

# Castleford Redhill Infant School

Queen's Park Drive, Airedale, Castleford , West Yorkshire, WF10 3JX

## Inspection dates

1–2 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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.

- As a result of the excellent leadership of the headteacher, the school has continued to provide a good quality education during a period with many staffing changes.
- Pupils achieve well and reach broadly average standards by the end of Year 2.
- Most teaching is good and some is outstanding.
- Expectations are high in most lessons. Pupils behave well and usually work hard and try their best.
- Pupils say they feel safe and know who they can turn to if they have any worries or problems.
- Senior leaders and governors know the school well. They have developed a strong staff team, who are united in their desire to provide the best for their pupils.
- The school provides a good curriculum and supports pupils' spiritual, moral, social and cultural development particularly well.
- The school endeavours to offer a wide range activities and visits, some of which pupils may be experiencing for the very first time. These include activities such as African dancing, music and artwork, as well as visits to cities, the countryside and places of historical interest.
- The school provides an extremely nurturing environment. Adults know the needs of pupils very well. This is a school that really 'goes the extra mile' in support of its pupils. Much is done to boost pupils' self-esteem and confidence in their own abilities in the belief that 'We are all stars and we all can shine!'

### It is not yet an outstanding school because

- Some pupils do not do as well in reading and writing as they do in mathematics.
- Not all pupils have a secure enough knowledge of letters and the sounds they make.
- Some of the teaching is not yet good enough to help all of the lower-ability pupils reach their full potential.

## Information about this inspection

- The inspectors observed 14 lessons and made several other short visits to lessons to observe teaching and learning.
- They scrutinised pupils' work, observed break times and listened to pupils read.
- Meetings were held with pupils, school staff, senior leaders, members of the governing body and a representative from the local authority.
- A number of documents were examined. They included the school's view of its own performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils' progress and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the views of parents through analysis of the school's own questionnaires and correspondence from parents. Responses to the on-line questionnaire (Parent View) could not be accessed because there was an insufficient number of responses.
- Inspectors analysed the 26 responses from staff to the inspection questionnaire about the school.

## Inspection team

Fiona Gowers, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

## Full report

### Information about this school

- The number on roll has risen significantly since the previous inspection. This infant school is now as large as an average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium funding is significantly higher than that found nationally. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from armed service families and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The vast majority of pupils are of White British heritage. Very few pupils speak English as an additional language.
- The headteacher and most of the teaching staff have changed since the previous inspection. The headteacher was appointed in September 2009.
- In May 2013, the school entered into a collaborative partnership with other local schools. The school currently has an acting deputy headteacher, seconded from a partnership school.

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

- Improve teaching to outstanding so that pupils' achievement continues to improve, particularly in reading and writing and amongst lower ability pupils by:
  - ensuring pupils always have clear guidance on how to improve their work and that reading and writing activities inspire them to extend their literacy skills
  - checking what pupils know, understand and can do during lessons and ensuring learning tasks continue to challenge all groups of pupils sufficiently
  - continuing to improve pupils' knowledge of letters and the sounds they make.

