

Castleford Redhill Junior School

Stansfield Drive, Airedale, Castleford, West Yorkshire, WF10 3DB

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
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 school that requires improvement. It is not good because

- Although pupil progress has significantly improved, this improvement has not been sustained long enough to enable all pupils in Years 5 and 6 to achieve well.
- Not all pupils develop their handwriting effectively or present their work clearly.
- Although marking is of better quality than at the time of the last inspection, there is still too much variation in the impact it has on improving pupils' learning.
- The contribution of subject leaders to whole-school improvement is at an early stage of development.
- Evaluation of teaching quality and feedback to teachers on how to improve their practice is not always sharp enough to help them raise the quality of their teaching from good to outstanding.
- Performance management targets are not matched sufficiently well to teachers' individual development needs and expectations for progress of pupils in their class.

The school has the following strengths

- The skills, determination and commitment of senior leaders have enabled the school's weaknesses to be tackled quickly and effectively.
- Staff share leaders' vision and high aspirations for pupils' achievement.
- As a result of good teaching, past underperformance has been tackled and increasing numbers of pupils are achieving well.
- The school provides a safe and caring environment where children are now prepared much more successfully for the next stage of their education.
- Pupils' behaviour is good and their attendance has improved.
- The Interim Executive Board (IEB) is rigorous in holding the school's leaders to account and shares their vision for securing the best possible outcomes for pupils.

Information about this inspection

- The inspector observed eight parts of lessons, seven jointly with senior leaders.
- Meetings were held with senior and middle leaders, the members of the IEB, a representative of the local authority and a group of pupils in Year 5.
- The inspector visited an assembly and listened to four pupils from Year 4 read.
- A range of evidence was scrutinised including minutes of meetings of the IEB; data relating to pupils' attainment, progress, behaviour and attendance; recent surveys of pupils' views; records of the school's monitoring of the quality of teaching and samples of pupils' work.

Inspection team

Katrina Gueli, Lead inspector

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Castleford Redhill Junior School is smaller than an average-sized primary school.
- The large majority of pupils are from a White British background. Of the small number of minority ethnic pupils in the school, none are at an early stage of English Language acquisition.
- Almost two-thirds of pupils are eligible for support through pupil premium funding (additional government funding for pupils known to be eligible for free school meals, children in the care of the local authority or children with a parent in the armed services).
- The proportion of pupils with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The school provides bespoke, small-group and one-to-one support through the Intensive Recovery Intensive Support group (IRIS). This provision is designed to help pupils currently having difficulty with their learning and progress in a whole-class setting.
- The school did not meet the government's floor standards in 2012 which set the minimum expectations for pupils' attainment and progress.
- The school had its last section 5 inspection in March 2012 and was judged to require special measures. The school received two monitoring visits prior to this inspection. At the last monitoring inspection in January 2013, the school was judged to be making reasonable progress towards the removal of special measures.

What does the school need to do to improve further?

