

# Crigglestone Mackie Hill Junior and Infant School

Painthorpe Lane, Crigglestone, Wakefield, West Yorkshire WF4 3HW

**Inspection dates** 23–24 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is good, and sometimes outstanding, in all parts of the school.
- From their generally low starting points on entry to the school, all groups of pupils, including those eligible for the pupil premium, make good progress so that, by the end of Key Stage 2, attainment is average.
- Young pupils make excellent progress in their understanding of letters and sounds due to very effective teaching.
- The school is successfully closing any gaps between the progress of different groups of pupils compared to similar groups across the country. Their progress is checked regularly and well-targeted support ensures that they succeed.
- Pupils are proud of their school. Their good behaviour and positive attitudes make a strong contribution to their successful learning.
- The curriculum makes a very positive contribution to pupils' good spiritual, moral, social and cultural development.
- The new headteacher has made her high expectations absolutely clear. Teachers are given clear guidance as to what they need to do to ensure that their teaching is always effective.
- Governors champion the school. They know it well and provide a good level of support and challenge to leaders, ensuring that the school continues to improve.
- Parents are very supportive of the school.

### It is not yet an outstanding school because

- Teaching does not always offer enough challenge to more-able pupils, especially in mathematics. As a result, the proportion of pupils who reach the higher levels by the end of Year 6 is below the national average.
- Pupils are not always provided with sufficient opportunities to write extensively in subjects other than English.
- The marking of pupils' work and the guidance on how they can improve are inconsistent.
- Pupils' work is not always presented neatly.

## Information about this inspection

- Inspectors observed 23 lessons, one of which was a joint observation with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 2 to Year 6, the Chair and vice-chair of the Governing Body, senior leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime. Discussions were also held with parents who brought their children to school.
- The inspectors took account of 26 responses to the on-line questionnaire (Parent View) in planning the inspection.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

## Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

## Full report

### Information about this school

- Crigglestone Mackie Hill is smaller than the average-sized primary school.
- There have been considerable changes in staffing since the previous inspection.
- The proportion of pupils who join or leave the school other than at the usual time is average.
- The proportion of pupils eligible for pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is above average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above the national average.
- The majority of pupils are of White British heritage. Very few pupils speak English as an additional language.
- The school meets the current floor standard which sets the government's minimum expectations for attainment and progress.

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

- Raise attainment and increase the proportion of outstanding teaching by:
  - broadening the range of curriculum opportunities to enable all pupils, especially the more-able, to apply their mathematical skills to problem-solving activities
  - giving pupils more opportunities to write at length in subjects other than English
  - ensuring that marking and feedback informs pupils of what they do well and what they need to do to improve further.
  
- Improve the presentation of pupils' work by:
  - making sure that there is a consistent style of handwriting throughout the school
  - making sure that pupils write their numbers more clearly
  - raising the expectations which teachers have of their pupils to present their work neatly.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills that are below those typically expected for their age. They very quickly develop their understanding in all areas of learning because they experience a wide range of exciting and well-planned activities which take good account of their individual needs. By the time pupils enter Year 1, their attainment is broadly in line with that expected for their age.
- Throughout Key Stage 1, pupils make at least expected progress. Underachievement has been eradicated and so by the time pupils enter Key Stage 2 attainment is now average. Attainment is consistently average by the end of Year 6. Taking into account their previous low starting points at the end of Key Stage 1, this represents good progress. However, the proportion of pupils reaching the higher levels in mathematics is below those for reading and writing.
- Pupils' reading skills are developed extremely well. Systematic teaching of letters and sounds in the Early Years Foundation Stage and Key Stage 1 are giving pupils the skills they need to tackle unfamiliar words confidently. This is reflected in the well above average proportion of pupils aged six who achieved the national expectation in a check of their understanding of the sounds that letters make. Pupils quickly move on to gain personal enjoyment from reading books independently. They understand what they read and show a mature ability to discuss moral and ethical issues contained in the text, such as people's prejudice based on how people look or speak.
- The proportion of boys and girls who make expected and better than expected progress is above average, particularly in reading and writing. This includes disabled pupils, those who have special educational needs and those who are eligible for the pupil premium. The imaginative use of one-to-one support for pupils funded through the pupil premium makes a very positive contribution to their good progress and ensures that they improve at least at a similar rate to that of their classmates.

### The quality of teaching is good

- Recently appointed teachers have brought new strengths that have added to the overall quality of teaching. As a result, teaching is improving rapidly with most being good and an increasing proportion now being outstanding, in all lessons.
- There are some evident strengths in teaching in all classes. In the best lessons teachers' introductions are brief and focused and their explanations are clear and precise. Throughout lessons they regularly check that specific learning points have been understood by looking at, and listening to, pupils' responses. They often draw in the whole class to, for example, enhance a piece of narrative through trying out forms that it might take.
- Teachers generally plan suitable activities to teach the basic skills of English and mathematics that are well-matched to pupils' needs and abilities. However, sometimes pupils are not provided with enough opportunities to engage in extended writing activities across other subjects, nor are more-able pupils given enough opportunities to apply their mathematical skills to real-life problem-solving to ensure higher standards.
- Well-considered visits, for example to the National Mining Museum, enhance children's learning experiences. These fire up their imagination and bring learning to life.
- Marking and feedback across the school are regular and positive. In the best practice, pupils are informed of what they have done well, what they need to do to improve further, have opportunities to respond to teachers' comments and to correct their errors. This good practice is, however, not seen in every classroom and, as a result, some pupils are not always clear about what is expected of them and continue to make the same errors.
- While pupils are proud of their school and keen to learn, they do not always present their work well. For a few, handwriting is not well-developed and the writing of numbers can be unclear.

