

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566939  
**Direct F** 01695 729320  
**Direct email:**  
glankertis@cfbt.com



10 July 2014

Miss Bronagh King  
Headteacher  
Chickenley Community Junior Infant and Nursery School  
Princess Road  
Chickenley  
Dewsbury  
West Yorkshire  
WF12 8QT

Dear Miss King

**Special measures monitoring inspection of Chickenley Community Junior Infant and Nursery School**

Following my visit with Helen Storey, Senior Her Majesty's Inspector, to your school on 8 and 9 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in November 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is not making enough progress towards the removal of special measures.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Kirklees.

Yours sincerely

Jonathan Brown  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in November 2013**

#### **■ 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.

## **Report on the second monitoring inspection on 8 to 9 July 2014.**

### **Evidence**

Inspectors observed the school's work including teaching and learning in Key Stage 1 and Key Stage 2. They scrutinised a range of documents as well as work in pupils' books. Inspectors met with the executive headteacher and headteacher and other senior and middle leaders, groups of staff, pupils, a small number of parents and members of the governing body. Meetings were also held with a National Leader for Education who is supporting the school, professionals who are working in the school providing help from partner schools, including the lead professional from the Pupil Referral Unit (PRU). Inspectors spoke with a member of the Trust who oversees the school and representatives of the local authority.

### **Context**

The deputy headteacher has left the school and has not yet been replaced. Two teachers are leaving the school at the end of this term. Long-term absences and vacancies have been covered by a range of short-term and longer-term supply staff. The school has not yet recruited staff to fill all the vacant posts.

### **Achievement of pupils at the school**

School leaders have a more accurate view of the progress pupils are making in the school. This is because systems are now in place to track pupils' progress and to regularly check the accuracy of teachers' assessments. The most recent school data show that there are modest improvements in pupils' overall attainment and progress in the Early Years Foundation Stage and Key Stage 1. Children in the Early Years Foundation Stage are continuing to make good progress from their individual starting points. This rate of progress is being sustained so that pupils now reach at least average levels by the end of Key Stage 1 in reading and mathematics.

Pupils in Key Stage 2 continue to underachieve. Progress has slowed for too many pupils. By the time they leave the school, too few pupils have the basic skills they need to learn well in different subjects in secondary school.

Gaps between the achievement of different groups of pupils, for example, those eligible for support through pupil premium funding, disabled pupils or those with special educational needs, is too variable across classes. These groups are not yet making expected progress, and their progress is not accelerating quickly enough to close the gaps between their achievement and that of their peers.

### **The quality of teaching**

While there have been some improvements in the quality of teaching since the previous inspection, these are not yet sufficient to ensure it is at least consistently good. Frequently, teaching requires improvement and, at times, is still inadequate. Evidence from the Early Years Foundation Stage and Key Stage 1 indicates that children and pupils receive consistently good teaching. Elsewhere, where teaching has been improved through well-targeted training, gains are beginning to be made. Teachers assess more accurately what pupils know and can do and learning activities are better matched to the abilities of different

groups of learners. The pace of learning in lessons is improving, although teachers do not always accurately judge when to move learning on so that pupils are sufficiently challenged to work hard and achieve their best. Comments in teachers' marking are beginning to show pupils exactly what they need to do to improve their work. However, where there is instability in staffing and much of the teaching is being delivered through temporary arrangements or supply staff, this practice is not embedded or secure. Some supply staff are effective, but the quality of others is too variable. This is evident in the slow rate of progress that many pupils are currently making in Key Stage 2.

### **Behaviour and safety of pupils**

Immediate, urgent action is required to ensure that pupils and staff are safe and that the need for physical intervention is eradicated. The number of recorded serious incidents requiring physical intervention still remains too high (typically 13 incidents within one calendar month). In addition, the recording of these incidents sometimes lack sufficient detail to support the decision to restrain a pupil and the follow-up work that has been done to prevent a recurrence of the problem is not described. It is of concern that a very small number of pupils are being physically restrained repeatedly, for example three or four times within one month. This situation is having a negative impact on the learning of the individual pupils concerned and on the learning of other pupils within the class who witness these events. When these events happen at lunch or play time they have a negative impact on the atmosphere and ethos within the school and teachers comment that pupils are then distracted and slow to settle to their learning. The behaviour and safety of pupils was raised as a concern at the last visit and the school has not made enough progress in this area towards the removal of special measures. The targeted support and training from the Pupil Referral Unit accounts for a reduction in the number of serious incidents, but these still remain unacceptably high.

The behaviour that enables effective learning is improving and is being well promoted in some classrooms. Clear expectations around readiness to work and the routines and consistency in applying these expectations help pupils to understand what is required and aid them in settling to work quickly and in an atmosphere conducive to study. This is not yet the case in all classes. On occasions, particularly in some Key Stage 2 classes, low level, disruptive and off-task behaviour impedes effective learning.

### **The quality of leadership in and management of the school**

It is not clear to the school community who is in charge. Current senior leadership arrangements lack clarity and cause uncertainty for staff. While there is some division of tasks between the executive head teacher and head teacher, actions necessary to improve provision and outcomes are not being implemented quickly enough, and responsibilities are not clear. The executive head teacher and head teacher work hard to manage the day-to-day staffing and behaviour issues they face, but the enormity of this task is diverting their attention from tackling other weaknesses. In relation to managing serious behaviour incidents, their impact has been insufficient.

Through the support of the brokered partnership with an outstanding school, school leaders have now secured a more accurate view of the school's performance and the areas in which it needs to improve. As a result, staffs are more willing to accept challenge around aspects of their practice that require improvement. Further work is required to check the proportions

of pupils from different groups that are making expected and accelerated progress, and to close any gaps in their performance.

The school's plan of action is now fit for purpose with all actions clearly identified and more robust measures against which the impact of improvements can be evaluated. The governing body has been reconstituted since the last visit. It is now a smaller, more tightly focused group with an appropriate skills' base. They have highly effective systems in place for checking how well the school is doing and school leaders are now held more directly to account. Some concerns have been expressed about the timeliness in which the governors receive and consider reports. The impact of the actions of the governing body will be a focus at the next monitoring visit.

### **External support**

Arrangements put in place by the local authority to secure leadership in the school have not been effective. Urgent action is required to clarify leadership responsibilities and roles and secure the additional capacity necessary for the school to move out of special measures in the required timeframe.

Other support provided by the local authority, including the brokering of support from an outstanding school and the reconstitution of the governing body, has increased capacity. Support from the PRU is ongoing and has contributed to the reduction in exclusions and serious incidents resulting in the need for physical intervention. Regular visits to the school and the training of staff in de-escalation techniques are welcomed by staff at all levels. However, this work has not had sufficient impact on reducing the number of serious incidents that lead to pupils being physically restrained.

The support provided by the National Leader of Education and her staff has been crucial to the school understanding the challenges it faces and taking steps to address them. This support has included training on effective classroom practice and weekly monitoring visits with a clear focus on improvement priorities. Much of this work is limited in impact due to the instability of staffing.

### **Only in exceptional circumstances, where they are crucial to the school's future success should priorities for further improvement be added**

- Take immediate, urgent action to ensure that pupils and staff are safe and that the need for physical intervention is eradicated.