

Clough Head Junior and Infant School

Inspection report

Unique Reference Number	107643
Local Authority	Kirklees
Inspection number	356202
Inspection dates	14–15 September 2010
Reporting inspector	Brian Holmes

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Dr Mark Davies
Headteacher	Mrs Claire Kenworthy
Date of previous school inspection	7 May 2008
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Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 10 lessons and observed four teachers. Inspectors held meetings with parents and carers, groups of pupils, representatives of the governing body and staff. They observed the school's work and looked at its assessment data, evidence of activities and events, information about the curriculum, and monitoring and evaluation documents. Inspectors analysed 37 questionnaires completed by parents and carers, 29 questionnaires completed by pupils and seven questionnaires completed by staff.

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

- It investigated whether pupils' rates of progress, particularly in Key Stage 2, are fast enough.
- It considered the extent to which more-able pupils are challenged sufficiently.
- It looked at whether teaching and the use of assessment are consistent in all classes.
- It considered whether leaders, including the governing body, are effective in monitoring and evaluating the impact of actions on improving outcomes for pupils.
- It investigated the extent to which issues in the Early Year Years Foundation Stage relating to the quality of provision and of leadership and management have been addressed sufficiently.

Information about the school

Clough Head Junior and Infant is a very small school, compared with all primary schools nationally, in a rural area outside Huddersfield. Since the previous inspection it has continued to be part of a federation with Wellhouse Junior and Infant School, about a mile away, sharing the same headteacher. There have been significant changes in the leadership of both schools in the federation, which are due to be formalised at the end of September 2010, with both schools sharing a single governing body. There has also been significant staff absence since the previous inspection in key areas of the school's work. Almost all pupils are of White British heritage with no pupils from minority ethnic backgrounds or who are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average. The school has gained a number of awards including the Eco-Schools Award and Healthy Schools status.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This school provides a satisfactory quality of education. It has strengths in its provision for care, guidance and support. Parents, carers and pupils are positive about the impact that the care provided has on pupils. Parents and carers comment that the school 'is like a family' and, 'Children's welfare and happiness are paramount.' Leaders have maintained a clear vision for improvement and the headteacher has led other staff well through the challenge of federation with another school.

Attainment is broadly average by the end of Year 6 and recent results indicate that pupils' attainment is beginning to improve further. Progress is satisfactory, although there are variations between classes. Progress accelerates for older pupils. Teaching is satisfactory overall with examples of good practice. However, teaching does not always ensure that the needs of more-able pupils are met. Teachers often spend too long explaining tasks, which limits pupils' opportunities to learn for themselves. In the Reception class children do not have enough opportunities to explore on their own. The curriculum is satisfactory but teachers do not make enough links between subjects to make learning more interesting and exciting. They do not give pupils enough opportunities to apply their literacy, numeracy, and information and communication technology (ICT) skills in all their subjects. Pupils have a good understanding of how to stay safe and their good behaviour and high attendance make a positive contribution to their learning. They have a good understanding of how to live healthily and regularly participate in activities that promote good health, such as the many sports activities on offer. They make a positive contribution to school and the community through the work of the school council, eco committee and the responsibilities they undertake, such as cleaning the dinner hall and turning off lights to save electricity.

The school has successfully maintained the quality of pupils' education through a difficult period and there are indications that attainment is beginning to improve further. Senior leaders have a clear understanding of the school's strengths and weaknesses, through accurate self-evaluation. The consolidation of attainment at the end of Year 6, high attendance and the continued good personal development of pupils indicate that the school has a satisfactory capacity to improve its performance further. However, the governing body and staff are not fully involved in checking that the actions the school takes have the desired impact in all aspects of its provision.

What does the school need to do to improve further?

