

Castleford Townville Infants' School

Poplar Avenue, Townville, Castleford, West Yorkshire WF10 3QJ

Inspection dates

11–12 January 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders do not make effective enough use of the monitoring information they collect. As a result, the quality of teaching is too variable and some pupils do not make fast enough progress in reading, writing and mathematics.
- Leaders and governors have not made sure that additional funding, including the pupil premium and funding for pupils who have special educational needs and/or disabilities, is used effectively.
- Too often, teachers do not set work which builds on pupils' prior knowledge, skills and understanding.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are not making the accelerated progress needed to catch up with other pupils who have similar starting points.
- Too few pupils in Years 1 and 2, including the most able pupils, are working at or exceeding the expected level in mathematics. This is because the mathematics curriculum and the quality of teaching in mathematics need further improvement.
- Although improving, levels of absence and persistent absence, especially for disadvantaged pupils, remain too high.
- Year 1 and Year 2 pupils do not have the consistently positive attitudes they need to learn well and make fast progress.
- Pupils' spiritual and cultural development is not consistently well promoted. As a result, some pupils are not knowledgeable enough about the cultures and faiths of people living in modern Britain.

The school has the following strengths

- The early years provision is good. Children are making strong progress from their lower than age-expected starting points in the Nursery and Reception classes.
- Children's confidence, independence and personal development are promoted well in the early years.
- Pupils and families who need help and protection are well supported through strong and effective multi-agency work.
- Parents are unequivocally positive about the school's effectiveness. Parents of early years children are especially positive about the care and support their children receive.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership, management and governance by making sure that leaders and governors:
 - use additional funding to accelerate the progress of disadvantaged pupils and those who have special educational needs and/or disabilities
 - closely monitor the impact of their actions on the quality of teaching and progress pupils make and use this information to secure and sustain further improvement.
- Improve the curriculum, teaching and learning by making sure that:
 - the mathematics curriculum supports the development of pupils' mathematical knowledge, skills and understanding through the early years and key stage 1
 - pupils use their mathematical knowledge and skills fluently and accurately before they move on to new work
 - pupils are challenged to use and apply their mathematical knowledge and skills to reason and solve problems
 - work is pitched at the right level for lower-attaining pupils and the most able pupils
 - teaching helps lower-attaining pupils to use their phonics knowledge to read with increasing confidence and fluency
 - pupils' spiritual and cultural development is enhanced, especially their knowledge of the faiths and cultures of people living in modern Britain.
- Improve pupils' personal development, behaviour and welfare by making sure that:
 - levels of attendance, especially for disadvantaged pupils, are at least in line with those of pupils in other schools nationally
 - pupils develop the confidence, skills and consistently positive attitudes they need to learn independently and well.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Until recently, leaders and governors have not kept a close enough eye on important aspects of the school's work. As a result, the quality of teaching and the outcomes pupils achieve in key stage 1 are too variable. Both require improvement in order to be good.
- Similarly, leaders do not make effective enough use of the information they collect about pupils' learning and teachers' practice. Leaders have not tackled the weaker aspects of teaching quickly or robustly enough and, as a result, the progress pupils make in English, mathematics and a wide range of other subjects varies too much.
- Additional funding, including the pupil premium, is used to enhance the curriculum and for a range of intervention and support programmes. However, leaders do not systematically evaluate the impact of this additional funding on outcomes for disadvantaged pupils. As a result, disadvantaged pupils are not making the accelerated progress they need to catch up with other pupils with similar starting points nationally.
- Similarly, leaders do not systematically check whether the primary school sports premium is being used to improve attainment and increase levels of participation in physical education (PE) and sport.
- Although the needs of pupils who have special educational needs and/or disabilities are identified and assessed systematically and well, the progress made by this group of pupils is too variable. This is because leaders do not check whether the actions they are taking are actually helping pupils who have a range of special educational needs and/or disabilities to make fast progress in their learning and development.
- Leaders have recently redesigned the curriculum. Subjects have been thoughtfully organised into topics which have been designed to capture pupils' interest and develop, and deepen, their knowledge, skills and understanding. It is too early to evaluate the impact of these changes on pupils' learning and progress which are, currently, too variable. The mathematics curriculum does not enable pupils to increase their fluency and accuracy in mathematics or to deepen their mathematical understanding through reasoning and problem-solving. This hinders the progress some pupils make in this crucially important subject.
- Pupils' spiritual, moral, social and cultural development is promoted through a range of school-based and out-of-school activities. Pupils know the difference between right and wrong and understand the importance of being kind and respectful. This helps them to be well prepared for their lives as citizens of modern Britain. However, pupils' knowledge and understanding of the wider world, including different faiths and people from different cultures, are less well developed.
- Much has been done to improve the way pupils' learning and progress are assessed and tracked. Teachers assess whether pupils are working at the age-expected level accurately and well, and they know when pupils are demonstrating greater depth in their knowledge, skills and understanding. The progress pupils make is monitored carefully and leaders know when pupils are not on track to achieve their end-of-year or end-of-key stage targets. However, this information is not used well enough to improve

