

# Northfield Infant School

Southfield Close, Driffield, YO25 5YN,

**Inspection dates** 24–25 September 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good and they make good progress from their various starting points in reading, writing and mathematics.
- Standards in reading, writing and mathematics at the end of Key Stage 1 have been above average for the past three years.
- Learning activities for children in the Reception classes are varied and enthuse the children so that they make a good start to their school life.
- Disabled pupils and those who have special educational needs have good support and do well.
- Teachers make lessons interesting so that all groups of pupils want to succeed in their learning.
- Pupils behave well in and around school. They are proud of their school and agree that members of staff keep them safe.
- Pupils are friendly, polite and well mannered. They are respectful to adults and each other.
- Senior leaders and teachers work well together to ensure that assessment is accurate across the school to inform planning to improve teaching and learning.
- The curriculum engages pupils well. It inspires them to learn and behave well. It also ensures that pupils' spiritual, moral, social and cultural development is good.
- The new headteacher has quickly formed a professional working relationship with all staff and governors so that new strategies are already being enthusiastically implemented.
- The governors know the school well. They work closely with school leaders and offer a good balance of both challenge and support.
- The school is well placed to improve further.

### It is not yet an outstanding school because

- The most-able pupils are not always challenged sufficiently and given hard enough work to enable them to reach the highest standards and to make the best possible progress.
- The quality of teachers' marking varies; it does not always show pupils what they must do to improve their work.
- Some subject leaders have not fully developed the skills to analyse data with a focus on the different groups of pupils within the school.
- The school's data does not give clear, precise information about the progress of different groups of pupils within the school.

## Information about this inspection

- The lead inspector observed six part-lessons and carried out learning walks in order to check pupils' attitudes towards their learning, to evaluate the quality of the work in pupils' books, to check how the learning environment contributes to pupils' learning and engagement and to evaluate how effectively pupils are challenged to make the progress of which they are capable. Two of these observations were carried out jointly with the headteacher.
- Meetings were held with members of the governing body and senior and middle leaders. A telephone conversation was held with a representative of the local authority.
- The lead inspector observed the school's work and looked at documentation including: teachers' planning, the school's analysis of its strengths and weaknesses, information on pupils' attainment and progress, records of behaviour and safety, monitoring of teaching and performance management, minutes of the governing body meetings and safeguarding documents.
- A discussion was held with a group of pupils, as well as informal conversations with them during lesson and at break times. The lead inspector listened to pupils read and talked to them about the books they enjoy.
- The lead inspector considered the 20 responses to the online questionnaire (Parent View) and 25 responses to the staff questionnaire. The lead inspector informally spoke with parents as they brought their children to school.

## Inspection team

Julie Harrison, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than an average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals, or who are looked after by the local authority, is average.
- The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils who speak English as an additional language is also well below average.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below average.
- The headteacher joined the school in September 2014.
- Since the previous inspection, the school federated with a small local school, but the federation ended when the latter closed.

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

- Improve the quality of teaching further to raise pupils' achievement in reading, writing and mathematics, especially for the most-able pupils in Key Stage 1 by:
  - ensuring that there is sufficient challenge throughout lessons for the most-able pupils
  - ensuring that the best practice in marking is used consistently throughout the school to show pupils how to improve their work.
- Strengthen leadership and management by:
  - developing subject leaders' skills, including the analysis of data for the different groups of pupils, so they can drive improvement in their areas of responsibility
  - implementing and evaluating a new whole-school tracking system to enable a more rigorous analysis of data for the different groups of pupils in the school.

