

Crigglestone Dane Royd Junior and Infant School

Stoney Lane, Hall Green, Wakefield, West Yorkshire, WF4 4LZ

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children enter the school with skills that are, on average, below those expected for their age. They get off to a good start in the Early Years Foundation Stage. Pupils continue to make good progress through the school and leave at the end of Key Stage 2 with levels of attainment expected for their age.
- Pupils have exceptionally good behaviour and attitudes to learning. They are confident, polite and considerate to adults and their peers. They understand how to keep themselves and others safe. Parents and teachers overwhelmingly agree.
- Teaching is mostly good in all classes with some that is outstanding. Teaching assistants give very effective support, using resources and activities well to interest pupils.
- Attendance is better than the national average. It has increased in each of the last three years and is set to improve again this year.
- The curriculum is good and provides very well for pupils' spiritual, moral, social and cultural development.
- The good teamwork of the initially acting and now permanent headteacher, staff and governors, has ensured the school has functioned efficiently during this changeover period. Concerted effort to improve rates of progress through better teaching, particularly in key areas of mathematics and more accurate tracking of pupils' progress have significantly contributed to improved achievement.

It is not yet an outstanding school because

- Not all teaching enables pupils to make better than expected progress from their starting points.
- Boys do not do as well as girls do.
- Teachers do not always ensure pupils respond to the comments in their marking.
- Pupils do not have enough opportunity to develop their independence and to manage their own learning.

Information about this inspection

- The inspectors observed 17 lessons, three of which were joint observations with the headteacher.
- Discussions were held with groups of pupils from Key Stage 1 and Key Stage 2, and members of the school council. Opportunities were taken to speak to children in the Early Years Foundation Stage.
- Inspectors took account of 50 responses made by parents to the online questionnaire (Parent View), a letter from a parent, conversation with parents on arrival at school, the school's recent parental survey and 34 staff questionnaires.
- Meetings were held with senior leaders, subject leaders, the Chair of the Governing Body and four other members and a representative of the local authority.
- Inspectors observed the work of the school and scrutinised its self-evaluation and plans for improvement, as well as documents relating to safeguarding, behaviour and attendance.
- A wide range of other evidence was also looked at by inspectors. This included pupils' current work in books, a joint scrutiny of Year 6 work with the headteacher, the school's own data and records of how well pupils progress in their learning, and, in addition, a discussion about the standards they are predicted to achieve at the end of both Key Stage 1 and Key Stage 2. Inspectors heard some pupils from Year 2, Year 4, Year 5 and Year 6 read.

Inspection team

Pam Hemphill, Lead inspector	Additional Inspector
Peter McKay	Additional Inspector
Pauline Pitman	Additional Inspector

Full Report

Information about this school

- Crigglestone Dane Royd is a larger than the average-sized primary school.
- A smaller than average proportion of pupils are eligible for the pupil premium, which provides additional government funding for children in local authority care, those from service families and those known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported at school action plus is above that found in most schools. The proportion supported at school action is below that found nationally.
- The majority of pupils are of White British heritage.
- The school meets the government's current floor standard, which sets out the minimum expectations for pupils' attainment in English and mathematics.
- The new headteacher took up post in April 2013 after serving for one term as the acting headteacher.

What does the school need to do to improve further?

- Ensure all teaching is good and the proportion of outstanding teaching is increased so that more pupils make better than expected progress by:
 - ensuring pupils consistently respond to teachers' good feedback in marking and act upon this to improve their learning and that all teachers check how this has moved learning forward as a result
 - checking that pupils consistently correct their work, including the spelling of key vocabulary
 - giving pupils even more opportunities to develop their independence as learners.
- Implement the new ways of working as referenced in the school's improvement plans and closely monitor their impact, in order to ensure that boys consistently do as well as girls in all areas of learning.

