



Chickenley Community Junior Infant and Nursery School

Inspection Report

Unique Reference Number 130939
LEA Kirklees
Inspection number 282150
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Mr Roger Gill CfBT Lead Inspector

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

Type of school	Primary	School address	Princess Road
School category	Community		Chickenley
Age range of pupils	3 to 11		Dewsbury, West
			Yorkshire WF12 8QT
Gender of pupils	Mixed	Telephone number	01924 325269
Number on roll	311	Fax number	01924 325364
Appropriate authority	The governing body	Chair of governors	Mrs Julie Bowdidge
Date of previous inspection	5 November 2001	Headteacher	Mrs Lesley Finnegan

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large school in Kirklees set in an area of very challenging social circumstances. The majority of pupils are from white British backgrounds, with a small group from minority ethnic heritages. Very few pupils are learning English as an additional language; none is currently at an early stage. A very large proportion of pupils has learning difficulties and/or disabilities. The school has experienced a massive turnover in staff in recent years and suffered difficulties in recruitment and retention.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Because a very large majority of pupils have significant barriers to learning, it takes good teaching to enable them to achieve satisfactorily. The school has progressed well since it was last inspected in 2004 and dramatically since 2001 when it was unsatisfactory. Parents agree that the school is no longer in difficulty. One wrote recently, echoing widely held sentiments, 'I would recommend anyone to send their children to Chickenley School.' This is the result of tireless, demanding and wise leadership from the headteacher who works closely with a talented deputy headteacher. The entire staff team, stable from September 2005 for the first time in five years, works harmoniously towards the school's goals. Inspectors agree with the school's view of itself and that it is providing satisfactory value for money. The Foundation Stage provision is good. It makes a good job of tackling the challenges associated with social deprivation and learning difficulties. The school's positive climate results in good personal development. Most pupils love school now; they behave well, feel secure and are well nurtured.

Good leadership and management have conquered the school's most marked problems. It is set to make more improvements. Standards remain very low, but most pupils achieve satisfactorily for the first time since 2001. Effective self-review has transformed the quality of teaching and learning, but lesson observations do not concentrate enough on pupils' progress and achievement. The curriculum is satisfactory with some exciting features. Learning is assessed well, but information collected is not yet evaluated sufficiently well to improve the progress made in each year group.

What the school should do to improve further

- Improve standards particularly in writing, mathematics and information and communication technology (ICT).
- Sharpen the evaluation of teaching to make sure that pupils' standards and achievements are the main focus
- Use the information from assessments more systematically to evaluate and improve pupils' progress and achievement.

Achievement and standards

Grade: 3

Achievement is satisfactory. Pupils of all abilities are beginning to reach the ambitious targets set for them. Recent test results in Year 6 suggest that pupils progressed very poorly from Year 2. However, the school was failing to give a satisfactory standard of education in 2001, partly because assessments were inaccurate. Thus, judgements about progress based on assessment of pupils' learning at that time must be viewed with caution. The school can show that progress is satisfactory from a point when assessments became accurate in 2003. Children enter the Nursery with skills well below the expected levels. They are weak at expressing themselves orally and lack vital skills for mastering reading, writing and mathematics. Progress is good in the Foundation

Stage. However, good teaching is now having the desired effect and achievement is improving in all years. Progress is better in reading and science than in writing, mathematics and ICT. In other subjects, standards are above average when the curriculum is particularly exciting and specialist teaching has a strong impact upon learning, for example, in art and design. A high number of pupils have learning difficulties but the constructive support they receive helps them achieve as well as other groups of pupils.

Personal development and well-being

Grade: 2

The school has improved pupils' attitudes, behaviour and their spiritual, moral, social and cultural development, which are now good. Some erratic behaviour still exists, but any lapses are quickly remedied. Pupils enjoy school greatly. Attendance is below average but the school is doing all it can to improve it. Good behaviour in the Foundation Stage develops, by Year 6, into a safe, healthy and sociable outlook. Older pupils, who were particularly affected by staffing difficulties, have settled remarkably well having been inspired by some life-enhancing experiences. One child wrote about her marvellous work of art, 'I think I am a painter now. I could work in a fast food restaurant, but being a painter is better.' School councillors show great determination in helping to improve school life. For example, they contacted other schools to seek ideas that would help in making their play areas better. Pupils grow in maturity through a wealth of outward-looking activities. Links with the local community broaden pupils' horizons. For example, the annual carnival parade in which pupils in Year 6 process through the streets in costume to the secondary school enhances their social development. Moreover, pupils gain business acumen through the school's Card Company, which produces and sells cards for all occasions.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. The school judges teaching and learning to be satisfactory, but inspectors judge that they are good because of the strong impact teaching is having on pupils' progress. In this school, it has taken good teaching to consistently improve the progress of pupils, many of whom have significant barriers to learning. In addition, teachers have achieved this in a situation of considerable staffing difficulties in recent years. Teachers and their assistants ensure that work is interesting and relevant. Lessons are carefully planned to meet the needs of all pupils, particularly those that find learning difficult. This amounts to over two thirds in some year groups, such as Year 5. The school has good systems for assessing pupils' learning, which produces targets that are closely linked to what pupils need to do next. In the best practice, teaching is expert at assessing how well pupils are grasping essential learning points. For example, in an outstanding mathematics lesson in Year 6, pupils made very rapid progress because skilful questioning revealed exactly what they did