## Inspection judgements

### The achievement of pupils

is good

- Many children start school with skills that are much lower than those typically expected for their age.
- They settle well into the Nursery and go on to make good progress in the Early Years Foundation Stage. Staff nurture and extend children's personal and social, and speaking and listening skills particularly well.
- Attainment is broadly average in reading, writing and mathematics overall by the end of Year 2.
- A significant proportion of pupils make better than expected progress in most subjects. However, some pupils, particularly those who are of just below average ability, make slower progress in their reading and writing in some classes, because they do not have clear enough guidance on how to improve their work.
- An emphasis on learning through talk is helping many pupils improve the quality of their writing because they have time to develop their ideas and vocabulary before they start writing.
- Pupils in Key Stage 1 are improving their knowledge of letters and the sounds they make. However, the proportion of pupils achieving the nationally expected standard remains below average and this can hamper their fluency in reading and writing.
- Many pupils make better than expected progress in mathematics, because they enjoy a good level of challenge. Teachers use a range of resources, which help pupils develop a good understanding of key mathematical concepts.
- Discrimination is not tolerated and the school endeavours to ensure that all pupils have equal opportunities to succeed. As a result previous gaps between how well different groups are doing are closing.
- The most able pupils make good progress because expectations are high in most classes. Teachers usually make sure such pupils are given harder work than others in the class. The proportion of pupils attaining the higher Level 3 in national tests and assessments matches the national picture.
- Pupil premium funding is used well. Most pupils eligible for the additional funding do just as well as others in school and some do even better. In 2013, the attainment of pupils known to be eligible for free school meals matched that of other pupils in school in reading, writing and in mathematics and was above similar pupils nationally.
- Many disabled pupils and those with special educational needs make very good progress. The pupils are very much treated as individuals and support is sharply tailored to their particular needs.

### The quality of teaching

is good

- Most teaching is good and some is outstanding. A scrutiny of pupils' work throughout the school and the school's own records confirm the quality of teaching is typically good.
- Children in the Early Years Foundation Stage learn to work well with others from an early age. They learn to concentrate for extended periods and develop a keen desire to learn and explore the activities on offer. For example, broad beaming smiles could be seen as some of the younger children proudly buttered their own toast, worked together to roll tyres outdoors, hunted for Easter egg numbers and blew giant bubbles. Older children worked well together, discussing how to solve their addition problems.
- Pupils in a Year 2 lesson made rapid progress. The teacher and teaching assistants regularly checked how well pupils were doing with their work throughout the lesson. They quickly made pupils' work harder, continually stretching them in their thinking. Indeed, by the end of the lesson, many pupils were clearly thrilled to be accurately and quickly multiplying a two-digit number by a one-digit number, typically commenting that: 'I have been thinking hard and I can

do it now. I think my work is amazing!’

- Most pupils make good progress because expectations are generally high. Classrooms are well organised and work is usually pitched at several different levels. Teachers and teaching assistants are knowledgeable and skilled at asking probing questions which get pupils thinking hard and learning quickly.
- A more consistent approach to marking has been adopted. This is helping most pupils recognise what they are doing well and how to make their work even better.
- Classrooms are generally calm and orderly and this helps pupils to concentrate on their work. An emphasis on fostering pupils’ personal and social skills is helping develop good attitudes to learning.
- Nevertheless, some aspects of teaching still require improvement. Teachers do not always check what pupils know, understand and can do well enough and so a few pupils are sometimes left to complete work that is too easy and sometimes too difficult. Pupils also do not always have clear enough guidance on how to improve their reading and writing, in particular. As a result, some pupils do not always do as well as they could because they are unsure how to start their work or unsure how they can improve it.
- The school is endeavouring to foster a love of reading and writing amongst pupils. However, the resources used to support learning and the tasks set do not always inspire pupils to try their hardest and extend their literacy skills well enough.
- The support for pupils with special educational needs is given high priority. Classrooms and additional work areas, such as the multi-sensory room, are carefully adapted to help these pupils to learn as well as they can.

