

# Dryclough Church of England Voluntary Controlled Infant School

## Inspection report

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<b>Unique Reference Number</b>	107729
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	336940
<b>Inspection dates</b>	7–8 December 2009
<b>Reporting inspector</b>	Kathryn Dodd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr G Hallas
<b>Headteacher</b>	Mrs Bernadette Boryslawskyj
<b>Date of previous school inspection</b>	2 February 2007
<b>School address</b>	Dryclough Road Crosland Moor Huddersfield HD4 5HX
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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons or part lessons, and had discussions with the headteacher, staff including senior leaders and subject coordinators, the chair of the governing body, pupils and parents and carers. The inspectors observed the school's work, including a review of the school improvement plans, the systems for tracking pupils' progress and monitoring the quality of teaching, the school's records demonstrating arrangements for safeguarding the pupils and a sample of pupils' work. The inspectors analysed 65 returned questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of pupils when they start school in Reception and by the end of Year 2, and the rate of progress they make, focusing particularly on reading and writing
- the impact of the changing context of the school's population on efforts to raise attainment in recent years
- pupils' attendance and the effectiveness of procedures to encourage good attendance
- the consistency of the quality of teaching and learning, particularly how well teachers use information about what pupils know and can do to plan work that matches their varying abilities
- the care, guidance and support provided, particularly to support vulnerable pupils and their families
- how effectively leaders and managers at all levels monitor the quality of teaching and outcomes of improvement initiatives
- the rate of improvement since the previous inspection and the capacity to improve further.

## **Information about the school**

About half of the pupils at this average sized school are Asian or Asian British, mainly of Pakistani heritage. Approximately one quarter of the pupils are White British. The remaining pupils come from an increasingly diverse range of ethnic backgrounds. The majority of pupils speak English as an additional language. The school makes provision for the Early Years Foundation Stage in the four Reception classes, where the majority of children are at an early stage of learning to speak the English language. The proportion of pupils claiming free school meals in recent years has been increasing and is well above average, as is the proportion of pupils with special educational needs and/or disabilities. The proportion of pupils joining the school partway through the school, such as asylum seekers, is much higher than average. The school holds a number of awards, including the Basic Skills Quality Mark, Artsmark, Activemark and Healthy School awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Dryclough Infants is a satisfactory school. Although pupils make good progress from their significantly below average starting points, attainment by the end of Year 2 is low. As a result, achievement overall is satisfactory. Nevertheless, this school has many good and also a few outstanding features. The way in which every child is cared for and nurtured, for example, is seen in the exceptional warmth and care that radiates from all staff and the high value placed upon pupils' achievements, no matter how small. Pupils behave well, are polite, courteous and respectful with adults and with one another. Rigorous attention is given to making sure that the school's safeguarding arrangements are firmly in place. Partnerships with parents and carers are excellent and, as a result, they are overwhelmingly supportive.

Learning gets off to a successful start in the Reception classes, where children, including those who are at an early stage of learning to speak the English language, make good progress. In Years 1 and 2, pupils make good progress in reading and mathematics. In writing, progress is satisfactory and is sometimes held back by a lack of opportunities for practising writing skills during literacy lessons and as part of work in other subjects. Furthermore, not all pupils are clear about their writing targets and what they still have to do if they are to reach them. The quality of teaching overall is good but some inconsistencies remain. In lessons where expectations are high, learning objectives are clear and the activities provided closely match pupils' varying capabilities, particularly to challenge the more able pupils, learning moves forward at a good rate. Learning occasionally slows, however, because these good practices are not consistently well applied, especially as pupils work independently.

Since the previous inspection, the school community has become increasingly diverse and complex. Eradicating all possible barriers to learning, such as improving attendance and making sure that pupils are safeguarded, now feature very highly on the school's agenda. However, these apt priorities have limited leadership efforts to rigorously monitor the consistency of the quality of teaching and to evaluate the success of various initiatives aimed at raising attainment. Nevertheless, rigorous tracking of pupils' progress, high expectations and the challenging targets set for learning are paying dividends, as attainment is now rising steadily. There is an accurate and realistic view of the school's strengths and areas for improvement have been pinpointed. This, along with effective provision and pupils' good personal qualities, including their much improved attendance, all combine to demonstrate that there is a good capacity to bring about further improvement.