Inspection judgements

The achievement of pupils

is good

- The progress of pupils is securely improving at Crigglestone Dane Royd. Parents who responded to the online questionnaire overwhelmingly consider their children to be making good progress. During the inspection good, and sometimes outstanding, progress was seen in most lessons observed.
- Many children enter the Early Years Foundation Stage with skills below those expected for their age, particularly in physical development and in communication and language. Accurate assessments are made on entry and support to meet children's individual needs is quickly put in place. Consequently, Nursery children are making good progress. By the end of Reception the majority of children have reached, and in some cases exceeded, the typical levels of development for their age.
- Pupils progress well in reading in Key Stage 1. In 2012, pupils were above average in their understanding of letters and sounds. By the end of Year 2, the achievement of pupils is above national averages in reading, writing, and mathematics. This pattern is also seen at the higher Level 3. The progress of girls is faster than boys in reading, writing and mathematics. However, boys make slightly better progress than boys do nationally. New initiatives to encourage and engage boys more in their work and accelerate their progress are only just starting to be implemented.
- By the end of Key Stage 2 standards of attainment are at least in line with national averages. At the end of Key Stage 2 in 2012 progress declined, particularly in mathematics. However, more accurate tracking of pupils shows accelerated progress this year, particularly in mathematics. School predictions, based on secure tracking data, are for achievement in English to be above average and mathematics to be well above average in 2013. The picture of pupils' progress is also much stronger in Year 5 with a greater proportion of pupils than nationally predicted to make expected progress across subjects.
- Pupils supported through the pupil premium, including those pupils known to be eligible for free school meals, do exceptionally well in their learning of letters and sounds in Key Stage 1, better than their classmates and above the average meeting the required standard nationally. At the end of Year 2 in 2012, the attainment of eligible pupils was above other pupils in reading, writing and mathematics. At the end of Key Stage 2 the attainment of eligible pupils is broadly in-line with other pupils. The proportion of eligible pupils achieving Level 5 is above that for other pupils in the school in English and mathematics. As a result of this good work, the school successfully promotes equality of opportunity.
- Pupils with disabilities and special educational needs do better than national averages because there is good identification of their needs and they receive specialised help for learning.

The quality of teaching

is good

- The quality of teaching overall is good with the proportion of outstanding teaching increasing. It has a good effect on pupils' learning, particularly in mathematics calculations and at the higher Level 5 in Year 6. This is as a result of training to improve how calculations are taught and to increase teachers' mathematical knowledge.
- Good teaching in the Early Years Foundation Stage supports children to reach and, for some, to exceed the level of development appropriate for their age. This is because teachers and teaching assistants model good behaviour to children who play in well organised areas inside and outside, showing responsible attitudes and moving confidently between the different areas. Lessons throughout the school are well planned, and in the majority, teachers' expectations are high, pace is brisk and pupils have good understanding of what they are learning and why. Teachers' explanations are clear so pupils know what to do and quickly set to work. Tasks often require pupils to develop and apply their skills in relevant, realistic and purposeful context. In a Year 2

lesson pupils learned effectively how to use coordinates to plot the position of objects on a grid. Some pupils used a computer and others used the space and equipment in the playground to plot the coordinates. All pupils worked cooperatively and independently with others. Pupils are not always given the independence to make choices and to work like this in other lessons.

- Because pupils are interested and engaged in learning they have no time to waste. Excellent behaviour supports learning through good communication and cooperation between pupils and with the teacher. Pupils enjoy working with others on challenging activities, their enjoyment is evident.
- Work in displays around the school show that pupils are given many opportunities to read and write. They often apply their literacy and, to a lesser extent, numeracy with purpose and in a wide range of exciting contexts.
- Inspectors' checking of pupils' work in books shows good progress from their starting points. There is regular and accurate marking and helpful use of peer-assessment and suggested targets for improvement. There is strong dialogue with pupils in response to marking, in-line with the school's policy, though this is not the case across all subjects and years. When pupils do not respond to teachers, teachers cannot check how learning has moved forward as a result. Pupils do not always correct errors in their work, particularly the spelling of key words. In mathematics there are examples of pupils being encouraged to produce some good writing and this is also seen in other subjects, for instance, in history.
- Teaching provides good opportunities for pupils' spiritual, cultural, social and moral development well. The teaching of Mandarin language from Year 3 is by a specialist teacher from a partner school in Chengdu, Sichuan Province. Learning Mandarin is carried out through activities which strongly develop pupils' cultural understanding. Once this has been achieved, they then learn how to speak the language, with focus on developing accent and pronunciation, writing in Pin Yin, and developing into Chinese Calligraphy character writing. Pupils have recently written letters to others at Hongpailou and Longjiang primary schools and are excitedly awaiting replies from their new pen-pals. Teachers and teaching assistants work well with the Chinese teacher to support good teaching so pupils make good progress in language acquisition. Pupils' attitudes to this learning are outstanding and they see the benefits for their future lives in acquiring skills in an increasingly important language globally.
- Teaching assistants are well trained and support pupils skilfully. The support that is given to disabled pupils and those with special educational needs is highly effective and aids their inclusion in lessons and learning well.

