

# Sitlington Middlestown Junior and Infant School

Cross Road, Middlestown, Wakefield, West Yorkshire, WF4 4QE

**Inspection dates** 24–25 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	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.

- The school has made significant progress since the previous inspection.
- Issues relating to leadership and management of the school, particularly governance, have been dealt with successfully. Governors fulfil a crucial role in driving improvements.
- Leaders manage teaching and learning well. Good improvement in teaching has brought rapid progress in pupils' learning.
- Pupils behave well in lessons and around the school. They enjoy school and feel safe while they are there. Pupils' politeness and good manners help to make the school a welcoming place.
- Parents are exceptionally supportive of the school.
- Teaching is consistently good and some is outstanding. There is good pace to pupils' learning and they enjoy the challenges provided for them. Number skills and basic spelling, punctuation and grammar are taught well.
- Pupils make good progress from their starting points. Standards are above average at the end of Key Stage 1 and have risen rapidly in Key Stage 2. Good learning in all subjects means that pupils achieve well by the end of Year 6.
- Provision in the early years is good. Children get off to a good start and the majority are ready for learning in Year 1 when they transfer.
- The school has worked productively with the local authority who have recognised the school leaders' capacity to continue the good pace of improvement.

### It is not yet an outstanding school because

- There are a few inconsistencies in teaching. Sometimes, in the early years, children's achievements are not built upon quickly enough to ensure their best progress.
- In some lessons throughout the school, the most able pupils are not challenged sufficiently or given the time to make the progress they could.
- The good quality of marking in writing is not seen across all subjects, meaning that pupils do not consistently get the guidance they need to improve their work.

## Information about this inspection

- Inspectors observed learning in a range of lessons, seven of which were observed jointly with senior leaders.
- The school’s work was discussed with members of staff, pupils, parents, a representative from the local authority and members of the governing body.
- Inspectors also took account of the views of 43 parents who responded to Ofsted’s online survey, Parent View, as well as questionnaires completed by staff members.
- Inspectors observed the school’s work and examined a wide range of documentation including: minutes from governors meetings; external reports on the school’s work; assessment information; safeguarding documents; samples of pupils’ work and curriculum planning.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Nicola Shipman

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school in which almost all pupils are White British.
- The proportion of pupils supported by the pupil premium is well below the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets current floor standards. These are the minimum expectations, set by the government, for pupils' attainment and progress in English and mathematics at the end of Year 6.
- There is a choice of full-time or part-time provision for children in the Nursery. Provision in Reception is full time.
- The school provides a breakfast club for pupils during term time.

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

- Strengthen teaching further by:
  - using assessment more effectively in the early years to build immediately on what children learn and making sure that available resources are provided to help children to achieve their next steps quickly
  - ensuring that the most able pupils are given enough time to achieve the targets set for them
  - improving the consistency of good marking so that guidance for pupils about what they have learnt, and how to improve, is clear in all subjects.