## Inspection judgements

### The leadership and management are good

- The new headteacher has quickly formed professional relationships with the staff and governors so that they are working enthusiastically together on the new primary curriculum and assessment. They all have high expectations for themselves and for the pupils as they aim for continual improvement and excellence.
- The headteacher is developing a more robust school development plan to improve the school further, with greater accountability of staff for pupils' attainment and progress; especially for different groups of pupils.
- Systems of appraisal ensure that staff are held to account for the quality of their teaching and for their pupils' progress. Targets are related to the national Teachers' Standards.
- Pupils' progress is regularly checked during lessons, in books and through statutory assessments, to make sure that all pupils achieve well and support is given quickly to pupils who are underachieving.
- Middle leaders have a variety of experience in their roles of responsibility. They analyse data, but this does not include rigorous analysis of groups to improve pupils' attainment and progress in their subjects further.
- The school has benefited well from the support it receives from the local authority, especially during the recruitment of the new headteacher and her initial induction.
- The school has formed strong partnerships with local schools, especially its feeder junior school. The junior school acknowledges the accuracy of the school's Key Stage 1 teacher assessments and the confident learners that the school sends to them, describing them as 'confident and independent little people'.
- The curriculum is broad and balanced, with the challenges of the new curriculum being tackled by the staff confidently. It contributes well to the pupils' spiritual, moral, social and cultural development preparing them ably for junior school and for the opportunities and experiences of later life in modern Britain. Combined with exciting assemblies, the curriculum encourages pupils to develop good attitudes to learning, behaviour and safety; to learn about different faiths and culture; to learn tolerance for all and the differences between right and wrong. Pupils contribute to the community through activities such as raising funds for charity or helping younger children in the school.
- Parents' responses to the online questionnaire and those who spoke to the inspector were overwhelmingly positive about all aspects of the school. Parents are made welcome to talk to teachers and the headteacher about their children's learning, personal development and 'hot school lunches'. They benefit from learning opportunities, such as the recent early years meeting on literacy.
- The pupil premium funding is used well for support in and out of the classroom and one-to-one support. As a result, there are no gaps between disadvantaged pupils and their classmates or with non-disadvantaged pupils nationally.
- The primary school sport funding is used well. Specialist sports coaches have been employed to offer pupils more sporting activities, which introduced pupils to a wider range of sports and encouraged greater pupil participation. The coaches have also developed the teaching skills and confidence of staff. The success of this was seen when Year 2 pupils formed their own high quality dance routine in pairs, with effective guidance from the teacher. Pupils danced at different heights, moving in different directions while accurately 'mirroring' their partners. Additionally, new resources have been purchased to use at playtimes to improve the pupils' healthy lifestyles.
- The school promotes equality of opportunity and makes sure that no group of pupils achieves less well than others. All pupils, whatever their needs, are fully involved in the life of the school.
- Safeguarding arrangements are good and meet current requirements.
- **The governance of the school:**
  - Governors have a clear understanding of the school's strengths and areas for improvement and provide both support and challenge. They acknowledge the good leadership of the recently retired headteacher, but are ready to work with the new headteacher on initiatives to enable the school to improve even further. They visit the school regularly and make sure teachers encourage tolerance and respect among pupils, to help them prepare for life in modern Britain. The governors carry out all their statutory duties thoroughly, including meeting safeguarding requirements. They understand the new primary curriculum and the changes to assessment. They hold the leaders to account for pupils' progress and attainment. Governors know about the quality of teaching, pupils' behaviour and performance management. They make sure that teachers' pay rises are linked to pupils' progress and that teachers have high quality training opportunities. They have systems in place to ensure value for money. Since the last inspection, the governors have dealt well with the formation and closure of a federation with a small school, which has had financial implications on their future planning. The governors ensure that pupil premium

funding is used appropriately, so that disadvantaged pupils make similar progress to that of other pupils and that the primary sport funding enhances physical education and the well-being of all pupils.

