



Castleford Glasshoughton Infant School

Inspection Report

Unique Reference Number 108235
LEA Wakefield
Inspection number 277931
Inspection dates 2 March 2006 to 3 March 2006
Reporting inspector Mrs Elisabeth Linley HMI

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

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|------------------------------------|--------------------|---------------------------|-------------------------|
| Type of school | Primary | School address | Newfield Avenue |
| School category | Community | | Castleford |
| Age range of pupils | 3 to 7 | | West Yorkshire WF10 4BH |
| Gender of pupils | Mixed | Telephone number | 01977 723000 |
| Number on roll | 185 | Fax number | 01977 723002 |
| Appropriate authority | The governing body | Chair of governors | Mrs C Ladley |
| Date of previous inspection | 15 May 2000 | Headteacher | Mrs V Shadrack |

| Age group | Inspection dates | Inspection number |
|-----------|--------------------------------|-------------------|
| 3 to 7 | 2 March 2006 - 3 March 2006 | 277931 |

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector.

Description of the school

Glasshoughton Infant School is situated close to the town centre of Castleford. At the time of the inspection 185 pupils were on roll, including 64 children in the nursery. The proportion of pupils eligible for free school meals has risen considerably in recent years and is above average. When children start in the nursery, many have poor speech and language skills and their skills across the other areas of learning are below expectations for their age. The proportion of pupils with learning difficulties and/or disabilities is below average. A higher than average proportion of pupils, however, have statements of special educational need. Most pupils are from white British backgrounds and one pupil is in the early stages of learning English.

The school has recently become a registered provider of 'wrap around care' for children in the nursery.

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 with some outstanding features. Provision for 'wrap around care' is good. The quality and standards in the Foundation Stage are good overall and provision in the nursery is outstanding. Children make a good start to school life and continue to achieve well. As a result, pupils aged 7 attain standards that are above average in reading, writing and mathematics. This is because the majority of teaching in school is at least good.

Pupils say that learning is fun. They enjoy the broad range of activities that enrich the school's good curriculum. Provision for pupils with learning difficulties and/or disabilities is outstanding and is rightly held in high regard by parents. Parents are also pleased with the high quality support for their children's personal development, well-being and learning. Pupils' behaviour and attitudes to learning are outstanding. Attendance, however, is below average.

Leadership and management are good overall. The headteacher provides highly effective leadership. She is very ably supported by the deputy headteacher. Middle managers are also committed to school improvement and are beginning to develop their capacity to lead and manage effectively. Governance is good; governors have a clear understanding of the school's strengths and where development is needed. Plans for improvement are good. The school knows itself well and inspectors agree with its judgements about its performance and areas for development. All contributions are valued and have been significant in the good improvement made since the last inspection. The school is well placed to improve further and provides good value for money.

What the school should do to improve further

- Extend the skills of subject leaders and managers in leading and supporting their colleagues effectively.
- Work with parents to improve the rate of attendance.

Achievement and standards

Grade: 2

Achievement and standards are good. When children start in nursery, their skills are generally below what might be expected for their age; their language skills, are particularly low. They make good progress and by the end of the Foundation Stage the majority meet expectations for their age with the exception of writing, where skills have improved but remain below expectations.

Pupils make good progress in Years 1 and 2. The school places a strong focus on developing pupils' speaking and listening skills and this has fostered good achievement in language development and writing. As a result, the school's results in the national tests for pupils aged seven have remained above average for the last five years. In 2005, the proportion of pupils who did well for their age in writing, reading and

mathematics, was significantly above average. All pupils achieve well, including those who are vulnerable and those with learning difficulties and/or disabilities. Good achievement is secured through the setting of challenging targets and the good quality teaching that supports pupils' learning.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils' behaviour and their attitudes to learning are outstanding. They develop good spiritual, moral, social and cultural awareness through many quality opportunities. Pupils have a good awareness of their own and others' cultures and show very good respect for others' beliefs. Pupils are keen to take on responsibilities; they enjoy school and want to attend. Last year, however, attendance was below the national average. Parents' decisions to take holidays in term time undermine the efforts of the staff to promote pupils' good attendance. Pupils know the importance of keeping fit and eating a healthy diet. Lunchtime is a particular example of where healthy choices are having a positive impact. Parents say that their children's new awareness is making a difference at home! Pupils make a positive contribution to the school community through their involvement in heritage projects. They are learning how to work in teams and have raised funds for charities such as 'Candlelighters'. Through such work, pupils develop effective skills that contribute to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall and pupils make good progress in lessons. The high quality relationships and frequent use of praise help pupils to become confident learners and develop highly positive attitudes towards their learning. Where teaching is outstanding, pupils are very clear about their targets and what they have to do to improve. Pupils are also supported through highly effective discussion about their work; good marking enables them to understand how to improve. Where learning is sometimes just satisfactory, the development of children's skills in areas other than numeracy and literacy are not sufficiently well planned; this leads to inconsistency, for example, within the Foundation Stage.

