

# Jackfield Infant School

Jackfield Street, Burslem, Stoke-on-Trent, Staffordshire, ST6 1ET

**Inspection dates** 3–4 July 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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a happy and caring school. Pupils achieve and enjoy in a calm and purposeful learning environment.
- Pupils throughout the school achieve well. From their individual starting points, pupils make at least good progress.
- Girls' attainment and the rate of progress they make in Key Stage 1 are outstanding, particularly in reading.
- The pupils who have special educational needs make good progress as provision is well matched to their requirements.
- Teaching is good and some is outstanding. Pupils' attainment and progress in reading is a real strength of the school. They are often very confident readers and enjoy reading a variety of different types of books.
- Teaching assistants are a great support and their training has made an impact on pupils' learning.
- Pupils feel very safe in school and their behaviour is exemplary. Behaviour and safety are outstanding. The pupils are very proud of their achievements.
- The school cares very well for all its pupils and makes sure that every individual is fully included.
- The headteacher is the driving force behind the constant school improvement. She has an excellent understanding of the school's strengths and weaknesses.
- The new senior leadership team has stepped up the rigour with which it checks on the quality of the teaching.
- Staff morale is very high and everyone is focused on continuing to raise standards.
- The governing body effectively challenges and holds staff to account for pupils' progress.

### It is not yet an outstanding school because

- Although good overall, boys' progress is not as rapid as it could be in reading, writing and mathematics.
- Not enough teaching is outstanding, middle leaders do not always focus well enough on boys' progress when measuring the impact of teaching in lessons.

## Information about this inspection

- The inspectors observed teaching and learning in 12 lessons. They carried out two joint observations with the headteacher and deputy headteacher. They observed the teaching of phonics (letters and the sounds that they make) and listened to readers in Years 1 and 2. Inspectors also observed support provided for those who have a special educational need. Inspectors looked carefully at the work in pupils' books.
- Inspectors held meetings with senior and middle leaders, teaching and support staff, two groups of pupils, members of the governing body and a representative from the local authority.
- The inspectors looked at a wide range of documentation including: the school's self-evaluation summary and development plan; policies and procedures for safeguarding; information about attendance and behaviour; records of monitoring teaching and learning; information about pupils' achievement; minutes of meetings of the governing body; and the headteacher's reports to the governing body.
- Inspectors looked at summaries of school questionnaires sent out to parents. There were also 20 responses on Parent View, the on line site for parents and this generated a summary of parents' views. Inspectors took account of 21 questionnaires from school staff.

## Inspection team

Jean Tarry, Lead inspector

Additional inspector

Aileen King

Additional Inspector

## Full report

### Information about this school

- Jackfield Infant School is similar in size to an average-sized primary school with a large 60-place nursery.
- The proportion of pupils known to be eligible for pupil premium is higher than the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.)
- The proportion of pupils who speak English as an additional language is slightly lower than the national average.
- The proportion of pupils supported through school action is below the national average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is in line with the national average.
- The school has nurture provision for pupils from across the school.
- The school provides and manages a before-school breakfast club.

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

- To further raise attainment and accelerate the rate of progress particularly that of boys by:
  - ensuring all tasks are specifically well matched to boys needs
  - ensuring that marking includes the next steps for pupils to address and then gives them the time to understand and to complete this.
  
- To improve the teaching so that more is outstanding by:
  - ensuring lesson observations focus more rigorously on boys' progress in lessons.

## Inspection judgements

### The achievement of pupils is good

- The majority of children start in the Nursery class with skills and knowledge that are generally below those typically expected for their age, with many starting school with communication and language skills that are well below those expected. The lively resources and well planned activities, both indoors and outdoors, mean they are excited and eager to learn. Children are encouraged to talk about what they are doing, to share and take turns as they play and get ready to plan a holiday to the beach.
- Pupils make good progress on their journey through the school. By the end of Key Stage 1, they reach standards in line with national expectations. Standards in reading are improving and the girls reached significantly above the national expectations in 2012.
- Although good overall, the boys' achievement is not always as strong as the girls in all subjects and this can be seen in most classes across the school.
- Early reading skills are taught very well. By Year 1, pupils are beginning to use their understanding of the letters and sounds to build unfamiliar words. Older pupils thoroughly enjoy reading a range of different books. They are generally very confident readers.
- The school has worked hard to improve reading, writing and mathematics since the last inspection. Progress in all these areas has improved and pupils are making good progress.
- Work in pupils' books shows that skills are regularly practised across different subject areas. For example, writing skills are practised as pupils investigate interesting facts about jungle animals from their favourite books.
- The achievement of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals has improved because their progress is tracked and support is closely tailored to their specific needs. This group make good progress as they travel through the school. There is no gap between the level of their attainment and that of their peers.
- The progress of pupils who have special educational needs, those from minority ethnic groups, and pupils who speak English as an additional language is well supported in a purposeful, caring environment. This enables them to make good progress as special programmes support pupils at risk of falling behind in their learning.

