

Wellhouse Junior and Infant School

Address: Lower Wellhouse, Golcar, Huddersfield, West Yorkshire, HD7 4ES

Unique reference number (URN): 107647

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders take a proactive and structured approach to improving attendance. They set clear expectations and remind families that pupils should attend every possible day. Leaders analyse attendance patterns often, identifying trends and the reasons why some pupils do not attend as well as they should. They work with families and professionals to reduce barriers to attending regularly, and they provide support and challenge when attendance drops. Leaders act quickly when pupils become persistently absent and make suitable adjustments for pupils who face specific difficulties. They help vulnerable pupils attend more regularly and check the impact of their actions before reviewing next steps. As a result, overall attendance improves for most pupils. Where attendance remains low for some pupils or groups, leaders continue to refine their work to secure further improvements.

Leaders have created a calm and respectful culture. Pupils understand how they should behave in lessons and across the school. Staff model positive behaviour and apply behaviour procedures with consistency and care. Pupils behave well in lessons and social times. Bullying or unkind behaviour is not accepted, and staff act quickly when concerns arise. Pupils show positive attitudes to learning. They focus on their work and show resilience. Staff know pupils well and support those who struggle with their emotions so they can take part in learning. This creates a safe and supportive environment.

Early years

Expected standard 

Leaders give effective support to children and their families as they join the early years. Warm and trusting relationships help children settle quickly. Children feel safe, calm and ready to learn. Staff work closely with parents and carers, which builds early confidence and strengthens learning routines at home and in school.

Leaders have a clear view of what they want children to learn. The curriculum develops knowledge in small, well-planned steps. Staff teach new skills with care. Children then practise these skills through purposeful play. Staff check what children know and can do. They use this information to plan next steps and close any gaps quickly. This helps all children to make steady progress.

Staff interact well with children. They model language clearly and extend vocabulary with purpose. Children take part in conversations and use new words with confidence. The environment supports this. It is rich with books and well organised for independent learning. Reading is a priority. Children in Reception start phonics straight away and practise sounds often. Staff guide them in using these sounds to read new words and to spell confidently. Most children leave Reception with secure phonics knowledge. They are ready for the demands of Year 1.

Inclusion

Expected standard 

Leaders place inclusion at the heart of the school's work. They promote high expectations of all pupils and ensure that pupils' needs are identified and assessed with care. Staff spot

emerging needs promptly and use a tailored step-by-step approach to understand and help each pupil as an individual. Leaders work closely with families, professionals and external agencies so that support begins quickly and helps pupils with special educational needs and/or disabilities feel safe and ready to learn.

Leaders reduce barriers through adult support and adaptations to learning. These enable pupils to take part in the full curriculum alongside their peers. Pupils benefit from a culture where differences are understood and respected. Leaders monitor pupils' progress closely. They review the impact of support through regular checks, discussions with staff and wider quality assurance. This helps leaders ensure that support is responsive and matched to need.

Staff receive training that helps them meet pupils' needs. They use this training to support pupils in classrooms and in targeted sessions. Leaders use additional funding with purpose. They review how well it helps disadvantaged pupils and those known, or previously known, to children's social care.

Leadership and governance

Expected standard 

Leaders know the school well. They understand its strengths and the areas that need further work. They use this knowledge to set clear priorities and take action. Their work focuses on improving the education and care of all pupils, especially those who are disadvantaged, those with special educational needs and/or disabilities and those known to children's social care. Leaders check the impact of their decisions and refine their plans when needed so that pupils' needs remain at the centre of the school's work. They build positive relationships with families and the wider community and make sure that parents and carers feel informed and involved.

Governors meet their statutory duties. They hold leaders to account for managing resources and securing improvements. They provide support and challenge that help leaders make sustained progress. Governors understand their responsibility to act in pupils' best interests. They review the support that leaders put in place for pupils who face barriers to learning and check whether this support is leading to better outcomes. When governors need clearer information, they seek it so that they can strengthen their oversight.

Leaders prioritise professional development. Staff take part in a planned programme of training that links to the school's aims. Staff say that they feel valued and that leaders consider their workload and wellbeing when making decisions. This helps staff focus on what matters most for pupils. Leaders work with integrity and purpose. They model high expectations and professionalism. Their actions are helping the school improve.

Personal development and wellbeing

Expected standard 

Leaders place a clear emphasis on pupils' personal development and wellbeing. They have created a coherent programme that sets out what pupils will learn and experience as they move through the school. This programme closely links the personal, social and health education curriculum with wider enrichment opportunities. Leaders make sure that disadvantaged pupils benefit fully from this offer and adapt activities when needed so that all pupils can take part and grow in confidence.

Pupils develop their spiritual, moral, social and cultural understanding well. They learn to reflect on their own beliefs and listen to the views of others. Assemblies and class discussions help pupils think about fairness, honesty and respect. Pupils learn right from wrong and respond thoughtfully when they discuss ethical issues. The school builds pupils' social skills through group work, shared tasks and leadership roles. Older pupils support younger pupils at lunchtimes, helping them to play and solve problems.

Pupils learn about fundamental British values. They are beginning to understand the importance of democracy and respect for difference. Visits, celebrations and themed events are beginning to help pupils appreciate cultural diversity and heritage. The school provides a broad range of enrichment opportunities. Pupils take part in sport clubs, musical activities and a wide range of clubs, such as LEGO club. These activities help pupils discover their talents and interests and build resilience, teamwork and confidence.

