

Streethouse, Junior, Infant and Nursery

Whinney Lane, Streethouse, Pontefract, West Yorkshire, WF7 6DJ

Inspection dates 13–14 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in learning to read and write and in mathematics.
- Good teaching and carefully designed additional help ensure that all groups of pupils, including the most able and those who find learning difficult, make good progress.
- Teaching assistants make a good contribution to learning, both in lessons and in providing extra help to small groups and individuals.
- The good teaching in the Nursery and Reception class helps children to settle quickly so that many make a good start in learning to speak, read and write.
- Pupils behave well in lessons and around the school. The older pupils are very keen to learn and complete a good amount of work in lessons and in their own time.
- Pupils of all ages say that they feel safe. The inspection found that pupils are safe in the school.
- The school provides a good variety of activities, which capture the pupils' interest and enable them to develop and use their reading, writing and mathematical skills in the different subjects.
- The school's leaders, including the governing body, have ensured that the good quality of teaching and pupils' good progress have been maintained since the previous inspection.
- In particular, they have secured improvement in the amount and content of the older pupils' writing and they have ensured that teaching is good throughout the school.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- In a very few lessons, the activities do not allow all pupils to make rapid progress and teachers do not always adjust the learning according to pupils' responses.
- Some pupils, particularly the younger ones, have difficulty in talking at a level typical for their age. Some older pupils do not write clearly and legibly.

Information about this inspection

- The inspector observed eight lessons and other activities for shorter periods of time. Four lessons were observed jointly with the headteacher. The inspector listened to pupils read and looked at work in their books.
- The inspector met with groups of staff and pupils. She also met with two representatives of the governing body and with a representative of the local authority.
- The inspector took account of 11 responses to the on-line questionnaire (Parent View). She also looked at the result of the school's own survey of parents' views and spoke with a small number of parents.
- The inspector observed the school's work. She looked at the school's information about pupils' progress, documents relating to safeguarding, behaviour and attendance and the school's analysis of how well it is doing and its plans for further improvement.

Inspection team

Liz Godman, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children looked after by the local authority and the children of military personnel) is more than double the national average.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is more than three times the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by making sure that in all lessons:
 - the activities provided help all pupils of different ages and abilities to make rapid progress
 - teachers adjust the work they give to pupils according to how well and how quickly the pupils complete it.
- Further extend the speaking and writing skills of pupils by ensuring that:
 - the younger pupils are encouraged to talk more often and at greater length
 - all pupils are encouraged to write clearly and legibly by providing those that need it with more guidance and practice on how to form and join letters and by ensuring that they have the pens, pencils and equipment to do so.

Inspection judgements

The achievement of pupils is good

- All groups of pupils make good progress, often from very low starting points, in learning to read and write and in mathematics. This is because the school ensures that all pupils have an equal opportunity to do so. As a result, by the time they leave Year 6, most pupils have reached or exceeded the expected standards.
- When children join the Nursery most have skills that are well below those typical for their age. Of those who started in the Nursery in January 2014, almost all had skills which were well below those typical for their age. This was most marked in speaking and language skills, but these children have made a good start in learning to speak and to play with others.
- The progress of children in the Reception Year is good. Many can count accurately, know the sounds that letters make, and can read and write simple words. However, the skills of many remain below those typical for their age. The speech and language difficulties of a few children persist. For example, several found it difficult to explain what they were doing, said very little to other children or adults or spoke unclearly or used very few words.
- Most pupils join Year 1 with skills below those typical for their age, as do other pupils who have not attended the school previously, but join the school in Years 1 and 2. Often these pupils are working at levels below those of the National Curriculum.
- The most-able pupils in Years 1 and 2 are confident readers and can work out unfamiliar words using their knowledge of letters and sounds. Less-able pupils gain confidence and skills as a result of the extra help they receive from adults or from their Year 6 reading buddies.
- By the time they reach Year 2 most pupils' reading, writing and mathematical skills are at or above the level expected for their age because of the good progress they have made.
- A number of pupils with special educational needs continue to work at levels below those of the National Curriculum, but they make good progress in reading, writing and mathematics because they receive carefully planned help in class, in small groups and before school.
- Good progress continues in Years 3 to 6. As a result, all pupils who left Year 6 in 2013 made expected progress in reading and mathematics. More than half made better than expected progress in reading and writing and just under half in mathematics.
- Of the 2013 Year 6 pupils known to be eligible for free school meals, all made expected or better progress in reading and mathematics, but their progress in writing was not quite as good. Despite this good progress, the levels they reached in reading and writing were about three terms behind those of other pupils, but the same as other pupils in mathematics. However, a number of these pupils also had special educational needs that affected their rate or progress.
- Pupils currently in Years 5 and 6 read widely and well. They write long and interesting stories and accounts and their vocabulary, punctuation and spelling are accurate. However, although almost all put effort into their work, some do not write clearly or legibly. The most-able pupils make good progress in all subjects, particularly mathematics. Year 6 pupils are well-prepared for secondary school.
- Pupils with special educational needs make good progress in Key Stage 2. A number have joined the school during this key stage and are making good progress from very low starting points. They are developing confidence and skills as a result of the good additional help they receive.

The quality of teaching is good

- The good teaching ensures the good progress of pupils of all ages in speaking, reading, writing and mathematics.
- Good teaching helps the children in the nursery class to settle quickly and to improve their listening and speaking. Carefully organised games help them to recognise different sounds and a group of very young children enjoyed talking with an adult as they worked outside to build a

house for the 'three bears'.