### The quality of teaching is good

- The vast majority of the teaching is good across the school and a small proportion is outstanding. Lessons are well planned and this helps to motivate and engage learners. In an outstanding Year 2 lesson, pupils were taught how to explore their ideas about 'Super Heroes' and to develop their writing skills, at their different work stations. Pupils made outstanding progress as tasks were extremely well matched to pupils' specific needs.
- In some lessons, tasks are not as well matched to boys' needs and this means progress is slower for some of them. Teachers do not always use the information they have regarding boys' attainment and interests to provide activities which interest them or motivate them to learn at a faster pace.
- The marking of pupils' work is regular and very positive but it is not always as effective and consistent as it could be. Some pupils are unclear about how to improve their work. They are not always given time to address the next steps in learning identified by their teachers or understand what they have to do to achieve these.
- In lessons, and around school, good relationships exist between pupils and teachers which contribute successfully to pupils' enjoyment and achievement. When teachers challenge and support pupils well, pupils' learning progresses at a much faster rate.
- There is a good variety of activities in lessons to keep pupils interested. Information about pupils' progress and abilities is used well to ensure good progress in classes.

- Teaching assistants work very well with class teachers to provide really good support for pupils.

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

- The pupils' behaviour is outstanding both inside and outside the classrooms. Most parents are happy with the education that the school provides for their children. All staff and all pupils are unreservedly positive about both behaviour and safety. Pupils are proud of their school and really enjoy all it has to offer. The pupils have been instrumental in drawing up the school rules and these underpin the very effective school behaviour policy.
- The home-school link worker is effective as she provides support for parents and pupils. Attendance has improved and is now in line with the national average. There are many effective systems in place. This is a real strength of the school and shows how eager pupils are to learn more.
- Pupils have exemplary attitudes to their learning. Pupils' pride in the school is shown in their excellent conduct, manners and punctuality.
- The acting deputy headteacher provides very effective support for pupils' behaviour, care and welfare in her role as inclusion manager. The pupils in the nurture provision achieve very well.
- Pupils say that bullying of any kind is rare and when it does happen it is dealt with quickly by adults in the school.
- Pupils feel very safe in the school. They know what situations might cause them harm and know how to handle or avoid them. They are aware of potential dangers when using the internet.
- Pupils' outstanding behaviour, their respect for other cultures and religions, and their equal care for those who may be different clearly shows how well the school caters for pupils' spiritual, moral, social and cultural development.
- Pupils have been well involved in assessing their own work. One pupil said, 'We try to help each other all the time. We all check our work with "Just Do It" before we show it to our teachers. It's great and it works!' Another pupil said, 'We are always getting badges for our good behaviour and effort with our work.'

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

- The leadership of the headteacher is a strength of the school. She encourages the spiritual, moral, social and cultural aspects of learning and includes everyone through her drive to raise standards. She has successfully maintained and accelerated pupils' progress in English and mathematics since the last inspection.
- The self-evaluation is accurate and based on a secure knowledge of the school. The quality of teaching has been raised since the last inspection because leaders and managers check its quality regularly and use outcomes to tailor training for staff, with a focus on tackling weaknesses. However, the middle leaders do not always ensure there is enough rigour when measuring the impact of the quality of teaching on boys' progress in lessons.
- The leadership of the teaching of reading is successful with training leading to highly focused guided-reading group work. This has contributed strongly to the improved standards seen in reading.
- Staff share a common vision for striving for the best for all the pupils. There is a clear record of school improvement, which is confirmed by the acceleration of pupils' progress and the strengthening of the teaching. This clearly shows that the school has the capacity to improve even further.
- English and mathematics are well led and managed. Improvement plans for writing and mathematics contain clear success criteria to enable the school to measure how well it is doing.
- Performance management systems are good; targets are demanding and expectations have been raised. Links between the performance of staff and salary increases have been firmed up. The staff are aware of the link between improving outcomes for pupils and the progression of

salary increase.

- The curriculum is creative, stimulating and enables pupils to enjoy their time at school with many visits and visitors. There is a range of activities outside of the classroom that are very popular. The school continues to work very closely with the parents. Most parents are generally pleased with the education the school provides for their children.
- The leaders and managers tackle discrimination of any kind. The school community is harmonious and the good achievement of the pupils is proof of their success. One parent said, 'She loves coming to school. I have never known a child love school so much.'
- Policies and procedures are all in place for safeguarding and all staff understand what they entail and carry them out in full. Training has been updated.
- The local authority has provided effective support for this school with issues such as training, staffing and governance. It holds the school in high regard and often uses it to share its good practice with others.
- **The governance of the school:**
  - The governing body has provided challenge in the quest for improvement since the last inspection. Governors use information from school data to compare the school's effectiveness with that of other similar schools locally and nationally. They know how good the teaching is and what needs to be done to improve it even further, including the importance of performance management and its link to pay. Some new governors are in place who have not yet accessed appropriate training.
  - Governors have an overview of the school's finances, and not only ensure pupil premium funding is used appropriately but also check on its impact on the achievement of those pupils for whom it is intended.

## 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>	123982
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	412687

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Griffiths
<b>Headteacher</b>	Dawn Shaw
<b>Date of previous school inspection</b>	19 May 2010
<b>Telephone number</b>	01782 234450
<b>Fax number</b>	01782 234451
<b>Email address</b>	jackfield@sgfl.org.uk



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