teaching or to provide the timely and well-targeted additional help some pupils need. This is especially the case for disadvantaged pupils.

- Leaders have an accurate view of the school's performance, and the school development plan has a clear focus on the areas needing further work. Effective support from the local authority has helped leaders to sharpen the school's self-evaluation and further strengthen the development plan. Over time, however, the pace of improvement has not been quick enough and the impact of leaders' actions has been too patchy.
- The headteacher has strengthened the system for managing teachers' performance. Teachers are set clear and measurable targets which are closely linked to improving teaching and accelerating the progress pupils make. Expectations of teachers at different stages in their careers, and for those with leadership responsibilities, are also clearly defined. It is, however, too early to evaluate the impact of these changes on teachers' practice and outcomes for pupils.
- The parents who spoke to inspectors and those who responded to Parent View, Ofsted's online questionnaire, were unequivocally positive about the school's effectiveness. All said that their children love coming to school and feel safe and well looked after.

Governance of the school

- Governors are deeply committed to the school and want pupils to do well. Although governors check whether the actions in the school's development plan are on track, they do not focus sharply enough on the impact of these actions on the quality of teaching and outcomes for pupils.
- Similarly, governors have not checked whether additional funding, including the pupil premium, is being used effectively to improve outcomes for disadvantaged pupils.
- Too often, governors have not demanded the detailed information they need to challenge the headteacher and senior leaders and hold them robustly to account.
- Governors have not made sure that the school publishes all required information on its website. The website does not include the required information about the school's use of the pupil premium and the primary school sports premium.
- Support from the local authority's recently appointed school improvement adviser has been effective. However, the local authority has not kept a close enough eye on the quality of education at Castleford Townville Infants' School since its last inspection.

Safeguarding

- The arrangements for safeguarding are effective.
- Checks on the suitability of staff to work in the school are complete and up to date.
- Leaders and staff know pupils well and they are alert to the things that make them vulnerable. Importantly, pupils trust the adults who care for them and say that they feel safe. Records show that the school works closely and effectively with other professionals and services to provide the help and support pupils and their families need.