**What does the school need to do to improve further?**

- Raise standards, particularly in writing by:
  - providing more opportunities for pupils to practise their writing skills
  - making sure that pupils are clear about their learning targets and what they still have to do if they are to reach them.
- Improve use of the information collected about pupils' skills to always provide activities that match pupils' varying capabilities, particularly during independent activities, and to challenge the more able pupils.
- Improve the rigour with which leaders and managers:
  - monitor the quality of teaching, so that it is consistently good
  - review the impact of improvement initiatives on raising attainment.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 visit.

## Outcomes for individuals and groups of pupils

3

Achievement is satisfactory. In lessons, pupils behave well. They are attentive, keen to learn and respond enthusiastically to questioning from teachers and support staff. Pupils' concentration occasionally drifts when working independently because the activities offered are sometimes insufficiently challenging. Even so, pupils, including those with special educational needs and/or disabilities and those from different ethnic backgrounds, make good progress. Low attainment at the end of Year 2, in part, reflects the high proportion of pupils with special educational needs and/or disabilities and those who are still developing a good acquisition of the English language. Similarly, the proportion of pupils joining the school at times other than in the Reception Year is high, and this, too, impacts on efforts to raise attainment. Nevertheless, school data indicate that those pupils who remain at the school throughout Years 1 and 2 make good progress. There are now also signs that attainment is rising. In reading, for example, the proportion of pupils reaching the expected level in 2009 was close to the national average; almost double that of the previous year. Progress in writing is satisfactory. Addressing weaknesses in writing is already a key school priority.

Pupils learn very happily together and say that they feel very safe. They show great care towards one another, respecting the similarities and differences of the different cultures and faiths within their school. They are proud of their school and enjoy contributing positively to it. From a very young age, they enthusiastically take on responsibilities that contribute to the smooth day-to-day running of the school, such as being 'special helpers'. School councillors ensure that pupils contribute effectively to school decision making. Behaviour is good. Pupils are clear of the high expectations of their behaviour and attitudes to learning. They show delight, for example when their efforts are acknowledged, such as when a 'treasure' is dropped into the treasure pot. Pupils' good understanding of healthy lifestyles shows in their eagerness to participate in a good range of sporting activities and to eat the fruit available at break and snack times. Attendance is broadly average. In recent times, it has improved significantly, especially for the minority of pupils who are persistently absent. Although attainment remains low,

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

pupils' good progress in developing skills in numeracy and literacy, particularly the acquisition of English language, along with their good personal qualities, prepares them soundly for their onward journey to the junior school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Good organisation, very positive relationships, adept use of computerised teaching boards, effective use of praise and careful and sensitive deployment of skilled support staff all make a strong contribution to pupils' good progress. In the best lessons effective use is made of information showing what pupils can already do to plan their next steps in learning and to provide work that meets their varying abilities and challenges their thinking throughout the lesson. These best teaching practices are, however, not consistently well applied across all classes. The curriculum places a strong emphasis on broadening and enriching pupils' everyday experiences. This reflects a good range of extra-curricular activities, such as 'busy bees' and 'little learners' language club'. Developing pupils' speaking and listening skills is a priority. As a result, pupils take part in a good range of activities that enable them to talk about their

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

learning. Successful adaptations to the curriculum for reading, such as additional support programmes and extended resources in order to motivate pupils, are helping to raise attainment. Opportunities for pupils to practise writing creatively and at length remain too limited to impact significantly on accelerating progress in this subject.

Making sure that every child is nurtured and cared for is at the very heart of the school. Extremely high quality pastoral support is evident in day-to-day practice. Parents and carers praise the total dedication and commitment of staff to their children's welfare. Pupils are confident that they feel very safe and that someone is always on hand to help. Outstanding guidance and support extends to parents and carers, particularly to those whose children are experiencing social, emotional or learning difficulties. The strong contribution of specialist school staff, such as the learning mentor and the community development worker, along with the excellent partnerships fostered with external support agencies, reflect the school's unrelenting commitment to helping pupils with additional needs. Carefully planned arrangements to welcome the many new joiners ensure that they settle very quickly into school life. Determined efforts to promote better attendance with parents and carers and pupils are paying dividends.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The exceptionally caring, safe, supportive and inclusive setting stems from the effective leadership of the headteacher, senior leaders and good support of the governors. Their professionalism, commitment and dedication are highly evident. No stone is left unturned when it comes to making sure that the welfare of every child is secured and that pupils have the opportunity to participate in everything that is on offer. These aspects permeate through school life. This is why, for example, the school's safeguarding procedures are outstanding. This, along with accommodating the increasingly complex needs of pupils takes up a considerable proportion of leadership time. As a result, efforts to monitor the consistency of the quality of teaching and to check on the success of initiatives aimed at raising attainment at present lack rigour.

