

Diamond Wood Community Academy

North Road, Ravensthorpe, Dewsbury, West Yorkshire WF13 3AD

Inspection dates

3–4 April 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders, together with effective support from the trust and governors, have successfully improved the quality of education since the previous inspection.
- The quality of teaching across the school is now good. As a result, pupils make good progress from their often low starting points, especially in mathematics and writing.
- Expectations of what pupils can achieve have been raised and outcomes have improved. By the end of Year 2, standards of attainment are now similar to the national average.
- The teaching of mathematics and writing is good. Teachers use assessment information effectively to plan learning that is well matched to pupils' varying needs and abilities.
- While the teaching of phonics is also good, pupils' achievement in reading is sometimes held back because of weaknesses in pupils' spoken language skills.
- Some pupils have a limited vocabulary and so the content and subject matter of what they read is not understood. Opportunities to promote a range of high-quality texts and literature within classrooms and the school library are sometimes missed.
- Leaders use the additional funding they receive for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) effectively. These groups of pupils achieve well.
- Procedures for safeguarding pupils are highly effective. The school is thorough in pursuing any concerns. Pupils say that they feel safe and know how to keep themselves safe.
- The school's curriculum is very well adapted to take into account the diverse community the school serves. Pupils develop a keen awareness of people from other backgrounds and with different beliefs.
- Pupils behave well, show good attitudes to learning and enjoy school. Leaders have taken effective steps to improve attendance and most pupils attend school regularly. However, too many pupils are absent from school because of extended holidays during term time. This impacts on their learning.
- In early years, many children start school with little or no English. Good teaching and effective support ensure that they soon settle, quickly adapt to routines and expectations, and make good progress. Opportunities to develop children's language skills through their play, however, are sometimes overlooked.

Full report

What does the school need to do to improve further?

- Improve pupils' achievement in reading by:
 - ensuring that pupils acquire a wider vocabulary to develop their speaking and reading skills
 - ensuring that pupils understand the content and subject matter of the books they are reading
 - developing pupils' understanding of how authors use grammar and vocabulary to create effect
 - promoting a range of literature and high-quality texts in the library and classrooms
 - training all staff to model effective language when supporting and delivering activities.
- Ensure that leaders and managers:
 - update the school website
 - implement a consistent handwriting policy
 - further improve attendance by monitoring and evaluating rates of persistent absence for different groups of pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- A parent described the school as 'genuinely caring about our community and children'. The headteacher and her staff have a thorough understanding of the diverse community which they serve, and inclusion is at the heart of the school's work. Despite the transient nature of the pupil population and the number who start school with no previous experience of formal education and/or speaking little or no English, the school is a cohesive community where pupils are happy to be.
- The headteacher is well supported by a deputy and has successfully developed a culture where staff are keen to improve their practice. The collaborative working within the trust has been effective in securing good-quality teaching and learning, particularly in mathematics and writing. The high-quality professional development is valued by staff and this is reflected in the positive staff survey.
- Subject leaders are highly effective. They bring to the school an energy and drive in reviewing their specific areas of responsibility and planning their subjects to ensure that they are structured so that pupils gain the skills they need. The imaginative starting points for each topic ensure that pupils have high levels of engagement; this is clearly evident in the enthusiasm pupils have for a range of different 'favourite' subjects.
- The curriculum is very well planned to meet the needs of pupils from a diverse community and provides a range of experiences to foster pupils' spiritual, moral, social and cultural development. Pupils are well prepared for life in modern Britain and have a sound understanding of British values, with a good awareness of people from other backgrounds and with different beliefs.
- The school has a clear assessment system for monitoring pupils' progress and attainment. This means that teachers and leaders have an accurate picture of how well pupils are doing. As a result, actions to provide additional support are well directed and have improved pupils' progress.
- The school's self-evaluation is based on a detailed analysis of school data and is broadly accurate. The school improvement plan identifies the priority areas but has not put sufficient emphasis on the development of pupils' language skills or promoting books and literature so that pupils gain a better understanding of reading. The school is aware that the website does not fully comply with requirements, in particular explaining how it teaches phonics and reading.
- The school works hard to establish good relationships with parents and carers, many of whom do not speak English or who do not settle for long within the community. Parents that inspectors spoke to were overwhelmingly positive about the school and this is reflected in the school's own recent questionnaire, with almost all of the 100 respondents noting that they would recommend the school. A very small proportion of parents responded to the Ofsted questionnaire.
- Leadership of special educational needs and/or disabilities (SEND) is effective. Assessment of these pupils is accurate and this results in well-planned support as well as careful monitoring of their progress. Any additional funding is used effectively to

provide additional staffing support.

