

Castleford Townville Infants' School

Inspection report

Unique Reference Number	108229
Local Authority	Wakefield
Inspection number	288045
Inspection dates	20–21 June 2007
Reporting inspector	Robert Robinson

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	160
Appropriate authority	The governing body
Chair	Mr N Clayforth
Headteacher	Mrs A Brown
Date of previous school inspection	25 November 2002
School address	Poplar Avenue Townville Castleford West Yorkshire WF10 3QJ
Telephone number	01977 723090
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Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school. Almost all pupils are of White British background. The proportion of pupils with learning difficulties and/or disabilities is below average. The socio-economic circumstances of the area are below average. The school has gained the Healthy School and ActiveMark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pupils achieve well during their time at Castleford Townville Infants' because it is a good school which provides good value for money. Parents appreciate the education and care provided for their children. Typical parental remarks are 'My child enjoys school and surprises me with his knowledge' and 'I am very happy with Townville Infants.'

Children have a wonderful start to schooling in the Foundation Stage (Nursery and Reception). Because of good or better teaching these children make speedy progress and most reach broadly average standards by the end of Reception. In the rest of the school pupils build well on their prior attainment. Standards by the end of Year 2 are slightly above average overall in reading, writing and mathematics. This is because the quality of teaching and the curriculum are good. Most lessons are planned well to stimulate pupils' interest in learning. However, information and communication technology (ICT) is not used sufficiently to assist pupils' learning in other subjects. Teachers and teaching assistants help those with learning difficulties and/or disabilities well. The pace of learning is generally brisk because of teachers' high expectations of work and behaviour. Occasionally, work for higher-attaining pupils does not challenge them sufficiently. The marking of work is satisfactory though not consistent. In some age groups the marking clearly states how well pupils have done and how they can improve. In others, however, the marking does not provide helpful comments as to what could have been improved.

The school has improved since its last inspection and has good capacity to continue to do so. It has an accurate view of its overall effectiveness. Good leadership and management have successfully maintained standards consistently in line with the national average since the last inspection. The school has a clear view of its strengths and areas for improvement. However, the monitoring of pupils' learning is not thorough enough. For example, the checking of pupils' books is too infrequent and not rigorous enough.

The personal development of pupils, including their spiritual, moral, social and cultural development, is good. Behaviour both in the classroom and around the school is exemplary. Pupils are proud of their school and praise the education and good care they receive. They enjoy school and show great respect for staff and each other. A school councillor stated very profoundly, 'This is a sensible school where we enjoy lessons and children look after each other.'

What the school should do to improve further

- Check the quality of teaching and learning more regularly and rigorously and improve the consistency of marking, so that pupils know what they have done well and what they should do to improve.
- Develop the use of ICT to assist learning in other subjects.

Achievement and standards

Grade: 2

Achievement is good. The range of attainment on entry to Nursery is broad but overall it is below what would be expected nationally. Children benefit from the outstanding provision in the Foundation Stage (Nursery and Reception). As a result, by the time these children enter Year 1 their attainment is above average in personal, social, and emotional development and broadly average in all other areas of learning. Pupils continue to make good overall progress in Years 1 and 2. The recent tests at the end of Year 2 in 2007 showed the maintenance of

average standards, though an increased proportion of pupils reached the higher levels than in previous years.