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

- The behaviour of pupils is good. They enjoy coming to school in this warm, welcoming and friendly environment and have positive attitudes to learning. Pupils take pride in their school and work. They wear their 'Positive Play' and 'Clean Plate' stickers with pride.
- Pupils are keen to learn, listen attentively in class and willingly answer questions. They are respectful of adults and each other; they work well together and share their ideas effectively. Pupils are proud of their work and eager to discuss their tasks. Low-level disruption is rare.
- Around the school, pupils conduct themselves well and are polite to staff and visitors. Pupils play sociably at playtimes and lunchtimes, supported by play rangers and positive play strategies, which have been implemented using the pupil premium funding. The pupils have a wide range of toys and sports equipment to use, which has impacted positively on their behaviour and enjoyment of playtimes. Pupils at lunchtime proudly performed a song and dance routine for the inspector.
- Attendance is average, but gradually improving. Pupil premium funding has enabled the school to check on absences more quickly. Pupils are rewarded for good attendance and know that if they attend school regularly, it will improve their learning. There have been no exclusions and there are very few persistent absentees.
- The school's work to keep pupils safe and secure is good. All procedures for ensuring pupils' health, safety and well-being, which is at the heart of the school's work, are securely in place. Pupils feel confident that any concerns will be dealt with quickly by an adult. Through assemblies and the curriculum, they learn how to keep themselves safe both in and out of school, such as when using the Internet and crossing the road.
- Pupils say they feel safe and that 'there is no bullying in my school, we are kind to each other'.
- The school's behavioural files and case studies show that there are few concerns about behaviour and safety for any group of pupils and if these occur, strategies are in place to deal with them effectively.
- Parental responses to the online questionnaire and discussions with the inspector show overwhelmingly positive support for the school's behaviour and safety strategies. Parents do not know if the school deals effectively with bullying, because in their experience it has not occurred.

### **The quality of teaching** is good

- Work in pupils' books from last year and the first few weeks of this term, as well as checks completed by the school's leaders and evidence gathered throughout the inspection, demonstrate that the quality of teaching is good.
- Teachers have high expectations of behaviour and work and there is mutual respect between pupils and their teachers. As a result, pupils are keen to get on with their work and try to learn successfully by following their teachers' instructions.
- Teachers prepare lessons that engage and interest pupils. They provide activities, ask questions and give clear explanations to make sure that pupils of all abilities build on previous learning and make good progress. Occasionally, however, the most-able pupils are given work which is not sufficiently challenging.
- Teachers model writing well to enable pupils to write independently, confidently and at a good pace. Year 2 pupils, writing from individual story maps, focussed on adjectives as well as appropriate punctuation. At the same time, a small group of pupils were encouraged by a teaching assistant to use their knowledge of letter sounds to spell words correctly to improve their writing. The pupils' learning about adjectives was enhanced during a later singing lesson. The pupils had to describe the fruit and vegetable mentioned in the songs and they quickly thought of 'juicy strawberries' and 'red, squashy tomatoes'. Additionally, this work linked with their science work on 'healthy foods'.
- Reading is taught effectively in groups and individually. Year 1 pupils are able to sound out, read and spell 'oi' words and then put them into interesting sentences, in a short amount of time. The pupils use this knowledge to sound out new words in their reading books.
- Pupils needing additional help, such as those with special educational needs, are given well-targeted support by teaching assistants or other adults, so that they can learn well and make good progress, within and outside the classroom. Teaching assistants produce valuable written assessments for the class teacher, as seen during one-to-one support with a child using toy bananas to explore the number five.

- The quality of marking and feedback varies; the best practice shows pupils what they have done well and how to improve their work.
- Pupils talk enthusiastically about their homework which includes spellings and reading both library and reading scheme books.
- Pupils discuss confidently about what they are learning in mathematics. Their books show work is at different levels to support different abilities. A Year 1 group had effective support from the teacher, so that they were continuously challenged throughout a session on number sentences, and any misconceptions were corrected quickly.

