

# Inspection of Pentland Infant and Nursery School

Pentland Road, Savile Town, Dewsbury, West Yorkshire WF12 9JR

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Inspection dates: 13 and 14 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pentland is a warm and welcoming school. Staff are committed to providing effective learning experiences for children. The school is at the heart of its community. Parents, carers, pupils and staff are very positive about the school. Many spoke of the genuine family feel, which is evident through the nurturing interactions that take place each day.

Leaders and teachers are highly ambitious for what pupils should learn. Leaders provide opportunities for pupils to learn about local historical heritage, which includes learning about the textiles industry. Leaders have recently made improvements to the curriculum. While the decisions they have made are informed and aspirational, some subjects are not as developed as others.

Leaders ensure pupils access a range of educational opportunities beyond the school gate. These help pupils develop a sense of connection to their local community and an understanding of the wider world. For example, some pupils have their artwork on display in a local art gallery.

Pupils feel safe at school. Pupils state that bullying does not happen, but if it did, adults would successfully address it. Pupils show tolerance and respect to others in the school and in the wider community. They know about different beliefs and religions.

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

Leaders prioritise reading. They have recently introduced a new approach to teaching phonics. This approach supports the children in Reception to sound out letters and write words by themselves confidently. The books children are given to read closely match the sounds that they know. This gives the children strong foundations for learning. In Years 1 and 2, pupils become increasingly confident readers. Pupils who struggle to read well access catch-up sessions. Staff deliver these with precision, nurture and enthusiasm. As a result, even pupils that find reading challenging are positive about the activity.

Leaders have made improvements to the curriculum. In some subjects, such as maths, leaders have precisely identified the important knowledge they want pupils to learn. However, in other subjects, the curriculum has not been as carefully considered. Pupils do not learn as effectively in these subjects.

It is important to leaders and staff that all pupils achieve and succeed. Leaders identify pupils with special educational needs and/or disabilities (SEND). They provide staff with the training they require to meet the needs of these pupils. Teachers and teaching assistants meet a range of specific needs well through carefully considered adjustments to their teaching.

In the early years, relationships between children and adults are positive. Children are polite and well mannered. Staff make regular adjustments to the learning environment in line with children's learning needs and their interests. Staff provide activities that match children's learning needs well. These include a clear focus on learning and understanding new vocabulary. Books are used as starting points for learning activities across the provision.

Leaders have high expectations for pupils' behaviour. However, where the curriculum is less developed, some pupils disengage from activities. Staff do not always address this effectively and get pupils quickly back to learning.

Some pupils do not come to school regularly. These pupils are not able to learn well. Leaders are taking effective steps to improve irregular attendance so that more pupils attend school every day.

Leaders have high ambitions for staff development. For example, staff have received training in reading and physical education. Leaders are committed to staff well-being and check in with staff daily. Both teachers and teaching assistants comment that leaders care about them personally and professionally. This empowers and encourages staff to be effective in helping pupils to learn.

Governance is a strength. Members of the governing body have the expertise and knowledge necessary to challenge and support school leaders appropriately. Governors are extremely committed to improving the school further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding has a high profile in the school. Pupils feel safe and know that adults will help them if they have any worries. Through frequent training, all staff know the risks that pupils may face and the signs that pupils may be at risk. Staff understand the importance of reporting any concerns they may have. Staff meet the high expectations leaders have for timely action. When concerns are raised, leaders take appropriate steps to help keep pupils safe. When needed, they make appropriate referrals to external agencies, such as local authority children's services.

Staff and visitors are appropriately vetted to make sure they are safe to be around children.

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

### (Information for the school and appropriate authority)

- In some subjects, leaders have not clearly identified the important knowledge that pupils should learn. Where the curriculum is less clear, pupils do not learn well. Leaders should make sure that important knowledge is identified and taught across all subjects.
- Some pupils do not attend school regularly enough. These pupils miss out on important learning. Leaders should continue to develop and refine their strategies to support pupils to attend school every day.

## 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.

## 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

<b>Unique reference number</b>	107690
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10241960
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ashraf Mulla
<b>Headteacher</b>	Fauzia Farooq
<b>Website</b>	<a href="http://www.pentlandinf.co.uk">www.pentlandinf.co.uk</a>
<b>Date of previous inspection</b>	27 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The headteacher was appointed in January 2023.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held meetings with the headteacher, governors and a representative of the local authority.
- Inspectors scrutinised a range of documents, including those relating to safeguarding and pupils with SEND.
- Inspectors conducted deep dives into reading, mathematics, geography and PE. As part of the deep dives, inspectors visited lessons, listened to pupils read,

reviewed curriculum plans and spoke with curriculum leaders, pupils and teachers.

- Inspectors visited lessons and observed pupils at various times of the school day. Inspectors considered the views of pupils, parents and staff through discussions during the inspection and through the Ofsted surveys.

### **Inspection team**

Andrew Yeomans, lead inspector                      Ofsted Inspector

Andy Taylor    Ofsted Inspector

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