High quality systems are used in school to check the progress pupils make, particularly in literacy and numeracy. Teachers use the information gathered well to inform future planning. They organise tasks effectively to provide a good level of challenge for pupils, taking their different rates of progress into account, and this enables them all to achieve well.

Staff use resources well, including new technology such as interactive whiteboards. Teamwork is particularly good and support staff are well briefed to aid pupils' learning

well. This results in them making an effective contribution to the management of activities.

Curriculum and other activities

Grade: 2

The curriculum is good; the provision for pupils with learning difficulties and/or disabilities is outstanding. Provision in the Foundation Stage is good overall. It is outstanding in the nursery where planned activities link all areas of learning very well. In keeping with the rest of the school, there is a strong focus in the Reception class on the development of pupils' skills in language and numeracy. Planning to develop skills in other areas of learning is less purposeful.

Pupils benefit from a good range of enrichment activities, including afternoons dedicated to 'Choice' where pupils develop practical and creative skills. Good use is made of the local community, for example, through the school's own 'Henry Moore Trail' and visits to the Yorkshire Sculpture Park. Good emphasis is placed on promoting a healthy lifestyle through the school's work to gain the Healthy School's Award. Sex and relationships education are also sensitively covered through the curriculum for personal, social and health education.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The pastoral support provided for pupils is outstanding. This is a significant feature in the care and guidance provided for pupils who have learning difficulties and/or disabilities. Information from assessment and tests is analysed well to gather information about pupils' attainment. Pupils' progress is tracked, recorded and analysed carefully to ensure that targets set are challenging. Pupils know what their targets are and know how they can be helped to work towards them. As a result, pupils are helped to become confident learners and they make good progress.

Child protection and health and safety procedures are appropriate. The awareness of safety issues is taught well through the curriculum for personal, social and health education. The school maintains outstanding partnerships with parents and with a range of organisations. Parents say they appreciate the care and concern provided for their children and for themselves. The quality of these partnerships helps the school provide well for pupils' personal and academic needs.

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. Her leadership and management of the provision for pupils with learning difficulties and/or disabilities are outstanding. Both the headteacher and deputy headteacher lead by example and

enable all in school to have a clear understanding of the school's strengths and areas for development. Middle managers understand their roles and are committed to school improvement. They are yet to develop the full capacity of their roles, for example, in the Foundation Stage to ensure that there is consistency in practice between the Reception and nursery classes.

Monitoring and evaluation of provision and pupils' progress is good. Targets set are challenging and extremely well tailored to the individual; this is a significant factor in the good progress that pupils make. Self-evaluation is good. Plans for improvement are clearly linked to relevant priorities and are supported well by effective financial planning.

Governance is good. Governors are supportive of the school and provide effective challenge to aid school improvement. Outstanding partnerships are made with external agencies and with parents. This is a school where everyone matters and parents know their views are considered and taken into account. Good improvement has been made since the last inspection; the many strengths noted at that time have been improved further. The school provides good value for money and has good capacity to improve further.

Inspection judgements

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| <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 | 2 | 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 | 1 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 1 | 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 | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | 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 | 2 | 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

Inspectors visited your school last week and we were pleased to be able to talk to you and to find out about all the things you like. These are some of the things we found out:

- you all try very hard to do your best and you do particularly well in your reading, writing and mathematics
- everyone in school works hard to keep you safe and to care for you and they make excellent links with other people to help them achieve this
- you enjoy school and you behave very well indeed
- your headteacher and deputy headteacher work particularly hard and encourage everyone to do the best they can
- everyone who works in and with your school is valued and your parents appreciate this; they are also pleased that your school is a good school.

There are a couple of things we think could be better and your headteacher and teachers are going to work hard to make them happen:

- you want to come to school and the teachers work hard to encourage you to come but your attendance could be a bit better
- some of your teachers are going to get help from others so they know what to do to make things even better in different subjects.

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