Quality of teaching, learning and assessment

Requires improvement

- In some classes, teachers do not make sure that all pupils, especially the most able pupils and those who are disadvantaged, are set interesting and challenging work which develops and deepens their knowledge, skills and understanding. As a result, the progress pupils make varies too widely.
- Teachers' subject knowledge in English is improving. For example, English grammar, punctuation and spelling are taught consistently well and, as a result, pupils apply this knowledge with increasing confidence in their writing. Although the teaching of phonics is improving, inconsistencies in teachers' subject knowledge and practice remain. At times, teachers do not model how sounds are made clearly enough and some pupils, especially lower-attaining pupils, are not taught how to use their phonics skills to put sounds together consistently well. As a result of effective teaching and increasingly strong links between school and home, the most able pupils read confidently, fluently and with a good level of understanding. Importantly, the most able pupils say that they enjoy reading and love books.
- Some teachers do not have strong enough subject knowledge in mathematics. As a result, too many pupils do not develop their mathematical knowledge and skills, nor do they deepen their understanding by using and applying what they know to reason and solve problems. Too often, teachers do not make sure that pupils are using their mathematical knowledge and skills fluently and accurately before they move on to new work. This holds back the progress of some pupils, especially lower-attaining pupils.
- Although teaching assistants are effective in helping pupils to stay focused on their learning, they do not always have the subject knowledge needed to help lower-attaining pupils and those who have special educational needs and/or disabilities make fast progress.
- Teachers assess pupils' learning and progress accurately and give pupils feedback which helps them to identify the next steps in their learning. Pupils use this feedback to redraft and improve the standard of their work. Sometimes, teachers do not use assessment information consistently well to inform their planning and teaching and, as a result, learning activities do not always build on what pupils know, understand and can do.
- Teachers explain ideas and concepts clearly and in a way which interests and engages pupils. Similarly, teachers question pupils skilfully and effectively. This challenges pupils to explain what they are thinking and, in doing so, consolidates and deepens their knowledge and understanding.
- Teachers have high expectations for pupils' conduct and behaviour. Generally, pupils understand the classroom expectations and follow them with minimal direction from adults. However, some pupils lack confidence in working and learning without direction or support from adults. Over time, these important skills and habits have not been taught well enough to all pupils, which, again, hinders the progress some pupils make.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils do not have the consistently positive attitudes to learning they need to learn well and make fast progress. Often, when the work set does not capture their interest, or is too easy or too hard, some pupils switch off. Similarly, some pupils lose concentration and drift off task when their learning is not closely guided by an adult. They are not confident and self-assured enough learners.
- While some pupils are knowledgeable about how to stay safe, for example when they are using computers and the internet or crossing a road, others have more limited knowledge. Similarly, some pupils have a good understanding of the importance of regular exercise and a healthy diet, while others are less knowledgeable about these crucially important aspects of keeping healthy.
- Pupils say that they feel safe in school. Pupils told inspectors that they trust the adults who care for them. They always tell an adult if someone says or does something unkind and they are confident that it is always 'sorted out'.

Behaviour

- The behaviour of pupils requires improvement.
- In 2015, attendance was below the national average for primary schools. Although levels of attendance improved in 2016, disadvantaged pupils had a much higher level of absence and persistent absence than other pupils nationally. As a result of effective support and intervention, some pupils with previously high levels of absence have improved their attendance. However, the poor or irregular attendance of some disadvantaged pupils continues to impact on their learning and progress.
- There are very few incidents of discriminatory behaviour or bullying. Overwhelmingly, pupils are kind, thoughtful and considerate towards each other. Teachers promote the values of tolerance and respect consistently and effectively. Some pupils, however, do not know enough about the different faiths and cultures of people living in modern Britain. This important aspect of their development is not consistently well promoted.
- Pupils conduct themselves well in lessons and throughout the school day and there are very few incidents of challenging or disruptive behaviour. Playtimes are well organised and lively and, as a result, pupils play actively and cooperatively.

Outcomes for pupils

Requires improvement

- In 2015, the proportion of Year 2 pupils reaching the expected level in reading, writing and mathematics was broadly in line with the national averages. However, very few of the most able Year 2 pupils made strong progress and exceeded the expected level in either reading, writing or mathematics. Equally, the attainment of disadvantaged Year 2 pupils in reading, writing and mathematics was lower than that of other pupils nationally.

