



Castleford Redhill Junior School

Inspection Report

Unique Reference Number 108232
LEA Wakefield
Inspection number 277929
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Mrs Brenda McIntosh CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Stansfield Drive
School category	Community		Airedale
Age range of pupils	7 to 11		Castleford, West
			Yorkshire WF10 3DB
Gender of pupils	Mixed	Telephone number	01977 723040
Number on roll	174	Fax number	01977 723040
Appropriate authority	The governing body	Chair of governors	Mr P Craven
Date of previous inspection	19 June 2000	Headteacher	Mr J Wandless

Age group 7 to 11	Inspection dates 20 March 2006 - 21 March 2006	Inspection number 277929
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average junior school. It serves a community where levels of social and economic disadvantage are high. The number of pupils known to be eligible for free school meals is well above average. The vast majority of pupils are of white British heritage. A well above average proportion of pupils has learning difficulties and/or disabilities. Pupils enter Year 3 with skills below those expected for their age. Often a significant minority has skills in reading and writing that are well below those expected for their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. The inspection judgement matches the school's view of its effectiveness. Pupils enjoy learning and are happy in school. Parents are very pleased with the education provided for their children. Pupils achieve well and reach broadly average standards by the end of Year 6 owing to the good quality teaching and learning. Performance in mathematics and science is consistently strong from year to year but in 2005 performance in English fell to below average because of weaknesses in pupils' writing. Pupils' personal development, including their behaviour is good. Pupils are well cared for and their well-being is at the heart of the school's work. The curriculum is good. The use of information and communication technology (ICT) to assist pupils' learning is very effective. However, the literacy provision for pupils in the small Year 3/4 class does not support fully the development of their independent writing skills. Pupils with learning difficulties and /or disabilities achieve well because of the effective guidance they receive.

Leadership and management are good, but there is scope for improvement in the processes of self-evaluation. Overall, this is satisfactory and reasonably accurate in pinpointing appropriate areas for development, including the need to raise standards and achievement in writing. However, systems are insufficiently robust to evaluate fully the provision in terms of how children are helped to learn and develop. The headteacher recognises that more staff need to be routinely involved in the process to sharpen practice. Assessment information is not used rigorously enough to raise achievement in writing and to check that pupils are making sufficient progress. The governing body is supportive and carries out its duties satisfactorily. Improvement since the last inspection is good and the school has the capacity to improve further. It provides good value for money.

What the school should do to improve further

- Raise standards and achievement in writing by:
- making better use of information about how well pupils are doing to set them challenging targets and to check that they are making at least satisfactory progress
- ensuring that pupils in the Year 3/4 class have varied opportunities to develop independent writing skills.
- Strengthen the systems for monitoring and evaluating pupils' progress and provision by involving more staff and governors routinely in the process.

Achievement and standards

Grade: 2

Achievement is good. Pupils start Year 3 with levels of attainment that are below average. Pupils make good progress and reach broadly average standards by the end of Year 6. In the 2005 tests, performance in mathematics and science was strong as in the previous two years. Effective practical investigative work contributes to the consistently good achievement in these subjects. The results in English declined to

well below average because pupils' progress in writing was insufficient over time. Strategies have been implemented to raise achievement in writing but it is too early to judge the full impact of these. In the current Year 6, progress is good in mathematics and science and standards are broadly average. In writing, their standards are below average although showing early signs of improvement; this represents satisfactory progress from their starting point in Year 3. Challenging targets are set in mathematics and science but they are not ambitious enough in writing. In 2005 boys outperformed girls in mathematics and science. Although trends over time show boys and girls make similar progress the school continues to monitor gender issues. Pupils with learning difficulties and/or disabilities make good progress owing to the effective support they receive.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good; this differs from the school's judgement of outstanding because in some lessons, a minority of pupils are passive learners and lack the confidence to engage actively in their own learning. Pupils' behaviour is good both in and out of the classroom. Comments such as 'the school is brilliant' and 'lessons are fun' sum up the pupils' enjoyment of learning. Bullying is not tolerated and any occurrences are dealt with effectively. The school has introduced a 'problem box' system for pupils to express their anxieties and these are treated sensitively. Attendance is slightly below average but the school's efforts have brought about improvements.

