

Inspection of Jackfield Infant School

Jackfield Street, Burslem, Stoke-on-Trent, Staffordshire ST6 1ET

Inspection dates: 29 and 30 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected

What is it like to attend this school?

Right from the start, leaders want the best for everyone at Jackfield Infant School. To this end, they have planned an ambitious curriculum for all pupils. They also ensure that reading is taught well. In response, pupils are well behaved and interested in their lessons. They follow the school's rules of 'be sensible, be polite, and be kind'. Incidents of bullying are rare. If it happens, leaders stop it straight away. Pupils are confident that staff resolve any concerns or worries that they have.

A range of trips and visits broadens pupils' horizons. Pupils enjoy 'bug hunts' and making clay models at Central Forest Park. Trips to places like Ford Green Hall help to deepen their knowledge of the past. Visiting scientists support pupils to develop their scientific knowledge. Pupils also enjoy attending school clubs. These include multi-sports, dance, mindfulness and construction club.

Pupils are happy at Jackfield Infant School. They enjoy attending and feel safe. Parents, too, are positive about the quality of education that their children receive. However, some parents do not send their children to school as regularly as they should. This hinders their learning and some struggle to catch up.

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

Leaders have established an ambitious curriculum. It sets out high expectations and is designed to build on what pupils know and can do.

Leaders prioritise reading, including additional support for those who need to catch up. Beginning in the early years, they ensure that staff know how to teach phonics and reading well. For example, daily 'reading squads' allow pupils to practise letter sounds when reading books that are carefully matched to their phonics knowledge. Pupils read regularly to adults in school. They also vote for their favourite books to be read at story time. Pupils enjoy being read to. They have access to many books that promote their enjoyment of reading.

In class, teachers regularly recap on pupils' prior learning. This helps pupils to remember things they have learned before. Leaders ensure staff receive the training and support they need to deliver the curriculum well. As a result, teachers know what to teach in different subjects and how to teach it. However, staff do not consistently make regular checks on pupils' learning during lessons. This means that, at times, they do not spot and correct pupils' mistakes or misconceptions quickly enough. As a result, pupils do not make as much progress as they could.

Pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged access the same curriculum as other pupils. They mostly receive the resources and help they need to focus on their learning and be successful. Sometimes, however, some pupils who need additional help to develop their

communication skills do not receive appropriate support at the right time. This means they do not learn as well as they might.

Leaders ensure that there are well-established and effective routines in the early years. From the start, staff have high expectations and help children settle into school life. They make sure that learning builds on what children know and can do. This helps children to develop important early language and number skills.

Pupils enjoy a broad range of experiences, both within and beyond the school day. These include a seaside visit, a film night in school, and a surprise visit from Father Christmas. Science days develop pupils' interest in science and the work of scientists. Local visits and visitors to school help pupils make links with people and organisations in the local community. These include Dementia Friends, the Rotary Club, and a local care home.

Pupils learn about the importance of remembrance of World War servicemen and women at Burslem Cenotaph. By doing jobs such as being a breakfast club monitor, pupils learn to take on responsibilities. In addition, they learn about democracy through the school council. The school's rules and visits from the local police help pupils to understand the difference between right and wrong. They learn about different faiths, cultures and celebrations. This helps them to recognise and respect differences and to appreciate many similarities. These experiences support pupils to be well prepared for life in modern Britain.

Leaders have identified appropriate priorities for further school improvement. These include supporting subject leaders to check on how well the curriculum supports all pupils to succeed. Staff say that they value support from leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff attend regular training. This helps staff to understand how to keep pupils safe from harm, including neglect. Staff record and report safeguarding concerns effectively.

Staff teach pupils how to keep themselves safe. For example, they learn about online safety, water safety and the importance of wearing car seat belts. Pupils know how to raise concerns with trusted adults in school.

Leaders know the local community well. They work well with external agencies to secure the right help for pupils who need it. They carry out the appropriate pre-employment checks on new staff before they start working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teachers do not check carefully enough on how well pupils are learning in lessons. This means that they do not consistently identify and address misconceptions in a timely manner. Leaders should make sure all teaching staff are consistently attentive to pupils' misconceptions in learning. They should do this so they can respond swiftly to any misunderstandings and support all pupils to learn as well as possible.
- Some pupils who need additional help to develop their communication skills do not receive appropriate support quickly enough. This means that these pupils do not learn as well as they might. Leaders should ensure that all pupils with additional communication needs get more consistent support so they can enjoy greater success in all areas of the curriculum.
- Some pupils do not attend school regularly or on time. This means that they fall behind in their learning and struggle to catch up. Leaders should continue to monitor pupils' attendance closely, particularly persistent absence. They should work with parents to improve their children's attendance and punctuality.

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.

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

Unique reference number	143487
Local authority	Stoke-on-Trent
Inspection number	10241485
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	Board of trustees
Chair of trust	Louise Eagle
Headteacher	Rachel Davies
Website	www.jackfield.stoke.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined The New Guild Academy Multi-Academy Trust (MAT) in September 2018.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in geography, mathematics, reading and science. These included visiting lessons, looking at pupils' work, considering curriculum guidance and talking with pupils and staff. Inspectors looked at pupils' work from a sample of other subjects. They also discussed the curriculum with subject leaders.
- Inspectors listened to pupils read and reviewed reading resources.

- Inspectors looked at a range of documentation on the school’s website.
- Inspectors reviewed the school’s safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils’ behaviour in lessons and at other times during the day.
- During the inspection, inspectors had formal meetings with the headteacher, the deputy headteacher, subject leaders, the SEND coordinator, the designated safeguarding leader and the early years leader. They also met with representatives of The New Guild MAT and the school’s governing body.
- Inspectors took account of responses to Ofsted’s survey for parents, Ofsted Parent View, and staff surveys.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

Sally Snooks

Ofsted Inspector

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