

# Inspection of Martin Frobisher Infant School

Church Road, Altofts, Normanton, West Yorkshire WF6 2NU

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Inspection dates: 28 and 29 June 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

All pupils and staff in this school are 'proud to be blue.' There is a strong sense of community. Pupils feel safe and happy. They say confidently that if they have a problem or a worry, an adult will help them. Staff have high expectations for what pupils can achieve. They have created a curriculum which pupils are excited to learn about. Leaders regularly think about how they can make the curriculum even better for pupils.

Pupils move around school in a calm and orderly way. They are polite to each other and adults. Pupils understand what bullying is and what it isn't. They are confident to report any concerns and that adults will deal with them quickly. Older pupils have a mature understanding that some other pupils need more support and help with their behaviour.

Relationships between adults and pupils are very strong. There is mutual respect and care in the interactions that happen around school. Pupils have positive attitudes to learning. They begin their work quickly and with enthusiasm. Pupils have some opportunities to be of service to others in school. For example, they have opportunities to be dining hall helpers or to support with games during lunchtime.

## **What does the school do well and what does it need to do better?**

Leaders have thought about the knowledge pupils need and the order in which this is taught. From Nursery, pupils experience a curriculum which builds their knowledge over time. Leaders have also thought about how what pupils are being taught will help them when they move onto other schools after leaving Year 2. Staff are given training and support to have the subject knowledge to teach the curriculum. In some subjects, assessment is used well to identify gaps pupils have in their knowledge and to close these gaps quickly. However, this is not the case in all subjects.

Reading is important in this school. It is highly visible in every classroom and corridor. Pupils use reading corners to access different types of books. Pupils have a positive attitude to reading. They talk about the many different chances they get to read during the school day. Pupils have access to books which promote diversity and other protected characteristics.

There is a clear curriculum in phonics. Leaders have made sure that all staff are trained in the approach. Phonics teaching starts in Reception. Pupils read books which are closely matched to the sounds they have been taught. Any pupils who need support with reading are given catch-up sessions. However, the phonics knowledge of these pupils is not assessed regularly enough for leaders to know exactly which gaps they have in their understanding of phonics.

Leaders have made sure that pupils with special educational needs and/or disabilities (SEND) are identified and supported. The targets these pupils have are clear and, in most cases, the support they need to achieve them is clearly recorded and monitored. The school has received a number of pupils recently with education, health and care plans and these pupils receive targeted support which closely matches their needs. Leaders are ambitious that all pupils access the full curriculum.

Pupils experience some trips and visitors to build on what they have been learning in the curriculum. For example, they talk enthusiastically about their visit to the mosque and how this helped them to understand the religion of Islam. Pupils have a strong sense of right and wrong and understand the golden rules of the school. They understand why rules are important. Pupils have an age-appropriate understanding of different types of families and understand issues like racism and discrimination.

The curriculum in early years is well-planned. Leaders have thought carefully about how pupils' learning in Nursery and Reception Year prepares them for Year 1 and beyond. Pupils learn how to read and they build an understanding of number. Activities that staff choose for pupils are well-matched to the curriculum. This helps pupils to learn in different areas of the curriculum. However, not all staff have the knowledge of the early years curriculum they need. This means that there are some occasions when opportunities to help pupils learn are missed.

Governors understand their role in making sure leaders give pupils a good quality education. They challenge leaders about the impact the curriculum is having on pupils. Staff feel supported by leaders. Governors understand the importance of checking that the curriculum gives pupils the knowledge they need to stay safe online and offline and that it teaches pupils about issues like consent and safe touch.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are clear systems in place to identify pupils and families who may need support. Leaders understand the local community well and the local risks to pupils. Leaders make sure that when it is needed, external agencies provide help to pupils and families. Leaders also show tenacity in getting this support if they do not get the response they want from professionals. Staff have regular safeguarding training and leaders check that staff have understood what the training is telling them. Pupils are taught what they need to know about how to help keep themselves safe.

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

### **(Information for the school and appropriate authority)**

- The approach to identifying and closing gaps for pupils working below peers is not well connected. As a result, leaders do not have enough detailed information

about the impact of the additional support these pupils receive. Leaders should ensure that the gaps in knowledge, the support needed for pupils and the checks on the impact this is having are clearly defined. Leaders can then check that these gaps in knowledge and understanding are being closed so that pupils are catching up as quickly as possible.

- Some of the teaching of phonics is not precise. As a result, some pupils do not learn quickly enough how to segment and blend words with fluency. Leaders should ensure that all staff model each part of reading with consistency and fidelity so that pupils become fluent readers as quickly as possible.
- Leaders have not ensured that all staff in the early years have a strong understanding of the curriculum or the most effective pedagogical approaches to support children. As a result, some interactions and activities do not give pupils the best chance to learn what they need to be ready for Year 1 and beyond. Leaders should ensure that all staff within the early years understand the early years curriculum well and how to implement this in the classroom within each interaction.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	108148
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10211863
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrea Wright
<b>Headteacher</b>	Lyndsey Carter
<b>Website</b>	<a href="http://www.martinfrobisher.wakefield.sch.uk">www.martinfrobisher.wakefield.sch.uk</a>
<b>Date of previous inspection</b>	17 October 2007 under section 5 of the Education Act 2005

## Information about this school

- The current leadership team was not in place during the last section 5 inspection.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and this has been taken into account in the evaluation of the school.
- The lead inspector spoke to senior leaders including the chair of the governing body, the vice chair, and several other members of the governing body.
- The inspection team also spoke to the leaders about the curriculum in other subject areas including reading, geography, mathematics and design technology.
- The lead inspector met with the safeguarding team and spoke to pupils and staff about the safeguarding practices in the school.

- The lead inspector met with the special educational needs coordinator to discuss the provision for pupils with SEND.
- The inspection team carried out deep dives in mathematics, early reading, geography and design technology. For each deep dive, the inspection team discussed the curriculum with the subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The inspection team evaluated responses from parents to Ofsted's online survey.

### **Inspection team**

Liam Colclough, lead inspector

Her Majesty's Inspector

Mike Smit

Ofsted Inspector

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