Pupils understand the need for healthy lifestyles and enjoy taking part in the extensive range of physical activities. Breakfast Club is well attended and strongly promotes pupils' social development. Pupils voice their opinions through the school council and contribute ideas to improve the school. They participate eagerly in the good range of extra-curricular activities, including sports and music. Pupils benefit from cultural and multicultural activities, raise funds for charities and contribute well to their local community. They are gaining good skills to support them well in their future life; for example, they regularly use ICT to assist their learning.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is consistently good across the school. Teachers have well-organised classroom routines and their management of pupils' behaviour is very good. Resources, including the interactive whiteboards, are used well to capture children's attention and help them learn. Classrooms are stimulating learning environments with vibrant displays celebrating pupils' achievements. In an outstanding science lesson, pupils made excellent progress because they were all actively involved in their learning. The lesson presented pupils with challenges as well as being enjoyable.

Teaching assistants make an effective contribution to the good progress of pupils with additional learning difficulties and/or disabilities.

The quality of teaching is enhanced by specialist staff from the local high school, for example in science. This provides added challenge to the lessons, which helps motivate pupils to work with greater independence. Pupils enjoy learning through practical activities and ICT is used effectively, particularly to help pupils develop their mathematical skills.

Assessment is good overall. Information is used well to identify support for groups of pupils making slower progress and guide pupils' learning in mathematics and science. However, targets for writing are not challenging enough to raise achievement and the checking of progress is insufficient.

Curriculum and other activities

Grade: 2

The curriculum is good. It provides a good balance between developing pupils' basic skills and their creativity. However pupils in the mixed Year 3/4 class have insufficient opportunities to develop their independent writing skills through exciting, challenging activities. The quality and variety of pupils' artwork on display reflects their skill, enthusiasm and confidence in their own ability. Good links are being made between subjects to help pupils see a relevance to their learning. The SEAL (Social, Emotional Aspect of Learning) programme provides a useful framework for pupils' personal, social, health and emotional development. The curriculum is planned well to meet the needs of different groups of pupils, for example, those with learning difficulties and/or disabilities. Good links with the high school help pupils transfer more easily to the next phase of their education. The curriculum is enriched well with a wide range of activities. Pupils enjoy the skills and qualities brought by visitors to the school and take part in a variety of educational visits.

Care, guidance and support

Grade: 2

Care, guidance and support are good. This is not quite as good as the school's own judgement. Staff work hard to create an atmosphere of trust and care. Pupils feel safe in school and know there is someone to go to if they are worried or need help. Arrangements for child protection are in place. Staff are aware of the procedures but it is some time since they received any training. Arrangements for health and safety are good. Pupils are encouraged to adopt healthy lifestyles; they have many opportunities to take part in physical activity and eat sensibly. Pupils are involved well in assessing their own learning and have a good awareness of what they need to do to improve their work. Vulnerable pupils and those with learning difficulties and/or disabilities are very well supported. Effective use is made of outside agencies to meet their individual needs. Good links with the infant school ensure pupils settle into school quickly.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, ably supported by the deputy headteacher, guides the school's development well. Good use is made of staff expertise to improve the quality of teaching and learning. For example, a member of staff helped others gain confidence in the use of interactive whiteboards (IWB) as a teaching aid. As a result this is now a positive feature of many lessons. Self-evaluation is satisfactory and identifies the key priorities for improvement but it is not yet robust enough in evaluating fully all aspects of provision. As a result the school is sometimes overgenerous in its judgements. Much of the monitoring of teaching and learning is carried out by the headteacher and deputy headteacher but there are plans to extend the senior management team and routinely include other members of staff in this process. The school analyses data well and the information is used effectively to promote good achievement in mathematics and science. However, this is not yet the case for writing. The school has established good partnerships with other schools, agencies and organisations to broaden the expertise available to the school and enrich pupils' learning. Financial planning is good. The governing body is supportive but their role in monitoring and evaluating performance is insufficiently developed. Parents are supportive of the school and their views are sought regularly. Improvement since the last inspection is good and the school has the capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so friendly and polite. We enjoyed our visit very much. Now we want to share with you what we thought about your school.

What we liked most about your school

- Your good achievements in mathematics and science.
- The way the teachers use ICT to help you learn and make lessons interesting and fun.
- Your behaviour in lessons and around school is good.
- Your school council which seems to work well in making sensible suggestions on how to improve your school.
- The way staff look after you and ensure your classrooms are bright places in which to learn.

What we have asked your school to do now

- Help you do as well in your writing as you do in mathematics and science.
- Provide more interesting activities to help children in the Year 3/4 class develop their writing skills.
- Ensure that more staff and governors are involved in checking the work of the school.

Best wishes to you all for the future.