

# Inspection of a school judged good for overall effectiveness before September 2024: Clough Head Junior and Infant School

Bolster Moor Road, Golcar, Huddersfield, West Yorkshire HD7 4NW

---

Inspection date: 25 February 2025

## Outcome

Clough Head Junior and Infant School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils are proud to attend this small rural school. Pupils are encouraged to show empathy for others. They are keen to offer help and support to their peers. Pupils are safe and cared for. Older pupils support children in the early years. This helps to develop positive relationships. Pupils enjoy spreading kindness throughout the school.

The school has high expectations for pupils' behaviour and achievement. Pupils are quick to settle to their learning. They benefit from calm and purposeful lessons. Pupils progress through the curriculum well. They develop a love of learning.

The school is part of the Heights Federation. The motto of 'Three schools, one heart, working together to reach new heights' is central to pupils' school experience. Pupils speak with great enthusiasm about their joint residential trips in Year 4 and Year 6. They enjoy meeting pupils from other schools in the federation. These rich experiences help pupils develop important communication skills. They enjoy making new friends. This helps them to prepare for the transition to their next stage of learning.

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

The school's well-designed curriculum helps pupils develop important knowledge and skills. The school has developed effective ways to check what pupils remember. Teaching spots when pupils have misconceptions. Staff are quick to address these. In many subjects, pupils use previous learning to help them to access new ideas. For instance, Year 2 pupils apply their division skills to new learning about fractions in mathematics. However, in some subjects, teachers do not adjust tasks so that pupils can build on what

they already know. This means that pupils do not have as many opportunities to connect their learning.

Pupils with special educational needs and/or disabilities (SEND) enjoy the same ambitious curriculum as their peers. The school ensures that staff know how to support pupils with SEND. The school uses strategies to enable pupils to access new learning. For example, when needed adults carefully introduce new vocabulary to pupils before they start a new topic. This builds pupils' confidence. Such strategies help pupils with SEND progress well through the curriculum.

Pupils enjoy learning to read from the moment they join the school. Well-trained staff help children develop their phonics knowledge in the early years. The school checks that pupils know and remember letters and the sounds they represent. Staff identify any pupils who need extra support. They swiftly provide interventions to help pupils close any gaps in their reading skills. The school carefully selects books to help older pupils develop an understanding of the wider world. For example, pupils in key stage 2 learn about the hardship of being a refugee. Such texts enable pupils to understand the challenges some people encounter. This helps pupils to develop respect for others.

Children in the early years benefit from carefully planned activities. For example, children learn about London as part of understanding the wider world. They enjoy developing their fine motor skills when drawing different landmarks. Children improve their gross motor skills when they build a model of the Tower of London with wood. They excitedly describe looking after Ronnie the Respectful Rhino. Children receive this soft toy for demonstrating values such as resilience. They explain where they have taken Ronnie over the weekend. This helps them to develop valuable oracy skills.

The school's clear routines and consistent approach helps pupils meet the high expectations for behaviour. Pupils receive rewards for their positive behaviour that contribute to a whole-school reward scheme. Pupils learn teamwork and feel proud to help with school rewards, like a movie afternoon.

Pupils learn how to keep themselves healthy in their personal, social and health education lessons. Pupils describe how they should eat a balanced diet. They use strategies, such as breathing techniques, to help manage their emotions. Pupils enjoy meeting a wide range of visitors. For example, pupils learn about fire safety when the fire brigade visits. These important opportunities help pupils develop an understanding of how to keep safe.

The school provides pupils with a memorable school experience. Those responsible for governance provide effective challenge and support. Staff are proud to work at the school. They know that leaders are considerate of their well-being and workload. As a result, adults who work in the school feel valued. Staff benefit from opportunities to collaborate with other adults in the federation. Staff value these professional development opportunities.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- On some occasions, the tasks that pupils are set do not enable them to apply and secure their learning in sufficient depth. This means that some pupils do not progress as well through the curriculum as they could. The school should ensure that tasks better enable all pupils to connect their learning and deepen their understanding.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	107643
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10346187
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kerry Wimpenny
<b>Headteacher</b>	Claire Kenworthy
<b>Website</b>	<a href="http://www.cloughheadpri.kgfl.dbprimary.com">www.cloughheadpri.kgfl.dbprimary.com</a>
<b>Dates of previous inspection</b>	25 and 26 February 2020, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Heights Federation, which consists of three small schools. The two other schools are Wellhouse Junior and Infant School and Wilberlee Junior and Infant School.
- The headteacher and two deputy headteachers work across the schools in the federation. The governing body is shared across the federated schools.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and two deputy headteachers during the inspection.
- The lead inspector met with members of the governing body, including the chair. They also met with the Kirklees learning partner.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View, and through informally meeting with some parents at the end of the school day.
- Inspectors considered the views of staff through meetings held with them and through their responses to Ofsted's online survey.
- Inspectors considered the views of pupils through meetings held with them and speaking with them throughout the day during lessons and playtimes.

### **Inspection team**

Andrew Gibbins, lead inspector

His Majesty's Inspector

Jo Robinson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025