- Ensure that all pupils make at least good progress and achieve well by:
 - making sure all marking and feedback provides clear guidance for pupils on how to improve and that they have time to respond to teacher comments and questions
 - developing a consistent approach to the teaching of handwriting
 - insisting on high quality presentation in pupils' work
 - extending existing opportunities for pupils to consolidate their literacy and numeracy skills in other subjects
 - drawing further on best practice within and beyond the school to improve teaching from good to outstanding.
- Improve leadership and management by:
 - developing further the contribution of subject leaders to whole-school improvement
 - extending the current good practice in checking teaching quality and tracking pupil progress in English, mathematics and science into all subjects to ensure consistently high quality provision
 - sharpening the evaluation of teaching in lessons and feedback to teachers so it is clear how practice can be improved from good to outstanding
 - ensuring that performance management targets are more closely aligned to teachers' individual areas for development and expectations for the progress of pupils in their class.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils enter the school with attainment that is, typically, broadly in line with the national average but there are wide variations in pupils' prior attainment within each cohort.
- School data and work in pupils' books show current progress is at least in line with national expectations in all year groups, classes and subjects. Pupils in Years 5 and 6 have made accelerated progress this year enabling their past underperformance to be tackled. However, despite this significant improvement many are unlikely to exceed national expectations for progress and achieve well.
- Many pupils in Years 3 and 4 are making better than expected progress relative to their starting points because teaching in these year groups has improved and underachievement is quickly identified and tackled.
- Attainment at the end of Key Stage 2 has risen sharply in 2013 as a result of improved whole-class teaching and the effective use of small-group and one-to-one support for targeted pupils. Unvalidated data from national tests and assessments in Year 6 indicate that the school will meet the government's floor standards this year.
- Pupils with special education needs make at least expected progress and some have made good progress because provision is tailored very well to their needs. Effective teaching and personal support for pupils who are part of the IRIS group enable them to make good progress in their learning and their personal and social development.
- Pupils entitled to support through the pupil premium funding, including those known to be eligible for free school meals, make similar progress to that of other pupils in the school. The gap between pupils known to be eligible for free school meals and their peers is narrower than that found nationally in English and mathematics. By the end of Year 6 their attainment is around one term behind other pupils in reading and two terms behind in writing and mathematics.
- Pupils have more regular opportunities to consolidate their literacy skills in other subjects and this is contributing to improvements in their progress. Pupils' information and communication technology (ICT) skills are also being increasingly well developed through subjects such as science and history. Leaders rightly recognise that a similar approach to enhance pupils' numeracy skills would be beneficial.
- Written work in English shows there are weaknesses in pupils' handwriting, for example, in the correct joining of letters. The quality of presentation in some pupils' English and mathematics books has not improved at the same pace as the standard of their work.
- An enjoyment of reading is promoted well through activities such as visits from authors and a local poet. Pupils were clearly entertained in the assembly where Conrad Burdekin read poems from his new collection and could talk enthusiastically about his earlier books. Pupils have frequent access to the inviting, well-stocked library with books thoughtfully selected to meet their different needs and interests. It was disappointing to hear from pupils interviewed that, despite the good provision in school to promote reading, most did not read often at home.

The quality of teaching

is good

- Significant improvements in teaching quality are ensuring that pupils are making much better progress and standards are rising quickly as a result.
- Almost all teaching observed during the inspection was good; work in pupils' books and data from the assessment of their progress confirm that teaching over time is now typically of this quality.
- Expectations of what pupils should be achieving are much higher than at the time of the last inspection and this is another factor contributing to faster rates of pupil progress.
- Teachers know their pupils well and make good use of assessment information to ensure that

tasks and activities closely meet their needs and provide a good degree of challenge for pupils of differing ability in each class.

- Teaching is well-structured with successful learning carefully modelled and 'steps to success' clearly explained so that pupils are well-prepared for independent work.
- Questioning and other forms of assessment are used well during lessons to check pupils' understanding, encourage reflection and extend their thinking. This also enables teachers to move learning on quickly when pupils are ready for a new challenge or adjust teaching where uncertainties remain.
- Approaches to teaching are increasingly creative, with the use of strategies such as role play and drama promoting pupils' enjoyment of, and engagement in, learning effectively. In a Year 5 lesson, pupils developed their understanding of life as a prisoner during the Boer war by observing their teacher taking on the role of a prisoner. This enabled pupils to capture the prisoner's feelings and emotions in the letter-writing activity that followed successfully.
- Teaching of mathematics has improved as a consequence of developing an agreed whole-school approach to the teaching of calculations and investment in new practical resources to help pupils develop their mathematical understanding.
- Learning support assistants make a good contribution to pupils' progress when working in small groups or on a one-to-one basis. On occasion, they could be used to greater effect during whole-class teaching. Strengths of individual teachers and their approaches to teaching could be used more systematically to help raise the quality of teaching further.
- At times, too much teacher talk slows the pace of learning and in some classrooms displays such as 'working walls' could be used more effectively as a resource to support pupils' learning.
- Marking has improved since the last inspection. However, the quality of feedback to pupils is not always of good quality. In addition, too often pupils do not respond to teachers' comments or questions and this limits the impact on their learning. Where pupils do respond this is not always checked and acknowledged by teachers so incorrect responses are not always picked up.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and are most are keen to contribute to class discussions or work collaboratively with their peers. Their confidence to tackle challenging tasks independently has grown and they show a willingness to respond to feedback and improve.
- During social times behaviour is much better than at the time of the previous inspection because pupils are more purposefully engaged in the use of play equipment or taking part in organised activities. Additional staffing at lunchtime is also helping pupils to behave more positively towards one another; as one pupil noted, 'There are more people watching what we are doing!'
- Pupils feel safe in school. They understand why children may be bullied and those interviewed said incidents of bullying were infrequent. They are confident that when bullying does occur it is dealt with well by staff. While pupils say inappropriate language is sometimes used by pupils on the playground this is not racist or homophobic in nature.
- Pupils interviewed understood the risks associated with the use of the Internet and mobile phones and knew about how the school and their parents could 'block' inappropriate Internet sites. They were less sure about other steps they could take to help keep themselves safe, for example, when using social networking sites.
- A very small minority of pupils who join the school have difficulty in managing their own behaviour. There are notable examples of the impact of the school's work in conjunction with outside agencies that has enabled individuals to improve their behaviour and have a successful school experience.
- Attendance has improved since the last inspection from below, to in line with the national average as a result of the school's effective work with individual pupils and their families.

