

Inspection of Glasshoughton Infant Academy

Newfield Avenue, Castleford, West Yorkshire WF10 4BH

Inspection dates: 11 and 12 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Glasshoughton Infant Academy as an academy school under section 5 of the Education Act 2005 as, 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 of the predecessor school.

What is it like to attend this school?

This is a caring and ambitious school. Leaders prioritise the development of pupils' character. The school's play leaders have learned to plan and lead activities at playtime. Members of the school council are elected by their peers. They have used their own budget to purchase new games for lunchtime. These roles, among others, fill the pupils with a sense of pride and promote a sense of responsibility from an early age.

Leaders have ensured that there are many opportunities for pupils to develop their talents and interests. Pupils enjoy taking part in a wide range of extra-curricular experiences, such as photography and yoga clubs. Leaders have been careful to consider when these clubs take place. This ensures that they are well attended by all groups of pupils.

Pupils feel safe in school. Bullying is rare. Pupils are confident that staff will help them if they have any concerns. Pupils move around the school sensibly. They learn to develop their independence from an early age. Pupils are highly supportive of one another in classrooms. They are quick to help if their friends need assistance with their work.

Leaders are ambitious for what pupils can achieve. Subject leaders have thought carefully about the knowledge that is included in the school's curriculum. However, some pupils find it difficult to remember important aspects of some subjects.

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

Leaders have reviewed and improved the school's curriculum. They have thought carefully about what they want pupils to know and remember in each subject. Subject leaders have identified the 'challenging vocabulary' that they want pupils to understand and use. In most subjects, pupils can recall the important knowledge that leaders have identified. However, leaders are less clear about how pupils will learn about what it means to be an expert in their subjects.

Teachers check what pupils have learned and remembered each term. Together, teachers and leaders identify the pupils who need extra help. Teachers ensure that these pupils receive the support they need. Pupils have a range of opportunities to solve problems and explain how they work things out. Pupils are confident when talking about what they have learned. Pupils' focused behaviour in classrooms contributes positively to their learning.

Children get off to a good start in the early years. Adults build positive relationships with pupils. The environment is well organised and attractive. Adults help children to learn through interesting and purposeful activities. There are lots of opportunities for children to learn about the world around them. Clear routines help children to be independent from a young age. As a result, children develop knowledge and behaviours that ensure they are well prepared for Year 1.

Leaders make sure that reading is a priority across the school. They have introduced a range of approaches to encourage a love of reading. Pupils speak with enthusiasm about their experience of talking to an author. Children learn to read as soon as they enter the school. Those children who need extra help with learning to read receive effective support. Staff check which sounds pupils know. However, sometimes, teachers do not use this information to ensure that books are carefully matched to the sounds that pupils know. Some pupils struggle to read the books that they are given.

Leaders have ensured that pupils with special educational needs and/or disabilities (SEND) are well supported. Staff work closely with professionals from external agencies to ensure that pupils with SEND receive the help that they need. Support plans contain detailed information and clear strategies about how to meet the needs of pupils with SEND. This helps teachers and support staff to ensure that these pupils access the curriculum alongside their peers.

Leaders and teachers promote a respect of different cultures and ideas. Pupils are highly respectful of people with different backgrounds or beliefs. Leaders ensure that there is a wide variety of trips and extra-curricular opportunities for pupils, such as visits to places of worship. This helps pupils to develop a deep understanding of the world around them. Leaders work with parents and pupils to foster an excellent awareness of strategies that promote mental health and well-being.

Leaders have established a strong team culture. They take care to consider the workload of staff. Staff feel valued. They appreciate the support that they receive from senior leaders and the academy trust. Governors have a detailed understanding of the strengths of the school and what needs to be done to make further improvements. They provide leaders with effective challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

The safety of pupils is a priority. Leaders carry out thorough checks to ensure that staff are suitable to work with children. New staff receive important information about safeguarding before they start to work at the school.

Adults know how to identify signs that would indicate pupils may be at risk. There are clear systems for reporting any concerns about pupils' safety. Leaders keep detailed safeguarding records. Staff meet regularly to discuss the support that pupils receive. Governors check that leaders follow the school's procedures for safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not consistently identified and clearly sequenced the disciplinary knowledge that pupils must learn. This means that some teachers are not clear about how to teach this aspect of the subject. Leaders should ensure that the curriculum is reviewed so that pupils are taught the disciplinary knowledge that they need to understand what it means to be a subject expert.
- Some teachers do not use assessment information accurately to ensure that books are closely matched to the sounds that pupils know. As a result, some pupils struggle to read the books that they are given. This slows the progress that they make in their reading. Teachers should ensure that pupils at the early stages of learning to read are provided with books that closely match their phonic knowledge.

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	140312
Local authority	Wakefield
Inspection number	10242457
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	Board of trustees
Chair of trustees	Adam Fletcher
Headteacher	Anna Walker
Website	www.glasshoughtoninfant.com
Date of previous inspection	Not previously inspected

Information about this school

- Glasshoughton Infant Academy joined Castleford Academy Trust in November 2014. When its predecessor school, Castleford Glasshoughton Infant School, was last inspected by Ofsted, it was judged to be outstanding overall.
- Leaders do not make use of any alternative provision for pupils.
- The school provides a before- and after-school club for pupils.
- The school has achieved a range of awards, including Investors in Pupils, The Basic Skills Quality Mark and the IQM Inclusive Schools Award and Centre of Excellence.

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, including school leaders and representatives of both the local governing body and the trust. Inspectors spoke with teaching and support staff.
- Inspectors undertook deep dives in reading, mathematics, history and design technology. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects. An inspector listened to pupils read.
- Inspectors scrutinised important safeguarding documents, including the single central record. Inspectors spoke to pupils about what they learn to keep themselves safe.
- Inspectors met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- Inspectors considered the responses to Ofsted Parent View, as well as responses to Ofsted's staff and pupil questionnaires.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

Jo Robinson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023