

Castleford Redhill Junior School

Inspection report

Unique Reference Number	108232
Local authority	Wakefield
Inspection number	377720
Inspection dates	27–28 March 2012
Lead inspector	Lynne Blakelock

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Darren Travis
Headteacher	Margaret Brownlee
Date of previous school inspection	20 May 2009
School address	Stansfield Drive Airedale Castleford West Yorkshire WF10 3DB
Telephone number	01977 723040
Fax number	01977 723041
Email address	admin@redhill-jun.wakefield.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Lynne Blakelock

Additional inspector

This inspection was carried out with two days' notice. The inspector observed six teachers in eight lessons over approximately four hours. She held meetings with senior and middle leaders, with groups of pupils and with representatives of the governing body. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection. She observed the school's work and looked at its information about the achievement of all groups of pupils through the school, the quality and relevance of its improvement planning and examples of pupils' work. She analysed the 29 questionnaires returned by parents and carers.

Information about the school

This is a small school compared with others of its type. The pupils are nearly all of White British heritage. The proportion of pupils known to be eligible for free school meals is well above average. A well above average proportion of pupils are disabled or have special educational needs, of which most are behavioural or moderate learning difficulties. A growing and above average proportion of pupils, particularly lower down the school, join or leave partway through their education.

The headteacher was appointed in September 2011 after two years of instability in senior leadership.

The school does not meet the current floor standard set by the government, which determines the minimum expectations for attainment and progress.

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	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	4
Leadership and management	4

Key Findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- The school is not satisfactory because the pupils' attainment at the end of Year 6 has been low in recent years and remains so. Despite the new headteacher's implementation of a range of strategies to bring about improvement, the school is not moving forward as it needs to. Pupils make insufficient progress because teaching is not effective enough. Leadership roles and responsibilities do not match the skills of postholders and the school's most pressing needs. Middle leadership has not been developed sufficiently.
- Teaching is inadequate because, although most of the teaching seen during the inspection was satisfactory, over time weaknesses have led to pupils' making insufficient progress. Gaps in learning from previous years aggravate the situation. Tasks are not consistently set at the correct level for pupils and this restricts their progress. Teachers' questioning does not take pupils' prior knowledge into account sufficiently. Although marking regularly tells pupils what they have achieved, it only occasionally tells them the next steps to take.
- Pupils' behaviour and safety are inadequate. There have been over 200 recorded instances of unsatisfactory behaviour since October 2011. The new behaviour plan is not fully established and its impact is variable. Attendance remains low. The school has introduced new systems, but pupils are not given enough responsibility for their attendance and do not fully understand the impact of poor attendance on their learning.
- The effectiveness of leaders and managers is inadequate. The school's performance has declined significantly since the previous inspection, when it was a good school. The headteacher has focused on improving classroom practice, but the impact of actions taken on pupils' achievement is inadequate and weaknesses in teaching remain.

Management of performance is weak because systems to check pupils' progress are unwieldy. The curriculum does not provide satisfactorily for all pupils' needs. There is no whole-school planning and learning is not promoted well across all subjects. The governing body is ineffective in moving the school forward because it does not review or evaluate the school's performance as it should. Consequently, it has only a superficial knowledge and understanding of the school's needs.

What does the school need to do to improve further?

- Improve teaching to raise pupils' attainment and accelerate their progress throughout the school in reading, writing and mathematics by:
 - using assessment information to provide learning activities which challenge pupils of all abilities and are well matched to their needs
 - using questioning which reflects teachers' understanding of pupils' abilities
 - providing marking and feedback that tells pupils the next steps they need to take.
- Improve pupils' behaviour by ensuring that the behaviour policy is implemented consistently.
- Raise attendance levels to at least the national average by:
 - making sure that pupils understand the importance of good attendance to achieving well
 - giving pupils ownership of their attendance through individual targets.
- Strengthen the quality and impact of leadership and management at all levels by ensuring that:
 - all leaders and managers have clearly defined roles and responsibilities that match their skills and the school's priorities, and for which they are held to account
 - there are improved systems for tracking pupils' achievement
 - teaching is monitored rigorously and weaker teaching eradicated
 - whole-school curriculum planning incorporates developing and using literacy and numeracy skills across subjects
 - planned programmes are in place for all areas of learning
 - the governing body develops an accurate knowledge and understanding of its roles and responsibilities quickly so that it provides support and challenge through regular monitoring, review and evaluation.

