



Castleford Redhill Infant School

Inspection Report

Unique Reference Number 108233
LEA Wakefield
Inspection number 277930
Inspection dates 23 November 2005 to 24 November 2005
Reporting inspector Mrs Elisabeth Linley HMI

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

Type of school	Primary	School address	Queen's Park Drive
School category	Community		Airedale
Age range of pupils	3 to 7		Castleford, West
			Yorkshire WF10 3JX
Gender of pupils	Mixed	Telephone number	01977 723035
Number on roll	158	Fax number	01977 723035
Appropriate authority	The governing body	Chair of governors	Mr R Lorenti
Date of previous inspection	13 November 2000	Headteacher	Mrs P Howe

Age group	Inspection dates	Inspection number
3 to 7	23 November 2005 - 24 November 2005	277930

© 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 one of Her Majesty's Inspectors and one additional inspector.

Description of the school

Castleford Redhill Infant School is smaller than most other schools that provide for primary aged children. It serves a locality where there are high levels of unemployment and over half of the children who attend are eligible for free school meals; this is much higher than average. When children start in the nursery, many have poor speech and language skills and their skills across the other areas of learning are well below expectations for their age.

At the time of the inspection, 126 pupils are attending the school, including 38 children in the nursery. The proportion of pupils with learning difficulties and/or disabilities is above average, although there is a lower than average proportion of pupils who have statements of special educational need. Almost all pupils are from white British backgrounds and none are in the early stages of learning English as a second language.

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. Children make a good start in the Foundation Stage and achieve well during their time in school. Although pupils attain standards that are below the national average in reading, writing and mathematics by the age of 7, they do well in comparison to similar schools. This is because the majority of teaching in school is good.

Pupils enjoy school very much and their parents are rightly proud of their achievements. The curriculum is enriched with many activities that make learning enjoyable. The school places a strong emphasis on raising pupils' self-esteem and developing their independence. Because of this, the vast majority of pupils behave well. Support, care and guidance for pupils are outstanding.

Leadership and management are good overall. The headteacher provides highly effective leadership. She is ably supported by the deputy headteacher and by the Foundation Stage leader, who lead and manage very well. Other staff are fairly new to school and they are developing their roles steadily as they gain in experience. This is also the case with the governing body, many of whom are new to governance. The chair of governors provides good leadership and has a clear understanding of the school's strengths and weaknesses.

This is a school that knows itself well. They have rightly identified the need to raise standards further and to develop a more systematic approach to the monitoring and evaluation of the school's work. Good improvement has been made since the last inspection and the school is well placed to improve further. The school provides good value for money.

What the school should do to improve further

The school should:

- raise standards further in reading, writing and mathematics
- improve the monitoring and evaluation of the school's work by staff and governors to aid future planning and pupils' achievement.

Achievement and standards

Grade: 2

Children start school with skills that are well below expectations for their age. Many have poor language skills and a minority have social and emotional skills that are significantly underdeveloped. Children make good progress in the Foundation Stage. When they enter Year 1, standards in some aspects of their language and mathematical development are well below average. However, although standards are below expectations for their age, this represents good progress. Pupils build well on this positive start. As a result, in the 2004 national tests, pupils aged 7 attained well in reading, writing and mathematics when compared to similar schools. Although results

were below the national average in 2004 and were similar in 2005, the trend of improvement in the tests from 2000 to 2004 was in line with the national average. This picture of good achievement is the same for all pupils, including those who have learning difficulties and/or disabilities.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Through the school's good efforts, they are gaining in confidence and self-esteem and they enjoy school very much. Pupils take pride in their own achievements and that of their friends. They want to learn and, as a result, make good progress. The vast majority of pupils behave well, although a minority have some behavioural problems. Last year one pupil was temporarily excluded and pupils' attendance was below the national average. The school is working hard to promote good attendance and their efforts are having a positive effect.