### **The achievement of pupils** is good

- Children start in the Reception classes with knowledge and skills broadly in line with those typical for their age, but some cohorts contain different proportions of pupils who are just below. This impacts on the end of the Reception Year 'good level of development', but all children make at least good progress. This is why in 2013, the proportion of pupils who achieved a good level of development was below the national level and in 2014 the proportion increased considerably to well above. However, this gap is continuously closed throughout the early years and Key Stage 1.
- In 2013, children started Year 1 with many pupils working below the levels expected of their age, whereas the majority of the current Year 1 pupils have started at the expected level. They are all making good or accelerated progress across Key Stage 1 from their various starting points, because learning is well planned, support is well targeted and pupils have good attitudes to learning.
- School data show that standards in reading, writing and mathematics at the end of Key Stage 1 have remained consistently high for the last three years for children achieving the age-related expectations. However, the proportion of pupils reaching the higher level decreased in 2014 in all three subjects.
- The results of the most recent national screening check at the end of Year 1 on pupils' knowledge of phonics (letters and the sounds they make), have been above average for the past three years, even though there was a dip in 2014; effective strategies have been put in place for those pupils who did not meet national expectations. During the inspection, pupils used their phonics knowledge well to read and spell unfamiliar words. Pupils make good progress throughout Key Stage 1 with their reading and pupils read enthusiastically and with expression.
- Teachers model writing well so that pupils are independent writers and make good progress across Key Stage 1. Pupils know they must use capital letters, finger spaces and full stops in their writing.
- Pupils are able to complete mathematical activities independently and at a good pace, which enables them to make good progress across Key Stage 1.
- Disabled pupils and those who have special educational needs all make at least good progress from their individual starting points. This is because they receive precisely tailored support and teaching that helps them to learn well.
- The most-able pupils usually make good progress, but some of these pupils do not always achieve the higher standards of which they are capable. This is because teachers do not always give these pupils work which challenges them sufficiently.
- Disadvantaged pupils who are eligible for pupil premium funding do as well as their classmates do. This means at the end of Year 2 there is no difference in their attainment and that of other pupils. They make good progress because of their targeted support.

### **The early years provision** is good

- Children start in the Reception classes with variable knowledge and skills, but they settle into 'school life' very quickly. The children are taught well and engage in a variety of interesting activities covering all areas of learning, which prepares them well for Key Stage 1. The adults assess their skills frequently and adapt their planning to meet the needs and interests of all the children.
- Both the indoor and outside areas provide children with a vibrant learning environment. Resources are easily accessible to the children and are well chosen to stimulate interest. Activities contribute well to spiritual, moral, social and cultural development, such as encouraging imagination in the role-play areas.
- The safe and secure outside area supports all areas of learning. Physical development is enhanced with the trim trail and climbing frame. The children loved using the outside area for an exciting 'shape hunt' when they had to find hidden shapes and discuss their properties and for 'story time' when the children

sat on a large caterpillar around the large wooden seat of the 'story teller'.

- Supportive relationships between adults and children help develop confidence and a positive attitude to learning. Although the children have been in school for a very short time, they work co-operatively, sharing equipment and talking confidently to each other and to adults. They follow routines and behaviour is good.
- A good balance of adult-led activities and opportunities for children to explore for themselves means that children can practise the skills they learn as they play.
- Activities are interlinked to reinforce pupils' learning. The activities based on the story 'Don't wake the baby' included listening to the story and joining in with common words and phrases, sequencing pictures of the story and listening to 'speech tiles'. Pupils could then record their own phrases from the story into the speech tiles.
- Children make good progress in their learning and development. Disabled pupils and those with special educational needs, those for whom the school receives additional funding and the few who speak English as an additional language are well supported to make similar good progress.
- Good leadership and management of the early years ensure that achievement is good. Induction is given a high priority and supportive links are established with parents. This has a positive impact on children's learning and their personal, social and emotional development. All safeguarding policies and procedures are implemented consistently.

## 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>	117916
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	448808

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>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Kelly
<b>Headteacher</b>	Samantha Woolhouse
<b>Date of previous school inspection</b>	15 April 2010
<b>Telephone number</b>	01377 257487
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