Main Report

Achievement of pupils

The inspection evidence shows pupils' achievement to be inadequate. This does not support the positive views expressed by all the parents and carers who responded to the questionnaire that their children achieve well, or of the very large majority of pupils who say they learn a lot.

Attainment remains low at the end of Year 6 in reading, writing and mathematics. This reflects inadequate progress from pupils' individual starting points, which generally are average. While the school queries that some previous assessments were inaccurate,

including attainment on entry to the school, it has only this year carried out its own testing. This weakness starts to explain why pupils have not been given tasks that offer appropriate challenge to them over a sustained period and especially why more able pupils have failed to make enough progress.

The quality of learning and progress across the school is variable and is inadequate overall. As pupils move through the school, gaps in learning become more apparent. In Year 4, progress is slow in writing and mathematics. While pupils are systematically developing their spelling skills, their progress is limited because the work does not challenge them; this is particularly the case for more able pupils. They have insufficient opportunities to apply their skills. This is similar in Year 5 where progress is negligible in mathematics and writing for some groups of pupils, especially those known to be eligible for free school meals, disabled pupils and those with special educational needs. The school's data point to quickening progress in Year 6, aided by specific support for those pupils who have fallen behind and a few boys are showing increasing skills in extended writing tasks.

Disabled pupils, those with special educational needs and those at risk of being vulnerable due to their circumstances develop confidence and self-esteem through the support and encouragement of staff. However, their academic needs are not met sufficiently and they make limited progress. The needs of those pupils who join the school after the start of Year 3 are identified promptly, but their progress matches the variable quality of teaching.

In Year 3, the new reading and writing strategies, based on accurate data, are providing a more secure foundation for pupils' learning. A few Year 3 pupils read fluently and show good understanding of texts. Many have an understanding of the sounds made by small groups of letters. However, only a few transfer this skill to their reading; others guess words and are not able to apply their knowledge into accurately enunciated words. In a Year 3 numeracy lesson, pupils of all abilities made good progress in recognising the lines of symmetry in shapes and were accurately challenged. They enjoyed learning for themselves and in pairs and were showing emerging skills in making decisions about the accuracy of their work.

Quality of teaching

Inadequate teaching over time has restricted the progress pupils make. The lack of a planned curriculum means that teachers do not build systematically on pupils' prior skills and knowledge. This weakness means that teachers do not take into account sufficiently what pupils already know in order to consolidate or extend their learning. Literacy is not formally planned in other subjects, and this wastes opportunities for pupils to transfer their developing skills. Although the pace is sometimes too slow, pupils are usually given a range of activities but too often, tasks are not accurately matched to pupils' needs. As a result, work can be too hard or too easy. In particular, not enough thought is put into tasks for those pupils capable of reaching higher levels and this is borne out in their academic performance. There is not enough attention given to the ways that disabled pupils and those with special educational needs learn, and this leads to a lack of variety in lessons and too much repetition.

Pupils in some classes know their targets, but this is not consistent throughout the school. Similarly, some marking states pupils' achievements clearly, but far less often does it tell them what to do next. Pupils' evaluation of their own and others' learning is in the very early stages of development.

There are some positive features to teaching. Classrooms provide a bright environment for learning. A wider range of teaching methods is being incorporated into lessons to give pupils some consistency as they move between classes. Teaching often makes the purpose of learning clear and most lessons remain focused on the goals. However, inspection evidence and the school's results over time do not support the positive views about the quality of teaching expressed by parents, carers, and pupils.

Sometimes teaching promotes pupils' spiritual, moral, social and cultural understanding, but there are few examples of it being incorporated into planning. The exceptions are in religious education and in assemblies, where understanding of faiths and practices is promoted regularly. Teachers insist on pupils showing politeness to each other in lessons and regularly reinforce the importance of listening to each other.

Behaviour and safety of pupils

The school evaluates behaviour as satisfactory, but the inspector found it to be inadequate. Many pupils behave well in lessons and around the school, and behaviour during the inspection was never less than satisfactory. A large majority of pupils, parents and carers felt that behaviour in lessons is good. However, the behaviour log shows too many incidents of unacceptable behaviour towards other pupils since October 2011. Most of these occurred in the playground which matched what pupils said. A number of pupils appreciated the concept of restorative justice and rewards, which are major features of the new behaviour policy, but they thought that learning was still disrupted by a few pupils. Several staff praised the policy, while recognising that it is not fully established or implemented.