Pupils' spiritual, moral, social and cultural development is good. They understand the difference between right and wrong and are developing the skills of working together. Pupils take on responsibilities such as putting out chairs for assembly and operating the music system. Others are members of the newly formed school council; such opportunities enable them to contribute to the school and its wider community. Pupils are developing a sensible attitude towards their own health and safety. They are beginning to understand that they should eat a healthy diet and exercise to keep fit. Pupils achieve well in their literacy and numeracy skills and in this way they are prepared effectively for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because teaching and learning are good. Teachers have good subject knowledge and they use assessment information well to plan work for their children. On a few occasions, pupils who are more able are not challenged well enough in lessons, but this is not always the case. In an outstanding session seen in the nursery, excellent questioning skills inspired children's curiosity and helped them to achieve very well. In other lessons, teachers make learning fun by planning activities that are practical and that keep pupils active. For example, in a good numeracy lesson, pupils in a Year 1 and 2 class moved large numbers from one place to another to put them in the correct order. Such strategies are helping to raise standards in English and mathematics.

All staff promote very caring relationships with pupils. This contributes significantly to their good achievement and to pupils' good behaviour. A feature of the quality of teaching is the way in which staff manage and support those pupils who have behavioural difficulties. The teaching of all pupils with learning difficulties and/or

disabilities is good, and teaching and support assistants make a major contribution to the good progress they make.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and fully meets the requirements of the National Curriculum. The school places a strong emphasis on the teaching of English and mathematics and this develops pupils' basic skills well in literacy and numeracy and across other subjects. The curriculum is enhanced with an extensive programme of enrichment activities. These activities include opportunities for visits out of school, for example, to places of worship and to museums. The annual residential visit to Hornsea for Year 2 pupils makes a very important contribution to their personal development, an aspect of the school's work that is regarded as being particularly important. Many visitors, such as artists and musicians, come to school to share their knowledge and experience with pupils. Within the school itself, enhancements to the grounds, such as the wildlife area and play equipment, add to the experiences and opportunities provided, from which all pupils benefit.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school cares very well for its pupils and all staff show a strong commitment to their welfare. As a result, pupils are helped to become confident learners and to make good progress. Pupils value the range of positive rewards, such as 'star of the day', that motivate them to improve their own behaviour. They feel very safe in school. They know that they are listened to and they know they can rely on adults to help resolve any problems that they might have.

The needs of pupils with learning difficulties and/or disabilities are met very well. Procedures for child protection and health and safety arrangements are highly effective. Teacher assessments and a range of tests are used well to gather information about pupils' attainment. Their progress is tracked carefully and the systems for recording, sharing and analysing that information in English and mathematics are very effective.

The school maintains highly effective partnerships with parents and with a range of organisations. These partnerships, for example, with Sure Start, the local Family Centre and many more, help the school provide for pupils' personal and academic needs very well.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides highly effective leadership and is supported very well by the deputy headteacher. They lead by example and enable all in school to have a clear understanding of the school's strengths and weaknesses. Another example of high quality leadership and management is also found

in the Foundation Stage. Some staff, however, are new to school and as coordinators they are in the early stages of developing their roles. Monitoring and evaluation of teaching and learning and of the curriculum, therefore, are yet to be developed systematically through school.

The governing body is well led by the chair who has a good understanding of the school's strengths and weaknesses. However, many governors are new to governance and they have yet to develop the skills to monitor and evaluate the school's work effectively.

This is a school where all members of its community are valued. Highly effective partnerships are made with external agencies and with parents. Parents know their views are taken into account. Finances are managed well and additional funds are sought and used wisely. Good improvement has been made since the last inspection and the school has good capacity to improve further. The school provides good value for money.

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?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	1	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

The inspectors were pleased to visit your school and to hear about your work and the things that you like about school. We found lots of positive things and I have listed some of them for you:

- you enjoy coming to school and many of you are working hard to make sure you attend every day
- most of you behave well, although sometimes a few children find it hard to behave as well as they would like to
- you try hard to do your best in your work
- the staff and governors work very hard indeed to keep you safe, to care for you and to give you lots of support
- they organise lots of interesting things for you to do
- your headteacher and deputy headteacher work particularly hard and encourage everyone to try their best.

There are a few things that we think could be even better and your school will work hard with you to sort them out:

- all the people who work with you in school are going to help you do even better in reading, writing and mathematics
- they are also going to keep a closer eye on how things are going so that they can plan for school to be even better than it is.

Thank you very much for making us so welcome when we visited you. We wish you all the best for the future.