Pupils enjoy visits from speakers that bring learning to life. For example, police officers came to talk about the dangers of knife crime. These experiences deepen their cultural understanding. Relationships, sex and health education is appropriate for pupils' ages. Pupils learn how to stay safe online and offline. They know who to speak to if they have worries. Staff offer sensitive pastoral support when pupils need help. Pupils feel safe, cared for and ready to learn. The school prepares pupils well for the next stage of their education and for later life.

Needs attention ●

Achievement

Needs attention ●

Pupils do not achieve as well as they should, particularly in writing. Published outcomes over time, including for disadvantaged pupils, have not reached national averages. However, this is a small school with a high proportion of pupils with special educational needs and/or disabilities. This means that published data is not always reliable when evaluating long-term trends. Even so, work in books shows that many pupils still struggle to apply essential writing skills. The strengthened writing curriculum is recent, and it is too early for these changes to show clear improvement.

Across the wider curriculum, pupils remember isolated facts but do not always link ideas. This means that their knowledge is not secure or well connected. These weaknesses reflect variation in teaching. Lessons do not always focus sharply on the key knowledge that pupils need, and checks of pupils' understanding are inconsistent.

Leaders have begun to address these weaknesses. There are early signs of improvement. However, pupils are not yet well prepared for their next stage of education.

Curriculum and teaching

Needs attention ●

Teaching is not as effective as it needs to be. Explanations vary in clarity, which means pupils do not always understand new learning. Tasks do not always match pupils' needs well enough and some activities do not give pupils the chance to practise or apply important

ideas. Checks of pupils' understanding are inconsistent, so misconceptions are not always noticed or addressed quickly. As a result, some pupils do not receive the precise support they need at the right time. This affects how securely pupils learn and remember key knowledge.

Leaders understand the strengths of the curriculum and know where practice needs further work. The curriculum is broad and balanced and sets out the knowledge pupils need in each subject. Leaders have strengthened the writing curriculum, although these changes are recent. They are checking carefully to see whether the new approach is beginning to make a difference. Subject leaders review the curriculum and refine it when needed. Leaders focus on making sure pupils gain secure foundations in reading, writing and mathematics. Staff have taken part in training to improve the teaching of mathematics. This is helping to build a more consistent approach. Leaders know they must continue this work so that teaching improves across all lessons.

What it's like to be a pupil at this school

Pupils feel safe in this small, family-like school. They say everyone knows each other well and describe a place where people care for one another. Adults build close relationships with pupils, which helps them feel secure and ready to learn. Children in the early years settle quickly because routines are clear and adults are warm and supportive.

Pupils enjoy coming to school. They take part in lessons with interest and want to do well. However, pupils do not achieve as well as they should in some areas, particularly writing. Many pupils struggle to use the skills they need. Across subjects, pupils remember facts but do not always link ideas. This makes it harder for them to build secure knowledge over time. Leaders have strengthened the curriculum. These changes are recent, so the impact is not yet clear.

Most pupils behave well. Classrooms are calm and routines are understood. Pupils move around the school sensibly and support one another because they know each other well. Staff step in quickly when pupils need help to manage their feelings. Bullying is rare. Pupils say adults listen and act if problems arise. Most pupils attend school regularly. Leaders track patterns closely and work with families when attendance drops. This helps many pupils to come to school more often.

Pupils enjoy the clubs, visits and events the school offers. These activities help them grow in confidence and discover new interests. Older pupils enjoy taking on roles that help younger pupils, which strengthens the school's family feel. Pupils learn about fairness, respect and staying safe. They begin to understand their place in the school and the wider community. These experiences prepare them for the future.

Next steps

- Leaders should ensure that teachers implement the curriculum consistently well so that all pupils learn what is intended.
 - Leaders should ensure that learning tasks are consistently well matched to pupils' learning needs.
 - Leaders should continue to strengthen strategies that address gaps in foundational knowledge, particularly in writing.
 - Leaders should ensure that pupils continue to develop a detailed knowledge of the personal, social and health education curriculum so that pupils have a greater understanding of cultural diversity and heritage.
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About this inspection

The chair of the board of governors in this school is Kerry Wimpenny.

The school is part of a federation called The Heights Federation.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, representatives from the local governing body and a representative from the local authority during the inspection. They spoke with pupils throughout the day and also to staff and parents.

The inspectors confirmed the following information about the school:
The school uses no alternative provision.

Headteacher: Claire Kenworthy

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspector:

Zoe Helman, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context

Total pupils

80

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

84

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

18.75%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

12.50%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.25%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	61%	Below
2024/25 (revised)	36%	62%	Below
2023/24 (final)	29%	61%	Below
2022/23 (final)	62%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	72%	Below
2024/25 (revised)	45%	72%	Below
2023/24 (final)	43%	72%	Below
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	73%	Below
2024/25 (revised)	55%	74%	Below
2023/24 (final)	57%	73%	Below
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	25%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	25%	68%	-43 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-21 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	78%	-44 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-21 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.4%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.1%	13.3%	Close to average
2023/24 (3 term)	6.2%	14.6%	Below
2022/23 (3 term)	11.1%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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