Most parents and carers are confident that their children are safe in school and that bullying is dealt with effectively. A large majority of pupils agree. They understand what bullying is, and say there is very little. Older pupils know about internet safety, but are unfamiliar with the term cyber-bullying. Younger pupils say they find out about different ways of keeping safe through assemblies.

Attendance has been low in recent years and remains so. While statistics for this year show it is improving and getting close to the national average, the attendance of pupils who are known to be eligible for free school meals and those who have special educational needs, is low. The headteacher has introduced a number of initiatives to promote better attendance, but pupils are not given sufficient ownership of their own attendance, such as individual targets. Consequently, pupils do not understand the link between attendance and achievement.

Leadership and management

The school has declined rapidly since the previous inspection and there is currently little evidence of regaining lost ground. The school does not have the capacity for sustained improvement. The reasons for the significant decline in the school's performance are accurately understood by the headteacher, following detailed monitoring. As a result, learning is now far more focused on improving pupils' skills in reading, writing and mathematics. New ways of teaching literacy and numeracy are starting to build the staff's teaching skills. Assessment is more secure, leading to a reduction in the proportion of pupils on the special educational needs register because identification is now more accurate. However, the impact of the improvements is limited because so many of the school's actions are new and not firmly established.

The monitoring of teaching is not rigorous enough and the quality of teaching is not good enough. Professional development and training have not had the necessary impact to accelerate pupils' progress. Only now are data providing an accurate picture of achievement, but systems for tracking this are unwieldy. Equality of opportunity is inadequate because pupils of all groups and abilities are failing to make the progress expected of them.

The governing body does not know enough about the school's performance or its own responsibilities and accountability to be able to oversee its work as it should. It has allowed a budget deficit to accrue, which has restricted the school's options in strengthening staffing and resources. Numerous policies have had to be updated by the headteacher and the school does not have its own single equality policy. Although arrangements to safeguard children meet the statutory requirements, it is the headteacher not the governing body, who has ensured this. School improvement is reliant on too few people, including temporary staff. Roles do not fully match skills and there are insufficient staff in middle leadership roles to move the school forward effectively.

Curriculum planning fails to ensure continuity in pupils' learning or to promote their progress and enjoyment adequately. Literacy across the curriculum and learning through themes are not built into the curriculum. Thus, opportunities are missed for pupils to transfer their skills across subjects and to promote broader, more exciting learning. While a few visits linked to learning have been organised there are no after-school activities. Pupils are not well prepared for the next stage of their education. Pupils' spiritual, moral, social and cultural development is inadequate because promoting aspects of personal development are not part of a planned programme.

A small number of partnerships are being established. Those with parents and carers are developing satisfactorily. The staff, and the headteacher in particular, have the respect of the parents and carers, as indicated by those who responded to the questionnaire. The school regularly seeks to involve parents and carers in school events and activities.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



29 March 2012

Dear Pupils

Inspection of Castleford Redhill Junior School, Castleford, WF10 3DB

Thank you for your politeness and help when I inspected your school recently. I enjoyed the two days that I spent with you. I particularly liked listening to your thoughts about your school and discussing your learning with you.

Many of you like school. You told me that you like the new library and the better range of books. You enjoy playing with your friends. However, your school is not doing well enough. Most of you do not make the progress that you should in your work. Teaching is not good enough to quicken your progress. Your new headteacher is working very hard to improve the school, but there is a great deal to do and the school is not moving forward quickly enough. Therefore, I have judged that your school needs 'special measures'. This means that it will be given help to make several important improvements.

I have asked the headteacher to make sure that teaching is consistently good and that the work you are given is at just the right level for you. She will make sure that marking tells you what to do next to improve your work. Teachers will choose the questions they ask you carefully in order to help you make quicker progress.

Although I was pleased that a lot of you always behave well, some of you do not and this spoils learning and playing for others. Some of you do not come to school as often as you should and this slows your progress. The headteacher is going to make sure that the behaviour policy is always used and that you all have attendance targets. Staff are going to check the school's work carefully and bring in a new curriculum that will cover everything that you need to know, learn and experience.

Please help the staff to make these improvements by behaving well, attending school every day that you should and acting on the advice that staff give you. Inspectors will visit the school regularly to check on progress.

Yours sincerely

Lynne Blakelock
Lead inspector