## Inspection judgements

### The leadership and management are good

- Leadership at every level drives good improvement effectively and contributes well to the school's positive culture for learning. Pupils' progress thrives because good teaching raises their confidence and aspirations.
- All aspects of pupils' personal development, including their behaviour, flourish because of the school's successful approach to pupils' spiritual, moral, social and cultural development.
- Relationships within the school are very good. Pupils are proud of what they do and the ways in which they contribute to the wider community as well as everyday life in school. They understand and respect other's differences and have a strong sense of what is right or wrong. Pupils have a clear understanding of how a democratic society works and that individuals have responsibilities as well as rights. There is no discrimination in the school and pupils appreciate the equality of opportunity that exists. They are well prepared to take their place in a modern British society.
- Leaders' successful management of teaching and learning continues to have a good impact. Checking on teachers' work by school leaders and governors is very robust. Leadership and teaching have benefitted from the support provided by local authority advisers. Teachers respond well to support from senior staff who are themselves first class role-models of best practice. Team-teaching and discussions about their work ensure teachers' continual improvement of their skills. All are fully aware of how they are accountable for pupils' progress.
- Accountability for school improvement is shared across the senior management team effectively. They fulfil a crucial role in gathering evidence of the school's performance and supporting the headteacher in setting priorities and planning future action. They maintain a very accurate picture of how well the school is doing.
- Those responsible for leading individual subjects manage curriculum improvement well. A wide selection of activities after school, as well as residential experiences, enrich pupils' learning. Plans have been adapted successfully to meet the requirements of the new primary curriculum and add more breadth to pupils' learning. A good feature is the way that teachers' particular subject expertise is shared throughout the school so pupils enjoy the best possible learning experiences.
- Leaders use the primary sport funding effectively to engage pupils in activity and promote their well-being. Links with other schools to coordinate competitive activities are arranged and specialist coaching in school benefits both teachers' skills and pupils' learning. Good learning about healthy lifestyles is extended to other curriculum areas. For example, pupils learn about world foods and plan to use ingredients from around the world in their recipes of healthy dishes.
- Governors review the impact of pupil premium spending regularly. Although a relatively small amount, it is managed carefully to ensure the right support for disadvantaged pupils and others, who because of their circumstances, may be considered to be vulnerable.
- Safeguarding arrangements are given high priority at governors' meetings. Day-to-day procedures are well managed and meet requirements fully. Staff and pupils know their responsibilities and procedures are communicated to parents. Attendance is checked constantly to make sure it remains above average.
- **The governance of the school:**
  - Governance has improved impressively since the previous inspection owing to very effective local authority support, and is now a driving force behind the school's rapid improvement. Governors have fully embraced the training linked to the formal review of their work. Confidence has grown because of skilful leadership and governors challenge the school with clear purpose and authority. They check on the school's work vigorously with regard to academic progress and teaching quality, including the management of teachers' performance and its impact on pay awards. Governors contribute well to future planning and have secure systems to follow up the impact of their decisions. They work closely with school staff and parents and provide good quality support for the school. Finances are managed effectively, including the use of sport funding and the pupil premium.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- In lessons, pupils are attentive and they work hard. They enjoy their lessons and are very keen to do well. Pupils work well with others and like to test their ideas out on their partners to help clear their thoughts and find answers.

- Around the school, pupils are always polite and very courteous. They behave well in assemblies and in the dining hall and enjoy each other's company in the playground. When asked if there was a need to provide a system to help those who had no one to play with, some pupils said that it was not needed because they all played with each other anyway.
- Pupils contribute a great deal to the everyday life of the school. Always smartly dressed in uniform, they are ready for work. They are a major part of the school's welcoming atmosphere because of their amiable natures and natural charm.
- Pupils eagerly take on extra responsibilities such as being school council members, or lunchtime helpers. They strive to live up to the school's values of respect and enthusiasm in all that they do and enjoy the competitiveness of the school's house system.

### Safety

- The school's work to keep pupils safe and secure is good.
- Parents unanimously agree that their children are in safe hands when they are in school.
- Pupils say that school is a very safe place to be. They learn about how to keep themselves safe and are very sure about how to stay safe on the Internet. They understand that bullying can take different forms, but say that there is no bullying or seriously offensive name-calling in their school.
- There is very good support for pupils who may be considered vulnerable because of their particular circumstances and pupils have ample opportunities to raise any concerns they may have.
- The breakfast club is popular. It provides a safe and caring environment for those who attend.
- Pupils arrive in time for school consistently and their above average attendance is a measure of how much they enjoy school.

### The quality of teaching

is good

- Pupils always know what is expected of them when lessons begin and they are clear about how to reach those high expectations. Consequently there is good pace to pupils' learning and they make good progress in lessons. Evidence in pupils' books shows that new learning is introduced at a good pace so that over time they make good progress.
- Another factor in the good pace of learning is the way that teachers check on progress during lessons. This allows for discussion to keep pupils focused on what they do and for any mistakes to be rectified immediately.
- Pupils' learning is planned well; it generally takes account of their different abilities and provides suitable challenges. Occasionally, the most able are not given time during lessons to get on with new work independently and make the progress they could.
- Teaching assistants contribute well by working effectively with class teachers. They know the pupils well and manage their particular needs with sensitivity, including when working with small groups. They help to ensure that pupils make the progress they should.
- Teaching in the early years is good and results in children's good progress over time. Sometimes, however, staff are too slow to pick up on what children learn during a lesson and to move them quickly on to the next step, with the right resources, to take their progress further.
- Mathematics is taught well. The rapid improvement in results has been brought about by the good leadership of the subject. The subject leader has introduced the idea that learning to use number systems, such as the times tables, is non-negotiable and pupils have responded in full. Pupils acquire a good understanding of how numbers work and use what they know to solve problems. For example, pupils in Year 6, when doing long division, knew that the number they were dividing by could be broken down into factors to make calculation easier. Younger pupils solved problems by starting with the answer and using the inverse to work backwards to the original number in the problem.
- Pupils make good progress in developing literacy skills. These are underpinned by their good grounding in grammar, punctuation and spelling and discussion in lessons to prepare for writing. Pupils are taught to write confidently across a range of subjects and for different purposes. Well-chosen literature and enriching first-hand experiences are often selected as a starting point to give writing real meaning and purpose. In one lesson, pupils were enraptured by the story they heard, and full of ideas for the letter they would write to the lonely giraffe.
- Good teaching across the curriculum means that pupils learn well and achieve successfully in other subjects. During the inspection, good teaching was observed in music, French, physical education and food technology, for example. Topic books show that there is good depth to pupils' learning in history and

science and there is some good art work displayed.