Personal development and well-being

Grade: 2

Pupils love this school and are proud of the good progress they make. Their attendance is in line with the national average and their punctuality is good. Their attitudes and behaviour in classrooms and around the school are outstanding. The youngest children in the Foundation Stage are eager to explore the wide range of exciting activities available both indoors and outdoors. School councillors take their responsibilities seriously and they have recently been involved in the promotion of healthy eating and regular exercise. Pupils take part enthusiastically in the very energetic 'wake up, shake up' routine to music. This adds to their growing understanding of the importance of healthy lifestyles. A focus on world faiths and the use of musical resources and visitors to school enhance pupils' multicultural understanding. Additionally, the school makes good use of the local and wider environment to allow pupils to learn about their own and other cultures and to develop their social skills. The school's clear focus on the teaching of basic skills helps pupils to develop a secure foundation for future learning.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good, resulting in pupils making good progress in their learning. In most lessons pupils' interest in learning is captured by frequent practical learning experiences. For example, younger children improved their knowledge and understanding of the world by searching for and examining small creatures found outdoors. In Year 1 mathematical investigations spurred pupils on to develop their multiplication skills. This contrasts sharply with occasions when higher-attaining pupils have to plough through and record large batches of undemanding 'sums'. Behaviour management of pupils is a strength with good relationships between staff and pupils. Teaching assistants are used very well to assist the learning of lower attainers and pupils with learning difficulties and/or disabilities. The marking of pupils' work is satisfactory though inconsistent across the school. In some year groups teachers explain succinctly how well pupils have done and what they must do to improve whereas in other classes marking is at best merely ticks with occasional positive comments.

Curriculum and other activities

Grade: 2

The good curriculum meets the needs of all pupils. Provision in the Foundation Stage is outstanding. Exciting activities stimulate children's interest in all the areas of learning with a good balance of indoor and outdoor activities. A strong emphasis on personal, social and emotional development prepares the children very well for future learning. Throughout the school a strong emphasis on developing literacy skills both in English and in other subjects helps pupils at all levels of attainment to make good progress. However, too few opportunities are planned for pupils to use ICT to assist their learning. In particular, pupils do not access the Internet at school. As a pupil remarked, 'I go on the Internet at home but have never been on it at school.' This limits the scope for pupils to find out more. Throughout the school visits and visitors are used well to enliven learning. Personal, social, health and citizenship education

provides pupils with valuable life skills as well as contributing to their excellent attitudes and behaviour.

Care, guidance and support

Grade: 2

The quality of care, support and guidance is good. Vulnerable pupils, some of whom have complex needs and low levels of self-esteem, are cared for well. A wide ranging and effective programme is in place to offer pastoral and emotional support to these pupils, as well as for those with learning difficulties and/or disabilities. Child safeguarding and health and safety procedures are in place. Parents are encouraged to take an interest in their children's progress and they very strongly feel that they have a growing voice in the work of the school. Leadership has implemented a system to track pupils' progress over time. The information is being increasingly used to check individual pupils' progress and to set targets for groups of pupils.

Leadership and management

Grade: 2

The headteacher and her senior leadership team focus successfully on raising standards and achievement and in providing a very high level of support for pupils' emotional and social development. The key impact of this provision is that pupils make good progress, both academically and socially, and are well prepared for their transitional move to junior school at the end of Year 2. Managers are monitoring pupils' progress over time effectively and are checking the validity of teachers' assessments. However, a lack of rigour in the monitoring of pupils' books has resulted in inconsistencies across the school in marking and setting pupils individual targets for improvement. Support staff work well with teachers to provide pupils with an interesting range of indoor and outdoor learning activities. Governors are well informed about the school and have clear arrangements in place to check how well the school is doing. They are encouraged to observe aspects of the school's work in the classroom, such as pupils' attitudes and behaviour, and they prepare helpful and constructive reports for the school's senior managers.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming Mr Anderson and me to your school. We enjoyed the two days we spent and our discussions with you. We agree with the school council that yours is a good school and that 'you enjoy lessons and children look after each other.' This is because the school is led and managed well by the headteacher, staff and governors.

We were very impressed by your outstanding behaviour and interest in lessons. Staff look after you well and we were pleased that you get on so well together. The standard of your work by the time you leave the school is about average because you are taught well and make good progress. However, we have asked the school to make sure that the marking of your work is similar in all classes so that you know how well you are doing and what you must do to improve. We have also asked the school to use ICT to assist your learning in other subjects.

We appreciated talking to you about your work and watching you learn. We trust that you will continue to work with the headteacher and other staff to help them to continue to improve the school. We wish you well for the future.