- In 2016, the attainment of all pupils, including disadvantaged pupils and the most able pupils, was lower than the national averages in reading, writing and mathematics. A higher proportion of Year 2 pupils achieved the expected level, or were working at greater depth, in reading than in writing or mathematics. The attainment of the most able disadvantaged pupils in reading and mathematics was in line with that of other pupils with similar starting points nationally.
- In 2015, the proportion of Year 1 pupils achieving the expected standard in the phonics screening check declined and was well below the national average. The proportion of Year 1 pupils achieving this standard increased significantly in 2016 and was broadly in line with the national average. However, the difference between the outcomes achieved by disadvantaged Year 1 pupils and other pupils nationally did not decrease. Importantly, the proportion of pupils, including disadvantaged pupils, achieving the expected standard in phonics by the end of Year 2 in 2016 was in line with the national average.
- Currently, the progress Year 1 and Year 2 pupils are making in reading, writing, mathematics and a wide range of other subjects is too variable. Rates of progress are stronger in reading and writing than in mathematics. An increasing proportion of the most able pupils are working at greater depth in reading and writing. Fewer are working at this level in mathematics.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are making faster progress, especially in reading and writing. They are not, however, making the accelerated progress needed to catch up with other pupils with similar starting points nationally.
- Outcomes for pupils at the end of the early years vary widely from year to year. However, from starting points which are consistently below age-expected levels and, in some areas of learning, well below age-expected levels, children are making strong progress in the Nursery and Reception classes.

Early years provision

Good

- Leaders have an accurate view of the effectiveness of the early years provision. They have made sure that staff are trained well and that the early years provision gives children the rich and stimulating learning environment they need.
- Children join the Nursery class with a level of development which is below that expected for their age and, in some areas of learning, well below the age-expected level. On-entry assessments of children's starting points are comprehensive and accurate. As a result of carefully planned provision and effective teaching, children make good progress from their different starting points, and a higher proportion of current children are on track to achieve a good level of development by the end of the Reception Year. Disadvantaged children are well supported and their learning and progress are carefully tracked. As a result, they are making similarly good progress from their different starting points.
- Leaders have an in-depth knowledge of children's needs because they work closely with parents and assess children's knowledge, skills and understanding accurately. The children's 'learning journals' capture and record their learning and progress well.

Practice in the Nursery class is stronger than it is in the Reception class and children's next steps in learning are not always identified or recorded.

- Children have a developing interest in literacy as a result of a rich range of well-planned activities. There are fewer opportunities for children to independently develop their interest and skills in mathematics. However, children's mathematical development is well supported in the activities which are led by adults.
- Safeguarding in the early years is given a high priority and all welfare requirements are met. Children behave safely and well in the busy and productive indoor and outdoor learning areas. They feel secure, gain in confidence and learn and play independently and cooperatively as a result of the effective adult support they receive.
- Parents are overwhelmingly positive about the effectiveness of the early years provision and the high quality of care and support for their children. Parents told inspectors that they are kept informed about their children's progress and are actively encouraged to support their learning and record their achievements at home.

School details

Unique reference number	108229
Local authority	Wakefield
Inspection number	10023968

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	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Alison Latham
Headteacher	Amanda Towler
Telephone number	01977 723090
Website	www.townville.wakefield.sch.uk/
Email address	headteacher@townville.wakefield.sch.uk
Date of previous inspection	24–25 October 2012

Information about this school

- The school does not meet requirements on the publication of information about the use of the pupil premium and the primary school sports premium on its website.
- Castleford Townville Infants' is a smaller than average-sized infant school. Almost all pupils are from White British backgrounds and very few pupils speak English as an additional language.
- The proportion of pupils who are eligible for the pupil premium is higher than the national average.
- A lower than average proportion of pupils need support for their special educational needs and/or disabilities. However, a higher than average proportion of pupils have a statement of special educational needs or an education, health and care plan.

Information about this inspection

- Inspectors observed teaching and learning on both days of the inspection. They also spoke to pupils, listened to pupils read and examined the work in their books and folders. Several lessons were visited jointly with the headteacher and deputy headteacher.
- Meetings were held with pupils, senior and middle leaders, four governors and a representative from the local authority.
- Inspectors spoke informally to parents at the start and end of the school day. Inspectors took account of 11 responses recorded on Parent View, Ofsted's online questionnaire, including four written responses, and considered four responses to the online staff questionnaire.
- Inspectors examined documents relating to governance, self-evaluation, school improvement planning, pupils' progress, attendance, behaviour, the curriculum and safeguarding.

Inspection team

Nick Whittaker, lead inspector	Her Majesty's Inspector
Tracy Fulthorpe	Ofsted Inspector
Heather Mensah	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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