The leadership and management are good

- Determined leadership by the headteacher, ably supported by other senior leaders, has led to rapid improvements in teaching, achievement, behaviour and attendance. High expectations for pupils' attainment are shared by all staff and there is a strong commitment to raising standards in the school further.
- Detailed analysis of pupils' progress, based on accurate assessment of their attainment, is used well to hold teachers to account for the progress of pupils in their class and identify promptly where individuals are not making the learning gains expected. Additional support and teaching to help pupils get back on track quickly is carefully matched to needs and effective in accelerating progress.
- Robust monitoring and accurate self-evaluation is enabling leaders to judge the impact of actions taken and identify where further developments are needed. However, feedback to teachers about the quality of their teaching is not given in sufficient detail. As a consequence, it does not pinpoint clearly how practice can be improved from good to outstanding.
- Tracking of pupils' progress and checks on teaching quality in subjects beyond English, mathematics and science are at an early stage of development. In part, this is because the contribution of leaders of other subjects to whole-school improvement is embryonic.
- Performance management procedures are fully in place but targets lack rigour. For example, targets for improvements to teaching are not individualised and those linked to pupil progress are imprecise. Nevertheless, leaders ensure that expectations for improvements in teachers' performance are made clear and reviewed regularly.
- Pupil premium funding has largely been used to establish and run the IRIS group. All pupils eligible for support through the pupil premium who have spent time in this group have made measurable improvements in their attainment in reading, writing and mathematics.
- The curriculum promotes pupils' social, moral, spiritual and cultural development well. Trips, visitors into school and a diverse range of in-school experiences help extend pupils' knowledge and understanding of different subjects and add interest and enjoyment to their learning.
- Partnerships with the feeder infant school have been improved. An increased range of activities involving pupils and staff has provided a deeper understanding of the needs of pupils due to enter the school in September. It has also enabled leaders to develop a clearer picture of the 'gaps' in pupils' knowledge or skills that need to be tackled swiftly in Year 3.
- Partnerships within the pyramid and beyond are being used well to complement in-house leadership expertise and seek out best practice to promote further improvement. Work with a local academy has helped to boost attainment and is enabling the most-able pupils in mathematics to be challenged by studying the secondary curriculum.
- The nature of local authority support has been matched to the school's changing needs as the capacity of school leaders to drive improvement has quickly developed. Local authority support for recruitment and the signposting of good practice and resources have assisted leaders in tackling the school's areas for development.
- **The governance of the school:**
 - The IEB is effective in holding the school's leaders to account. Members are very knowledgeable about the strengths of the school and where less progress has been made. They have a detailed understanding of actions being taken to tackle remaining variations in pupils' performance and are using first hand evidence to check whether planned improvements are being delivered. The IEB is monitoring the spending and impact of the pupil premium and is fully aware of staff performance, salaries and progression. They have also been proactive in listening and responding to parental views. The IEB has ensured that safeguarding meets current requirements. Plans are being put in place to develop a more permanent governance solution for the school. All IEB members are committed to ensuring a smooth transition to establishing a well-informed and effective governing body.

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	108232
Local authority	Wakefield
Inspection number	420714

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	The governing body
Chair	Mark Colley
Headteacher	Margaret Brownlee
Date of previous school inspection	27 March 2012
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