Teachers do not always insist on the highest standards of presentation in pupils' books.

- Teaching assistants deliver various specifically tailored, and highly effective, personalised programmes to disabled pupils, those who have special educational needs, those eligible for the pupil premium and those who are at risk of falling behind. This underpins the good progress these pupils make.

### **The behaviour and safety of pupils are good**

- The school provides a caring, supportive environment where all pupils behave well and show respect for themselves and others. Their consistently good behaviour and attitudes impact very positively on the school's warm and friendly atmosphere. Only on the odd occasion, when teaching does not sustain their interest, is there any restlessness. Relationships with one another and with staff are excellent.
- Pupils have a good awareness of how to stay safe when, for example, they use the Internet. They say they feel very safe in school and were keen to tell inspectors that bullying is extremely rare. Scrutiny of behaviour records shows that there are few incidents of unacceptable behaviour. Of those parents who responded to Parent View and those spoken with during the inspection, the overwhelming majority said that their children feel safe and happy at school and that behaviour is managed extremely well by adults.
- Through a programme of well-planned activities and assemblies pupils develop respect and empathy for the culture and beliefs of others. This was exemplified by a Year 6 child who said, 'If we understand what people in other countries believe, in we can learn to be more tolerant.'
- Pupils are eager to take on responsibility, for example as Playground Police and Sports Leaders, and work hard to ensure that minor disputes are resolved quickly, that everyone has a friend to play with and there are activities for everyone to join in with at play times.
- School leaders have worked hard to increase attendance. As a result, attendance is now average and rising rapidly.

### **The leadership and management are good**

- There have been considerable changes in staffing since the last inspection, including that of the recently appointed headteacher. The headteacher provides caring, effective and visionary leadership. In a very short time she has built a strong team which is fully committed to her clear direction.
- The school has an accurate view of its strengths and has identified appropriate issues for development. Clear plans, actions and ambitious targets for improvement are in place and, as a result, the school is improving rapidly and securely.
- New and rigorous processes to check and manage the work of teachers have been implemented. They are focused clearly on pupils' achievement and development and hold teachers to account for the progress pupils in their care make.
- The quality of teaching is checked regularly using a range of strategies such as lesson observations, analysis of pupils' progress and attainment data and a careful check of pupils' work. Through clear and unambiguous feedback given, teachers are encouraged to reflect and consider how well their lessons have gone and what could have been done to improve them. Teachers welcome this opportunity to engage in professional dialogue because they have a shared ambition to improve their teaching skills and ensure that pupils gain maximum benefit from their time at school.
- The local authority provides effective support, including regular evaluation of the school's development priorities and pupils' achievement.
- The school's leadership promotes and checks extremely well that all pupils have equal opportunities for success. It has put plans in place and carried out a number of well-considered

actions aimed at improving pupils' attainment. For example, additional income received by the school to support those pupils eligible for the pupil premium is used very effectively to accelerate the progress they make.

- The curriculum provides pupils with an effective broad education. It rightly emphasises the importance of reading, writing and mathematics. However, it provides insufficient time for pupils to write extensively across other subjects or, especially for more-able pupils, to apply their mathematical skills to meaningful and challenging activities.
- The school places strong emphasis on pupils' spiritual, moral, social, and cultural development. For example, the programme of religious education and personal, health and social education helps pupils appreciate the multi-cultural society in Britain and to compare their lives with those of children in less well-developed countries.
- Links with parents are strong. Parents say that the school is very welcoming. One parent commented that, 'it's a small school with a big heart'. The overwhelming majority of parents who responded to Parent View said they would recommend the school to other parents.
- **The governance of the school:**
  - Governors have a very good understanding of the strengths of the school and where it needs to improve further. They understand and use a wide range of data to check on the school's progress towards objectives within the school's plans and hold leaders to account. They monitor the progress of all different groups of pupils and ensure that those eligible for the pupil premium attain standards similar to those of their classmates. Governors ensure that reviews of teachers' work are linked closely to the progress and attainment of all pupils, to the standards expected of teachers and to the pay scales that teachers are on. Safeguarding has a high priority and the governing body ensures that statutory requirements are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108211
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	403057

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Chinn
<b>Headteacher</b>	Maxine Barker
<b>Date of previous school inspection</b>	14 July 2008
<b>Telephone number</b>	01924 303520
<b>Email address</b>	headteacher@mackiehill.wakefield.sch.uk



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