- The pupil premium is used effectively to support disadvantaged pupils. The school provides extra teaching and programmes of support, which have been successful in improving their progress.
- Enthusiastic leadership of the primary physical education (PE) and sport funding ensures that careful thought is given to the spending of this grant. As a result, funding is used effectively to provide sports expertise, so pupils experience high-quality PE sessions at the same time as providing professional development for staff.

Governance of the school

- Recruiting governors has been challenging for the school, but the trust has been keen to retain a governing body which represents the local community. The chief executive of the trust, who is currently the acting chair of the governing body, is supported by independent consultants and school improvement officers from the local authority who bring an objective view of the school's performance.
- The trust is committed to working with the school to ensure continuous improvement. It has delegated day-to-day responsibilities to the governing body. Governors are prepared to challenge the headteacher and have been effective in tackling weak teaching. This has now brought about improvement and stability in staffing and leadership.
- Governors have ensured that additional funding for primary school PE and pupil premium is spent with due consideration. The support for the disadvantaged pupils providing additional teaching and pastoral support has had a positive effect on the progress of these particular pupils. Governors review how well these pupils are doing and have published a detailed evaluation for last year on the school's website. However, for this year's spend the school has not identified the barriers to learning for this group of pupils.
- Governors are conversant with their statutory duties for safeguarding, ensuring that staff are recruited with careful consideration and systems and checks are all in place.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is an integral part of the school's work. The school is highly vigilant in checking that procedures are implemented to protect pupils, including protecting them from radicalisation. The school rigorously follows up pupils who are absent, including those who take extended holidays during term time.
- The school provides a safe place for pupils to be. All staff understand their obligations for safeguarding and this is emphasised throughout the school's work, including in lessons. Pupils say that they feel safe and show a good understanding of various aspects of their own safety.
- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.

- Leaders, teachers and other staff are aware of the school's procedures for safeguarding. They take appropriate action when necessary. They work with outside agencies when they have a concern and they work hard to support families in need.

Quality of teaching, learning and assessment

Good

- In conjunction with expertise from across the trust, leaders' actions to check and evaluate the quality of teaching have resulted in improved teaching practice. Teaching in both the early years and key stage 1 is now good.
- Teachers have good subject knowledge. They use their assessment of what pupils know and can do to pitch work at the right level to challenge and/or support pupils with varying needs and abilities.
- Expectations of what pupils can achieve, as well as their behaviour and conduct, are high. A productive working atmosphere is evident and there are good relationships between staff and pupils and between pupils. Pupils' attitudes to learning are good and learning time in lessons is used effectively as a result.
- Mathematics teaching is well structured. The school's approach of 'I do, you do' has had a positive effect on securing pupils' understanding of basic mathematical skills. Pupils practise their skills using concrete apparatus and record their work in their books. Teachers respond quickly to pupils' work and, as a result, subsequent work is adapted quickly to help pupils to build effectively on what they know and can already do and to offer additional support when they do not understand.
- The teaching of writing is effective overall. Pupils' books show that they are provided with good opportunities to write independently using and applying the techniques and strategies that they have been taught. Good teaching of grammar enables pupils to write well-constructed sentences and with good effect. There is not a consistent approach to the teaching of handwriting, however. This impacts on the quality of presentation of some pupils' written work.
- The teaching of phonics is effective. Pupils quickly learn to decode words and develop the early skills of reading. However, the teaching of reading is variable in quality. When taught in small groups, for example, pupils are often asked well-focused questions to check their understanding of the text and ability to retrieve information. However, when adults read with the whole class, teaching is not as effective. Opportunities to help pupils understand unfamiliar vocabulary or appreciate an author's work and style are overlooked.
- In classrooms and in the library, books and literature are not promoted effectively. Some books are not in a good condition or displayed appropriately. Staff do not check that pupils will be able to understand the content and subject matter of books they choose to read. This hampers pupils' fluency, particularly for those who are new to English.
- Subjects across the curriculum, including science, are taught well. The teaching of skills and knowledge is carefully planned, so pupils develop as scientists, artists or historians. Opportunities for pupils to write and apply their writing and mathematical skills across these subjects is well thought through. Teachers' expectations of the standard of this work are high.

