

Inspection of a good school: Wellhouse Junior and Infant School

Lower Wellhouse, Golcar, Huddersfield, West Yorkshire HD7 4ES

Inspection date:

28 September 2021

Outcome

Wellhouse Junior and Infant School continues to be a good school.

What is it like to attend this school?

Pupils are very proud of their school. Pupils like attending this small school because they know everyone really well. They get the personal touch they want and like.

Staff have high expectations of pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard and are willing to give things a go. Teachers check pupils' knowledge and understanding and, if necessary, help pupils catch up quickly. Pupils have confidence and trust in staff. They know that they will be listened to should they have any worries or concerns. There is a culture of openness and mutual respect that ensures that pupils are kept safe.

Pupils behave well. They say that teachers help them get back on track if there is any 'falling out'. Bullying is rare and not tolerated. Pupils attend very well because they enjoy learning with their friends.

Pupils are kind and respect each other. They understand that people should be treated equally. They enjoy helping each other to learn. Some older pupils help Reception children to settle into school.

Leaders have a very strong partnership with parents and carers. Their common aim is to ensure that children excel. Parents say that excellent leadership has created a school with a family feel.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious and well-thought-out curriculum that meets the needs of all pupils. They have ordered the knowledge that they want children to learn in each subject. Teachers plan to build on pupils' previous learning and link topics together. This helps pupils to revisit and recap previous learning while extending their knowledge.

Pupils' faces light up when they are asked to read. Teachers plan reading very effectively. Books read in class, such as 'Beowulf' and 'Anglo-Saxon boy', are used to extend pupils' knowledge in history. Strong leadership of this area has made reading central to the school curriculum.

Staff teach early reading and phonics well. This helps pupils learn new sounds quickly. Staff match books to the sounds pupils know. This helps pupils to read fluently and confidently. Skilful questioning helps younger pupils to develop good speaking and listening skills. Parents make a significant contribution to children's reading. They understand how their children learn to read in school and make sure that home reading is regular.

Subject leaders for most subjects, for example reading, mathematics, geography, art and design, and technology, support teachers well. Subject leaders work alongside teachers to check on and further develop teachers' skills. They work with other schools in the federation to continuously improve practices at Wellhouse. Their excellent guidance identifies how these subjects should be taught and assessed. Leaders' guidance and support for staff in a few subjects, including history, are not as well developed. In these subjects, teachers' assessment does not identify precisely the knowledge and skills pupils' have gained or need to develop further.

Pupils with SEND are supported skilfully. The school's special educational needs coordinator (SENCo) works well with teachers and parents to create plans that support pupils to learn well. Pupils with SEND are on the same curriculum journey as others, but staff are clear that how pupils get to the end-point might be different. The SENCo involves external agencies to provide the best support for children. Pupils with SEND achieve well.

Pupils behave well in lessons. Staff have high expectations and trust pupils to do the right things. At lunchtime and breaktime, pupils play well together. Occasionally, behaviour slips for some older pupils. Reception children and Year 1 pupils behave very well at these times. They have a small play area that is full of interesting activities. Staff look after them very well and encourage good personal development skills.

Pupils believe that people should be treated equally, regardless of gender or ethnicity. Pupils from many different ethnic backgrounds work well together. Pupils have spoken to the mayor about democracy and how it works. Pupils play chess and sing in the choir. They are very proud of the school garden, where rhubarb and lavender are grown.

Governors hold leaders to account for the quality of the curriculum. They understand how well the needs of pupils with SEND are met and how pupils are inspired to read. Staff appreciate how leaders and governors manage staff workload and well-being. Staff say that they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are vigilant to any concerns that pupils may be at risk. They are meticulous in recording and reporting concerns. Leaders take early action to keep pupils safe. They involve external agencies appropriately. Governors ensure that effective systems are in place for the safe recruitment of staff. Leaders make careful checks on the suitability of adults who work in the school.

Pupils learn how to keep safe online and when using mobile phones. They feel safe in school. Pupils say that they can report concerns to adults and immediate action is taken to help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that assessment is used consistently well by teachers in all subjects to inform the next steps in teaching. This means that pupils' gains in knowledge and the support they receive can vary. Senior leaders should provide appropriate guidance and training for staff in these subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	107647
Local authority	Kirklees
Inspection number	10199572
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Kerry Wimpenny
Headteacher	Claire Kenworthy
Website	www.wellhousepri.kgfl.dbprimary.com
Date of previous inspection	1 December 2015, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new chair of the governing body has been appointed.
- Wellhouse is part of The Heights Federation, which consists of three small schools in Kirklees. The other two schools are Clough Head Junior and Infant School and Wilberlee Junior and Infant School.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- During the inspection, inspectors met with the headteacher, the deputy headteachers and four members of the governing body, including the chair of governors.
- The lead inspector held a meeting with a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics and history. This involved meeting with curriculum subject leaders, visiting a sample of lessons, looking

at samples of pupils' work, and talking to teachers and pupils. Inspectors listened to pupils reading to a familiar adult.

- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors reviewed a range of safeguarding documentation, including the single central record. Inspectors met with the designated safeguarding lead and checked how leaders record and respond to safeguarding concerns. Inspectors checked the safeguarding and welfare requirements for children in Reception. Inspectors spoke with staff about safeguarding and child protection. Inspectors spoke to pupils about safety and how they learn to stay safe.
- Inspectors observed pupils' behaviour throughout the day. Inspectors spoke to pupils about their views on behaviour in school. Inspectors considered how the school is supporting pupils' personal development.
- The lead inspector spoke with a number of parents at the end of the school day.
- Inspectors analysed 30 responses to Parent View, Ofsted's online questionnaire, including 14 free-text responses. Inspectors considered 16 responses to Ofsted's questionnaire for staff.

Inspection team

Jim McGrath, lead inspector

Ofsted Inspector

Lynda Florence

Ofsted Inspector

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