The behaviour and safety of pupils are outstanding

- Pupils behave outstandingly well, they say poor behaviour is rare because they want to learn. Parents and staff agree, they express overwhelmingly positive views in the online survey and staff questionnaire. Outstanding behaviour was observed in lessons and around the school. Pupils are exceptionally polite and sociable, showing confidence and maturity in their dealings with their peers and adults.
- Pupils arrive at school punctually and eager to learn. They have positive attitudes to attendance, demonstrated in the current attendance rate of 97.2%, well above the national average. There are no exclusions and have not been any over a number of years. The school continues to reach out and challenges and supports any parents with a child who is persistently absent or not punctual.
- Pupils support their school and welcome responsibility: they have a range of roles in the playground to befriend and support other pupils, have proposed running a summer tuck shop to sell fruit at breaks and are responsible members of the democratic school council. Such roles are effective in teaching them to act responsibly and help others. Pupils would like even more opportunities, so the school council wants to develop some more ideas to put to the headteacher.
- The school has a clear behaviour policy shared with and understood by pupils and which they obey. Governor's minutes and logs show no racist or prejudice based bullying, this shows pupils'

respect for others.

- Pupils act safely and responsibly in lessons and keep themselves and others safe. Pupils have very good awareness of keeping safe on the internet, sometimes asking questions to learn more about the potential risks social networking can pose.
- In the Early Years Foundation Stage children are kept safe and secure through learning environments where they can plan and learn independently and happily with others. Staff are well trained in first aid across the school.

The leadership and management are good

- The recently appointed headteacher is ably supported by the assistant headteacher, senior leaders and governors. They all share the same high expectations and ambitions, to ensure all pupils make expected progress, to increase the proportion who make better than expected progress, and to raise attainment in mathematics particularly in Key Stage 2.
- Issues surrounding weaker progress last year have been speedily resolved. High priority and close attention is given to checking each pupil's progress to ensure it does not slip. There is accurate evaluation of the school's work and this has been pulled together well into an effective development plan for further improvement. Self-evaluation has clearly identified the need for more work in accelerating boys' progress and plans for this are at an early stage of being implemented.
- Teamwork between staff is strong and they have quickly developed expertise to use the new tracking system so they are able to swiftly check progress, identify pupils who are falling behind or have need for extra support.
- Teaching is monitored rigorously and staff clearly informed of how to improve. Judgements made by the school about the quality of teaching are accurate. Training and development opportunities are tailored to the school's need, such as the successful mathematics training. Teachers are set targets based on their performance and are held accountable for the progress their pupils make.
- The school works closely with its local pyramid of schools. This allows them to check with each other that their judgements about the standard of pupils' work are accurate. It is also helping the smooth transition of pupils into secondary school.
- The school's curriculum covers a wide range of interesting and relevant subjects. Music is taught by a specialist teacher and many pupils take up instrumental tuition. The school ensures good access to a wide range of books in class libraries and in the school library, so younger pupils can read daily with their parents and carers. Older pupils can borrow books and take full advantage of chances for private reading in and out of school.
- The local authority has been highly effective in working with the new headteacher to complete an analysis of data used to inform the school's development planning. It has supported a range of initiatives which have rapidly accelerated pupils' progress. The local authority has confidence in the school's capacity to continue to raise standards.
- **The governance of the school:**
 - Governors bring a range of professional skills to their roles and are knowledgeable about the school. They have supported and successfully challenged it to rapidly increase progress and raise standards. They share the drive and ambition of leaders and staff to help the school improve further through accurate analysis of data and sharply focused development planning. They recognise the quality of teaching and the link between the performance of the headteacher, posts of responsibility, teachers and salary progression. They are trained in the use of data, and are increasingly using this to be able to compare the school's performance to national averages. They are ensuring that pupil-premium funding is spent appropriately, and they are keen to develop a model for evaluation of impact that can be applied to other key aspects of the school. The governing body ensures safeguarding meets the statutory requirements and that the school budget is managed efficiently.

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

Unique reference number	108212
Local authority	Wakefield
Inspection number	411835

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Margaret Douglas
Headteacher	Clare Kelly
Date of previous school inspection	12 November 2007
Telephone number	01924 303500
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