- The teacher extended this with the older and most able children in Reception when they read Goldilocks and the Three Bears with her, before retelling the story well, using masks and finger puppets.
- All classes have pupils from two year groups. Most work enables those of all ages and abilities to make good progress from very different starting points. Occasionally, pupils' progress slows because the work is too hard for some or too easy for others.
- Teachers usually adjust the work as the lesson progresses according to how well the pupils are doing. In a Years 5/6 mathematics lesson, pupils drew shapes using clues of increasing difficulty and the most able were challenged further to prove Pythagoras' theorem.
- Pupils' work is marked regularly and accurately. Pupils are clear about what they have done well and what they could improve. They check their progress against their targets and improve the content of their work in response to the teachers' advice.
- In a very few lessons, the teacher does not notice what the pupils have done well and what could be better. Consequently, pupils do not always edit or improve their work in the lesson and sometimes this is an opportunity missed to help pupils keep their writing clear and legible.
- Teachers do not give the pupils who need help with forming letters enough practice in writing and joining letters and do not ensure that they have access to pens and special equipment to help them to write neatly.
- Teaching for pupils with special educational needs and those known to be eligible for the pupil premium is good in lessons and in small groups or individually.
- Skilled teaching assistants provide effective extra help. Staff know the pupils well and give them work that helps them to take part and to make good progress in reading, writing and mathematics. Pupils are very keen to receive extra help to improve their reading or behaviour and a number come to school early for this.
- The most able pupils are taught well throughout the school and make good progress. They work hard, so produce a good amount of written and mathematical work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite and listen carefully when the teacher or another pupil is talking.
- Pupils work well by themselves or with a partner. For example, pupils in a Years 3/4 mathematics lesson busily measured their hands, feet and heads and plotted the results on a graph to compare their findings.
- Older pupils, in particular, persist with and eagerly complete tasks outside lesson times. They are proud of their work and look after it well. Older pupils enjoy helping the younger ones and take great care of them.
- Some pupils have special educational needs relating to behaviour. In almost all lessons teaching assistants and other adults manage them well so that they make good progress and do not disturb others. Some pupils with behavioural difficulties are very keen to learn and the school's records show the success of the learning mentor and teaching assistants in achieving this.
- Pupils' behaviour on the playground, around school and at breaks is good and they use the sports equipment provided well. They keep the school and outdoor areas tidy and litter-free.
- The school's work to keep pupils safe and secure is good.
- Attendance has been below average, but has improved this year through persistent work with a small number of families and strong partnership with the education welfare service. Attendance for the first half of this school year was much higher than for the same period last year. Older and the most able pupils are eager to learn, travel to school by themselves and attend well. The school keeps careful checks on pupils known to be at risk of not doing as well. Consequently, the attendance of those with special educational needs is above the national average for all pupils.
- Pupils say that they feel safe in school and almost all parents who responded to the

questionnaire agree. The school emphasises safety to pupils, so that they know how to stay safe when using the Internet, on roads and near water and railway lines.

- Pupils say that bullying and name-calling are very rare. They understand the different forms of bullying and know who to go to for help should any bullying occur.

The leadership and management are good

- The headteacher, senior leaders and the governing body, have ensured good teaching in all classes, resulting in pupils' sustained good progress since the previous inspection. Writing, in particular, has improved.
- Leaders expect much from staff and pupils and make good use of teaching assistants, learning mentors and volunteers, who willingly give their time to help the pupils. Adults work well together in classrooms and around the school and provide good models for the pupils.
- The school uses the pupil premium funding well, so that pupils receive the help they need and make particularly good progress in learning to read, happily coming to school early for extra reading and breakfast.
- Careful and accurate checks are made on the quality of teaching and pupils' progress and the school has good plans for further improvement. Staff receive good training to aid this.
- The school works well with a variety of other schools, for example, to check that its assessments of pupils' work are accurate. The local authority has an accurate view of the school's work and has verified the school's own checks.
- All teachers have extra responsibilities, for example in leading subjects, because of the small size of the school. Experienced subject leaders provide good support to those newer to the role.
- The school provides varied subjects and activities, which interest the pupils and enable them to develop and use their reading, writing and mathematical skills in the different subjects.
- The school ensures that pupils work together well, think about others and understand right and wrong. They also learn about other cultures, for example, Spain or Ancient Greece, and many learn to play a musical instrument.
- The school has made good use of the primary school sport funding in purchasing additional time from sports coaches and a secondary specialist PE teacher, who works with the school's teachers to develop their work and to teach more advanced skills to the pupils. For example, she showed Years 5 and 6 pupils how to throw accurately during their 'Olympic Games'.
- All safeguarding requirements are met and the school works closely with other agencies in seeking to ensure that pupils are safe.
- Parents are welcome in school and respond by attending consultation evenings and celebration assemblies in large numbers. Parents who responded to the school's own survey and who spoke with the inspector were happy with all aspects of the school's work.
- **The governance of the school:**
 - Members of the governing body visit the school regularly, take an active part in school life and are known by many pupils and parents. They receive detailed information from the headteacher and are not afraid to ask questions. They have an accurate view of the quality of teaching and of pupils' achievement and make sure that only good teaching is rewarded. Governors have recently reviewed their own work and have ideas for further challenge and involvement. They understand clearly how funds, such as the pupil premium and primary school sport funding, are used and how well, and they are keen to make further adjustments to secure the best for the pupils.

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

Unique reference number	108195
Local authority	Wakefield
Inspection number	440787

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Valerie Robinson
Headteacher	Charlotte Clerehugh
Date of previous school inspection	15 March 2011
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