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

- Behaviour of pupils is good. Pupils are looked after very well when moving in and around school. Pupils say that most pupils behave well most of the time.
- Relationships are very positive. Adults listen carefully to pupils and treat them with a great deal of courtesy and respect and pupils in turn learn to model this behaviour.
- Children are quick to settle when they start school, because they feel safe and secure.
- When there is good or better teaching, pupils work with enthusiasm and try their best. However, where pupils are not as interested in their work, their levels of concentration lapse a little at times. This does not prevent other pupils from learning, but means that on occasion, these pupils fail to learn as quickly as they could.
- The school succeeds in encouraging pupils to behave well. Pupils are delighted to receive a ‘golden ticket’ or to hang their photograph on the headteacher’s ‘star tree’ as a reward for working hard and being kind to others.
- Staff monitor pupils’ well-being and behaviour closely and are quick to address issues that may arise so learning time is not lost. For example, the learning mentor and behaviour assistant help pupils who find it more difficult to manage their own behaviour and the hygiene assistants deal with some matters of personal care.
- There have been no exclusions in recent times.
- The school’s work to keep pupils safe and secure is good.
- A few pupils become a little over-boisterous at times in the playground. However, the school works successfully to ensure playtimes remain safe and happy. Pupils enjoy playing with a range of equipment and taking part in the activities run by the sports coaches.
- Pupils have a good understanding of how to keep themselves safe and avoid unnecessary risk. For example, many pupils can talk confidently about how to keep themselves safe when using computers.
- Attendance has steadily risen over the past few years and is now close to average. Good attendance is celebrated and any unexplained absences are followed up rigorously. The school works closely with the other schools in the collaboration to refine its procedures and is

successfully developing a common approach to any non-attendance.

- Pupils say they feel safe and happy in school. They say that bullying is rare and that if they had any concerns at all an adult at school would help them.
- Parents who responded to the school's questionnaire in October 2013 and those who made their views known to an inspector are very positive about the school. The vast majority think their children are safe and looked after well. Parental satisfaction is high and is indicated by the significant increase in the number of pupils attending the school since the previous inspection.

## The leadership and management

are good

- Strong and determined leadership has been the driving force behind the continued success of the school during a period with many changes. Senior leaders have the support of staff and governors alike. All questionnaires received from staff during the inspection were completely positive.
- Senior leaders have a clear view of the school's strengths and the school improvement plan focuses on appropriate areas in need of development.
- The collaborative working partnership with other local schools is strengthening leadership, through the sharing of ideas and common approaches.
- The headteacher, supported well by other senior leaders, is successfully fostering and developing leadership skills amongst the existing staff. Despite the many changes in personnel, the school has ensured the continued good leadership of many key areas, such as that of the Early Years Foundation Stage, Key Stage 1, special educational needs, behaviour management, literacy, numeracy and safeguarding.
- Senior leaders accurately identify elements of stronger and weaker teaching when observing lessons, analysing performance data and looking at pupils' work. New members of staff have been quickly inducted into the school's procedures and most teaching is of good quality and some is even better.
- The additional primary school sport funding is helping pupils learn how to keep fit and lead healthy lifestyles. For example, the funding has been used to provide specialist training to improve the teaching of dance and gymnastics. Pupils are also benefitting from specialist sports coaching to improve their performance.
- The school values the support it receives from the local authority. The local authority has full confidence in the school maintaining its renewed pace of school improvement and considers it necessary to only have a light touch monitoring role.
- **The governance of the school:**
  - Governors are very committed to both the school and the local community. They provide good support and challenge in equal measure.
  - Governors are aware of the use of performance management procedures to reward good teaching and develop leadership roles. They also have a clear view of where weaker teaching has been addressed.
  - Governors have found their involvement in meetings with the local authority very helpful, and as such, are not just reliant on feedback from the headteacher. They are gaining a clear view of how well pupils in each key stage are achieving through their analysis of performance data.
  - The governing body has recently reviewed its skills and effectiveness and has subsequently increased the rigour of the checks it makes on the school's work. Governors regularly check how well pupils eligible for pupil premium funding are doing and whether attendance is improving quickly enough.
  - The governing body ensures safeguarding procedures meet requirements.

## 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>	108233
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	443761

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.

<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>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Y Crewe
<b>Headteacher</b>	Tamara Fellows
<b>Date of previous school inspection</b>	23 March 2009
<b>Telephone number</b>	01977 723035
<b>Fax number</b>	01977 723035
<b>Email address</b>	headteacher@redhill-inf.wakefield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.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 and as part of the inspection.

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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational 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 St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