- Pupils with SEND are well supported by an individual learning programme and additional teaching. This support enables them to access the curriculum and achieve well alongside their peers.
- The quality of support provided by teaching assistants is variable. In particular, some do not model spoken language effectively when supporting and delivering activities.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Diamond Wood is a caring school and is an integral part of the local community. Staff know the pupils and their families well. As a result, the school responds quickly to their needs, whether they are pastoral or practical help. This ensures that pupils are well supported in school.
- Pupils know how to keep themselves safe in a variety of situations. Pupils understand how to manage risk and can explain about fire safety and how to cross the roads safely. They understand the risks of using the internet and told inspectors they must never share passwords.
- Pupils say that there is little or no bullying in school and are confident that it would be sorted quickly. For their age, pupils have a good understanding of what can constitute bullying. Pupils respect the school rules and know there are consequences to bad behaviour.
- The school's ethos promotes tolerance and understanding of differences. Pupils have a good understanding of the school's values, which mirror British values. Pupils show a good awareness of faiths other than their own. Their attitudes and opinions reflect the diverse community they live in. Pupils are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning and they are enthusiastic about what they have learned. They are happy to help each other and they cooperate effectively when working in lessons and are eager to do well. They are proud of their work and are keen to share their successes.
- Pupils say that behaviour is usually good. Pupils show respect for the school rules and have a thorough understanding of the school's behaviour policy; the consequences and sanctions. They play cooperatively in the playground and move around the school in an orderly way.
- Pupils embrace responsibility, for example on the school or eco council, and show a good understanding about caring for the environment. They conduct themselves well in and around school and are friendly, chatty and welcoming to visitors. They listen well to adults and their peers and show respect for the views of others.
- The attendance of pupils has not been good enough but has improved this year as a

result of concerted action by the school. While rates of attendance overall are broadly in line with the national average, too many pupils are persistently absent because of extended holidays taken during term time.

Outcomes for pupils

Good

- Since the last inspection outcomes have improved. As a result, throughout the school pupils make good progress. The proportion of pupils that joins or leaves the school at other than the usual times is much higher than the national average. This can affect the school's published test and assessment results. Pupils who join, for example, often speak little or no English and are unable to express themselves clearly or accurately. Care is needed, therefore, when making national comparisons of pupils' attainment.
- By the end of Year 2, the proportion of pupils reaching both the expected and higher standards in reading, writing and mathematics in recent years has been steadily rising and, in 2018, was similar to the national average overall. This represents good progress from pupils' typically lower, and sometimes low, starting points. Pupils' books show that current pupils are also making good progress, especially in mathematics and writing.
- In mathematics, pupils are able to calculate using the basic rules of mathematics and apply these in other contexts, such as money or measuring length. Highly structured teaching means that pupils' mathematical fluency is secure for their age and they are able to record simple reasoning.
- Good teaching in writing enables pupils to make good progress. Pupils soon develop the mechanics of writing and are keen to use a range of taught vocabulary. They have a good understanding of basic grammar. Pupils confidently refer to terms such as noun phrases and can accurately use them in their writing. Pupils do not have a consistent handwriting style, however, and this impacts on the presentation of their written work.
- The proportion of pupils reaching the expected standard in the phonics screening check, both in Years 1 and 2, while improving, remains below the national average. However, some pupils undertake this check when they are new to speaking English. Some, for example, have only just started school. Those pupils who have benefited from the school's teaching of phonics over time confidently sound out words using their phonics skills and can blend these to decode a word. As a result of effective teaching, whatever their starting point, pupils' progress in phonics is good.
- Pupils' overall achievement in reading, however, is not as good as it is in mathematics and writing. Pupils say that they enjoy reading and are happy to talk about the book they have chosen. Pupils' understanding of a text is sometimes hindered by their lack of vocabulary and/or experience of the subject matter. This impedes their fluency. The most able readers talk with confidence about the stories they are reading. However, they do not have a good understanding of why an author uses certain vocabulary, grammar and punctuation for effect.
- Pupils talk with enthusiasm about the various topics they have studied. They enjoy a range of different subjects and show a good grasp of what they have learned. They are able to explain for example, how they have done a piece of artwork in the style of a certain artist.