and did not know. The degree to which pupils are involved in discussing how well they are doing in relation to their targets is uneven across the school. It represents a relative weakness in learning. Pupils benefit greatly from specialist teaching in French, art and design and physical education. The visiting artists have a profound effect on pupils' success in the subject, but also their sense of self-worth.

Curriculum and other activities

Grade: 3

The satisfactory curriculum emphasises the basic skills in English and mathematics. However, the scope of ICT is limited, which affects standards in this subject and others that depend on its use, such as mathematics. The Foundation Stage curriculum provides ample opportunities for play and is rigorously planned to meet all the requirements. Education for personal, social, health and citizenship is well organised to promote healthy and safe lifestyles. The initiative entitled 'Roots and Wings' is an outstanding element which has raised the school's profile locally. Pupils' artistic skills, writing and personal development, for example, are enhanced by its many superb activities. Pupils who are talented in sports or the arts thrive on a curriculum which offers many worthwhile opportunities in these areas. Moreover, there is a wide ranging and well orchestrated programme to meet the needs of pupils who have learning difficulties. Pupils are keen to participate in the good range of extra-curricular activities.

Care, guidance and support

Grade: 2

Pupils are cherished as individuals. This is reflected in their trusting attitudes and confident bearing. The high level of care and support shown by the senior leaders is now spread throughout the school because the team is stable at last. Careful attention is given to health and safety; governors ensure that formal risk assessments are completed regularly. Child protection procedures are in place and working. Adults provide a listening ear and pupils turn to them with problems. The learning mentor is a valuable resource in this respect. Personal development and academic progress are monitored carefully by staff and results shared with parents who appreciate the support provided. Academic targets are shared with pupils. This helps to improve their performance, but there are inconsistencies, from class to class, in the degree of involvement shown by learners. Nevertheless, vulnerable pupils and those that have learning difficulties are identified and supported consistently well.

Leadership and management

Grade: 2

Leadership and management are judged to be good because of the high level of expertise and commitment required to turn round the fortunes of a school that had previously been in considerable difficulties. The role played by the headteacher, working in partnership with the deputy headteacher and the new assistant headteacher in this has been significant. Moreover, good leadership and management are evident in the

well informed contribution from governors, subject leaders and individual members of staff. The entire team, albeit a relatively new one, is energetic and forward looking. As a result, pupils' academic achievement has improved well, since the last inspection in 2004, in becoming uniformly sound. The school has the capacity to improve even further. Self-evaluation is largely accurate, particularly in recognising the gains made in pupils' learning and the long way still to go in raising standards towards the national average. The school's deeply held belief that academic advancement depends on pupils being emotionally stable and having a high sense of self-worth is paying dividends. The collaboration between all concerned, including parents, to improve pupils' well-being is very effective.

The school monitors the quality of teaching well to identify its strengths and relative weaknesses although it recognises that this process can become even sharper and hence more telling in its impact. Teaching assistants are deployed well and subject leaders are now involved well in improving teaching. Governance is good; governors are firm partners in school improvement. They give a high priority to ensuring that standards and achievement are at the centre of the school's plans, but equally that pupils are safe and healthy.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when we inspected your school. We thoroughly enjoyed our visit because everyone was so helpful and friendly. We would like to share with you what we thought.

These are some of the things that we enjoyed.

- We loved talking to you about the way that your school has improved in the last few years.
- The 'Roots and Wings' project is marvellous.
- We particularly liked the art room and all that goes on in there.
- We enjoyed seeing lessons and talking to your teachers about how well you are doing now.
- Your parents are far more involved in the school now and have a good opinion of it, which pleased us a great deal.

We know everyone wants to do even better and we have suggested some things that we think will help.

- There is still a lot more to do in improving what you can do, particularly in writing, mathematics and information and communication technology (ICT).
- We would like your headteacher and others to see your lessons to decide how well you are making progress and what can be done to make your achievement even better.
- We would like your teachers to look even closer at your test results and other assessments to find out how to raise the standard of your work.

We hope you continue to have a wonderful time at school.