions about it. As a result of these weaknesses, the governing body does not know enough about how well the pupils or staff are performing, or if the school is providing value for money. The governing body does make sure that safeguarding procedures such as child protection policies, staff training and criminal record checks for all staff meet national requirements. However, governors have not had the training necessary to give them the other

skills they need to fulfil their role, such as how to understand and question performance information about staff and pupils' achievement.



## 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>	130939
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	425849

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Westbury
<b>Headteacher</b>	Bronagh King
<b>Date of previous school inspection</b>	12 October 2011
<b>Telephone number</b>	01924 325269
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