- Improve the impact of teaching on pupils' learning by:
 - ensuring that the needs of all pupils are consistently met, particularly those

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who are more able

- building on pupils' enthusiasm for learning by consistently providing opportunities for them to be involved in their learning
- improving the learning environment in the Early Years Foundation Stage so that children have opportunities to be consistently engaged in child-initiated learning.
- Improve the impact of the curriculum on pupils' progress by:
 - ensuring that links between subjects better meet pupils' needs and interests
 - providing pupils with more opportunities to apply their literacy, numeracy and ICT skills across all subjects.
- Improve the effectiveness of other senior leaders and the governing body by ensuring that they are fully involved in checking the impact of actions to improve outcomes for pupils.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before the next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Where learning is good pupils are fully engaged and make good progress, as in a Year 4/5/6 numeracy lesson when pupils were investigating the properties of shapes. They worked together to share resources and investigate for themselves. Elsewhere, in some lessons, more-able pupils make less progress when their needs are not specifically met. Progress also slows down when pupils are not given enough opportunities to learn for themselves.

Pupils' attainment on entry is broadly average. Evidence from lessons, pupils' work and assessment data shows that, across the school, most pupils make satisfactory progress and pupils in Year 6 make the fastest progress. Pupils reach standards that are broadly average by the end of Year 6, although there are variations in progress between different year groups. Attainment in mathematics is higher than in English. Pupils with special educational needs and/or disabilities make satisfactory progress, similar to that of other pupils, but when they are supported well, as in the best lessons, they make good progress.

Pupils are clear that they have a joint responsibility to keep each other safe and know who to go to if they have any problems. Their behaviour is welcoming and positive and they respond quickly and responsibly to expectations. They have a good understanding of healthy living through their engagement in sport and healthy food choices, such as the fruit 'tuck shop' introduced by the school council. Pupils respond well to opportunities to contribute to the school and local community. They use the 'buddy bus stop' to encourage pupils to play together and eco warriors' recycle paper for the local community and store compost from food waste. They are appropriately prepared for the next stage of their education through their satisfactory achievement. Pupils demonstrate

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good spiritual, moral and social awareness and a clear understanding of right and wrong. Their cultural awareness is not quite as good because their learning about other cultures is mainly through other faiths.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching is satisfactory with good elements. In the best lessons pupils make good progress because they are fully engaged in their learning and are given opportunities to think for themselves and solve problems. Planning is effective in meeting the needs of most pupils, although not always so for the most able. Teachers share lesson objectives with pupils effectively and carefully ensure that pupils of different ages in the same class are engaged at the beginning of lessons. Teaching assistants provide effective support for pupils of different ages and abilities in the same class. However, some teaching does not always capitalise on pupils' engagement and interest by keeping too rigidly to the plans and spending too long explaining activities. The use of assessment to support learning is satisfactory. It is used effectively in lessons to recap pupils' prior learning and check their understanding. Marking makes clear to pupils what they have done well and

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

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what they need to do next to improve their work. Pupils have a satisfactory understanding of their targets and are involved in reviewing their progress at the end of lessons.

The curriculum makes a satisfactory contribution to pupils' learning. It is organised appropriately into subjects but teachers do not fully explore the potential for pupils' learning by making links between subjects. Good practice exists in the Year 4/5/6 class where work on rivers linking learning in several subjects captured pupils' imaginations, but this practice is not developed consistently in all classes. The organisation of the curriculum also limits the opportunities for pupils to apply their skills in literacy, numeracy and ICT across all subjects. There is strength in the school's provision for extra-curricular and enrichment activities, which have a positive effect on pupils' personal development. There are a wide range of sports activities, with good take-up from pupils. Through the Eco-Schools Award, pupils are engaged in activities which have improved their environmental awareness. The school has also introduced outdoor learning and themed weeks, such as science and anti-bullying, which make positive contributions to pupils' learning.

Pupils are well cared for. There are good relationships between staff and pupils, which together with the strong ethos of care in the school results in pupils being confident with good self-esteem. There are good arrangements for pupils to transfer to and from the school and very good systems for monitoring and sustaining pupils' excellent attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders have a clear focus for improving pupils' attainment and well-being. There are effective systems for tracking pupils' progress, which are being used with increasing effectiveness to check individual pupils' progress and identify their individual learning needs. The school is committed to improving the rates of pupils' progress across year groups although staff are not as consistent as senior leaders in ensuring that actions taken have the desired impact. The governing body fulfils its statutory duties and is fully involved in shaping the direction of the school. Members of the governing body are involved in the school's self-evaluation, although not fully in checking the effects of actions taken. The school promotes equal opportunities satisfactorily to meet the needs of pupils individually. Arrangements for safeguarding meet requirements and are

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supported by thorough documentation. There is good engagement with parents and carers and with partners, such as other local schools, to support pupils' learning and well-being. The school promotes community cohesion satisfactorily. It is a harmonious community where pupils get on well and there are good links with the local community. Plans to promote pupils' understanding beyond the school and the immediate locality are at an early stage of development.