- Assessment is used well. New whole-school tracking systems are in place. They set clear measurable expectations by which pupils' progress is checked. Pupils are questioned well so their learning in lessons can be assessed. Marking in English books is very effective because it leaves pupils clear about their achievements and what they should improve. Pupils also have time to do their corrections.
- The same good quality of marking, following the school's marking policy, is not evident across all subjects, however, and so pupils are not consistently given all the guidance they need to improve further.

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

- From their starting points pupils achieve well by the end of Year 6.
- They get off to a good start in the early years and are well prepared for the next key stage where they are taught well and make good progress.
- The proportion of pupils in Year 1 who reached the expected standard in the national screening check for phonics (the sounds that letters make) was well above average in 2014. Pupils currently in Year 1 work to a similar level.
- Standards in reading, writing and mathematics are consistently above average at the end of Year 2.
- Since the previous inspection the rate of progress in Years 3 to 6 has accelerated rapidly, resulting in a considerable improvement in standards. This is consistent with the equally rapid improvement in teaching quality across the key stage.
- In 2014 standards in reading, writing and mathematics equalled the national average, having previously been significantly below. Standards in spelling, punctuation and grammar were above average. The school's assessments, matched by pupils' current work show that standards in Year 6 are at least the same as the previous year's, despite the lower starting points of pupils in the year group.
- Pupils achieve well in reading. Pupils in Year 2 read regularly at home as well as in school. They read with confidence and use their letters and sounds well when they meet unfamiliar words. They can point out key words in the text to show their understanding and know the different features of fiction and non-fiction books. Year 6 pupils read fluently. They enjoy books and select from a good range of authors. They know how important it is to read well, both for pleasure and for learning.
- Disabled pupils and those with special educational needs are provided for well. They make good progress. Their learning is planned well and progress is checked closely to make sure that the teaching support they receive is effective.
- The teacher responsible for the management of special educational needs also oversees the progress of disadvantaged pupils who are supported by the pupil premium. Comparisons between their attainment and that of all pupils nationally would be statistically unreliable because the number of pupils in school is very small. However, it is evident from the school's assessments that no significant gaps exist and that in some classes disadvantaged pupils are doing better than others in the school in some subjects.
- The most able pupils are identified and challenged well. They have additional provision in mathematics and writing groups. In 2014 a small number of pupils attained the highest possible, Level 6 in mathematics and currently some pupils are targeted for that level in reading. All those who attained Level 3 in writing at Key Stage 1 progressed to Level 5 at Key Stage 2 in 2014. However, within their normal lessons the most able pupils sometimes have too little time to test their knowledge and skills and take their learning as far as it could go.

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

- Children enter nursery with broadly typical abilities overall. A few children whose social and communication skills are less developed, make up ground quickly and develop the skills they need to learn alongside others because of good quality care and provision.
- Children make good progress during their time in the early years. The large majority reach a good level of development by the end of Reception in readiness for their move into Year 1.
- Teaching is good. Adults support small groups and individual children well by engaging them in talk about their activities. The range of activities, indoors and outdoors, encourages children to work collaboratively so they become less dependent on adults and more confident in their own abilities. Phonics and number skills are taught well so children approach their early reading, writing and number work confidently. Occasionally teachers do not pick up quickly on what children know and can do, or provide extra resources

to help move learning on at a faster pace.

- Children’s personal and social development is managed well. They behave well and are caring towards others. Relationships are secure and so children learn safely in their exciting environment.
- Leadership and management of the early years provision is effective. Leaders are knowledgeable about how children learn and make sure that learning is assessed accurately. Good teamwork ensures that planning provides well for children’s individual needs. Parents speak highly of their very positive links with the school and are kept well informed about their children’s progress.

## 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>	108157
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	453463

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denis Barry
<b>Headteacher</b>	Julie Tomlinson
<b>Date of previous school inspection</b>	5 March 2013
<b>Telephone number</b>	01924 302820
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