The partnerships forged beyond school, such as with the church and other schools, are good. Partnerships with parents and carers are outstanding. This reflects an excellent range of opportunities for parents and carers to engage in school life, understand how they can support their children's learning at home, and to extend their own personal, academic and language skills. Pupils' good understanding of the varying faiths, cultures

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

and social backgrounds, particularly within their school and local community, demonstrates that the school makes an effective contribution to promoting community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

When children start in the Early Years Foundation Stage their skills are well below those typical for their age. Often their communication and language skills are weak. Learning gets off to a successful start and children make good progress. Even so, by the start of Year 1, the proportion of children reaching age-related expectations is below average. Children settle very quickly into school routines, playing a full and active part in school life. The very warm and caring relationships between adults and children and the warm and welcoming learning environment ensure that they are very happy and feel very safe. Children's personal, social and emotional development is good. Adults encourage children to behave well and develop their confidence. A very strong emphasis is given to developing children's language skills. An effective range of support programmes to boost their understanding of the English language, ongoing encouragement and dialogue between adults and children, along with plenty of opportunities for children to talk about their learning, all help to boost their language skills. This is particularly the case for those who are at an early stage of learning to speak English. Teachers make good use of the information they collect about children's small steps in achievement, so that planned activities take account of children's varying needs. Opportunities for taking learning forward at a good rate, however, are sometimes overlooked when children play independently. This is because the activities do not always have a clear learning purpose



or give children the chance to show what they are capable of. Good leadership and management ensure that provision is adapted where it is needed most, such as to boost children's language development, and by recently extending opportunities for learning outdoors.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers who returned questionnaires are overwhelmingly supportive of the school's work. They particularly appreciate the tremendously caring, very warm and welcoming approach. They say that this stems from the dedication of all the staff to their children's welfare. Parents and carers express their gratitude for the encouragement and support they receive, such as to become active in school life, to develop their own personal skills and to raise their aspirations for themselves and their children. This is why, for example, as one parent expressed, 'the school is as much an educator for its community as it is for its pupils'.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dryclough Church of England Voluntary Controlled Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 294 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	55	28	43	0	0	0	0
The school keeps my child safe	37	57	28	43	0	0	0	0
The school informs me about my child's progress	36	55	26	40	1	2	0	0
My child is making enough progress at this school	38	58	26	40	1	2	0	0
The teaching is good at this school	40	62	25	38	0	0	0	0
The school helps me to support my child's learning	35	54	28	43	1	2	0	0
The school helps my child to have a healthy lifestyle	29	45	35	54	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	43	35	54	0	0	0	0
The school meets my child's particular needs	28	43	34	52	0	0	0	0
The school deals effectively with unacceptable behaviour	26	40	33	51	2	3	1	2
The school takes account of my suggestions and concerns	24	37	38	58	1	2	0	0
The school is led and managed effectively	36	55	29	45	0	0	0	0
Overall, I am happy with my child's experience at this school	42	65	22	34	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## **Common terminology used by inspectors**

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 December 2009

Dear Pupils

Inspection of Dryclough Church of England Voluntary Controlled Infant School,  
Huddersfield, HD4 5HX

Thank you for the very warm and friendly welcome you gave us when we inspected your school. We thoroughly enjoyed being part of your lovely school community and finding out about your views. I am writing to let you know what we thought.

Although the standards you reach are lower than those expected by the end of Year 2, you make good progress. Lots of things in your school are good and some are very good indeed. We were particularly pleased to:

- see your good behaviour in lessons and around your school
- find out that more of you are coming to school every single day
- see how you enjoy making your school a happier place to be by taking on jobs, such as special helpers and school councillors
- see how well you all get on together
- hear how quickly you settle into school and how very happy and safe you feel.

So that your school becomes even better, I have asked that some improvements be made. These are to:

raise standards, especially in writing by:

- giving you more chances to practise your writing
- making sure that you are all clear about what your learning targets are
- make sure that you are all given work that makes you all think really hard
- make sure the adults with special responsibilities in your school make sure you learn equally well in all your classes, and that the things they are changing to make your school even better are working well everywhere.

You can help your school by making sure that you tell your teacher if your work is too easy and by always checking what you still have to do to reach your learning targets, especially in writing. Of course, you should make sure that you always try your best in all that you do, and that you come to school every day.

Sending you all my very best wishes for the future

Yours sincerely

December 2009

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Mrs Kathryn Dodd

Lead inspector

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