- As a result of good teaching, pupils' achievement in science is improving. Pupils show a good understanding of the experiments they have designed and make good links between subjects such as science and history. They were able to tell inspectors that wooden houses had not withstood the fire of London in 1666 and how they investigated this further in science by an experiment burning different materials.
- Disadvantaged pupils make at least as much progress as their peers and sometimes more. This is because of the good care and attention given to supporting their learning, ensuring that they have equal opportunities to participate in out-of-school activities and, when necessary, access to pastoral support.
- The achievement of pupils with SEND is good. They are fully included in the school's activities and are confident learners because of the well-planned curriculum and good quality of teaching and support.

Early years provision

Good

- Children get off to a flying start in the school's nursery where they quickly adapt to the routines and expectations. Children are happy, motivated and ready to learn. They respond well to the stimulating activities, both in the classrooms and outside, which are carefully planned to meet their varying needs.
- Some children leave at the end of the Nursery Year to attend other nearby primary schools. In addition, some children join at the start of the Reception Year from a range of different settings. Many children entering at this stage have skills, knowledge and understanding below those expected for their age, particularly in communication and language. Over time, the proportion of children achieving a good level of development by the end of Reception has increased and, although this is just below the national average, this represents good progress from their lower starting points. The large majority of children leave the Reception Year well equipped for learning in key stage 1.
- Children make good progress because they are well taught. The teaching of phonics, for example, is effective. Teachers use active methods to engage children's interests. Children can sound out simple words. They learn the basic skills of reading and apply the sounds they have learned to their spelling. Children used these skills when they were writing about the similarities and differences between houses following on from the story of the Three Little Pigs.
- Stories are used well to start a topic. During the inspection, children were excited about the wolf from the Three Little Pigs who had visited the playground overnight, stimulating some imaginative play and construction of safe houses for the pigs. This good start is not followed through by the promotion of books, either in the Reception classrooms or outside where there is little stimulus to invite children to want to read.
- The teaching of mathematics is focused on acquiring early number skills and children using concrete apparatus to help them move onto simple recording. Children are keen to work out and record simple sums when they choose their independent activities. They apply the strategies they have been taught to calculate a simple addition.
- Children behave well both in the classroom and the outside area. They cooperate well with their peers, but some do not communicate effectively with each other because they have poor communication skills. Staff do not always pick this up and opportunities

are sometimes missed to model good language or use questions and prompts to encourage children to extend one-word responses into phrases and simple sentences.

- Transition arrangements are good. The welfare and safety requirements in the early years are met. Children's personal needs, and health and safety requirements are ensured. The Nursery and Reception classes provide safe places for children.

School details

Unique reference number	140392
Local authority	Kirklees
Inspection number	10087569

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	Board of trustees
Chair	Kevin Jones
Headteacher	Linda Whittaker
Telephone number	01924 325 308
Website	www.diamondwoodacademy.co.uk/
Email address	office@diamondwoodacademy.co.uk
Date of previous inspection	6–7 December 2016

Information about this school

- Diamond Wood Community Academy Infant and Nursery School is larger than the average-sized primary school and is part of the Enhance Academy Trust. The trust is made up of members from the Diocese and a board of trustees with delegated management to a chief executive and a governing body.
- The early years unit accommodates part-time Nursery-aged children as well as children in the Reception class who attend school full time.
- Almost all pupils are from a minority ethnic background. The large majority are of Asian or Asian British/Pakistani heritage and many are Eastern European. Many children start school in the early stages of learning English.
- The proportion of pupils who join and leave the school outside the normal times is higher than the national average.
- The proportion of disadvantaged pupils, those who are supported by the pupil premium

funding, is at about the national average. The proportion of pupils with SEND is higher than the national average.

Information about this inspection

- Inspectors visited lessons in all classrooms, some with the headteacher and deputy headteacher. In addition, they observed the teaching of small groups of pupils.
- Inspectors scrutinised pupils' work and listened to some pupils read. They spoke with a number of pupils about their views of the school and their opinions of behaviour and safety. The 10 responses to Ofsted's pupil survey were considered.
- Inspectors held discussions with staff and governors and took into account the 27 responses to Ofsted's staff survey.
- Inspectors considered a wide range of school documents. These included: the school's self-evaluation report, development plan, behaviour and attendance records, governing body documents and documents relating to safeguarding and the monitoring of teachers' performance.
- Inspectors took into account the responses of parents who submitted their views to the inspection team, as well as the 11 who responded to Parent View.

Inspection team

Karen Heath, lead inspector	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Joan Williamson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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