These are the grades for leadership and management

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

Early Years Foundation Stage

The quality of provision for children in the Early Years Foundation Stage is satisfactory. The area is satisfactorily led and managed with the main areas of weakness identified and plans in place to address them. Staff place a high priority on children's safety and make sure that the learning environment is monitored properly for safeguarding issues. There are good links with parents and carers and with the local nursery and playgroup. Children make satisfactory progress in Reception and, typically, most children are working securely within the goals expected of them by the end of the year, with a small proportion above.

Children settle quickly and happily to their learning and develop good relationships with adults and with each other. They share resources and work together well, as when a group of children played a game to put 'lettered stones' in boxes. Children show signs of independence when choosing activities but the learning environment does not provide enough opportunities for them to explore for themselves. Adult-led activities are appropriately structured and meet children's needs. The teaching assistant supports

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children's learning effectively. Assessment is used appropriately to check children's progress and plan the next steps in learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Inspectors' findings agree with the views of the very large majority of parents and carers who are happy with their children's experiences at school; feeling that their children enjoy school and that the school keeps their children safe. Inspectors followed up the concerns of the small minority of parents and carers who expressed concerns about teaching and progress. Inspectors concluded after observation of lessons, analysis of results and scrutiny of pupils' work that the quality of both teaching and pupils' progress is satisfactory. Discussions with parents and carers during the inspection about information on children's progress concluded that other avenues are open to parents and carers besides the formal information provided and that teachers are friendly and approachable when asked.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clough Head Junior and 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	51	17	46	1	3	0	0
The school keeps my child safe	23	62	14	38	0	0	0	0
The school informs me about my child's progress	14	38	12	32	10	27	0	0
My child is making enough progress at this school	14	38	13	35	8	22	0	0
The teaching is good at this school	13	35	15	41	7	19	0	0
The school helps me to support my child's learning	13	35	15	41	4	11	3	8
The school helps my child to have a healthy lifestyle	25	68	11	30	0	0	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)	17	46	14	38	2	5	0	0
The school meets my child's particular needs	15	41	17	46	3	8	0	0
The school deals effectively with unacceptable behaviour	9	24	22	59	3	8	0	0
The school takes account of my suggestions and concerns	14	38	18	49	2	5	0	0
The school is led and managed effectively	13	35	17	46	4	11	0	0
Overall, I am happy with my child's experience at this school	16	43	17	46	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



16 September 2010

Dear Pupils

Inspection of Clough Head Junior and Infant School, Huddersfield, HD7 4NW

Thank you for being so welcoming, friendly and polite when I visited your school recently. I enjoyed my time at Clough Head, particularly talking to you. I know that you like your school and enjoy going there.

Clough Head is a satisfactory school with a number of strengths. I was impressed by your behaviour, your excellent attendance and how well all of you get on with each other. You told us that you like your teachers and that they are kind and look after you. You enjoy the activities, particularly sport, and the jobs that you do in school, such as recycling and collecting compost for the Green Flag Award. The standards you reach are similar to those in most other schools and you make satisfactory progress in your learning.

I am asking the school to improve some areas of its work. First, to make sure that those of you who are more able are given work that challenges you, to give you more opportunities to be involved in your learning and to give children in Reception lots of opportunities to explore for themselves. Second, I have asked the school to make your work more interesting and exciting and to give you more opportunities to practise your reading, writing, numeracy and ICT skills in all subjects. Finally, I have asked staff and members of the governing body to make sure that they do everything they can to keep improving your education.

All of you can help by continuing to work hard, behaving well and doing your best to help the school improve further.

With very best wishes for the future

Yours sincerely

Mr Brian Holmes

Lead inspector

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