



# Jackfield Infant School

## Inspection Report

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**Unique Reference Number** 123982  
**Local Authority** Stoke-On-Trent  
**Inspection number** 292849  
**Inspection dates** 5–6 February 2007  
**Reporting inspector** Lois Furness

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

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<b>Type of school</b>	Infant	<b>School address</b>	Jackfield Street
<b>School category</b>	Community		Burslem
<b>Age range of pupils</b>	3–7		Stoke-on-Trent ST6 1ET
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01782 234450
<b>Number on roll (school)</b>	231	<b>Fax number</b>	01782 234451
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Peter Alcock
		<b>Headteacher</b>	Dawn Shaw
<b>Date of previous school inspection</b>	7 October 2002		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This larger-than-average infant school serves an area of above average social deprivation. Most pupils are White British. There are a small number of pupils from minority ethnic backgrounds, some of whom are at an early stage of learning English. The proportion of pupils identified as having learning difficulties and disabilities is below average. The headteacher and deputy headteacher were appointed in September 2005, and several other new teachers have been appointed during the last year.

The school has received a number of awards in the recent past, including Investors in People, Extended School status, Creative Partnership, Eco-School bronze and the Healthy School Awards.

## 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 where everyone is working together for the benefit of the pupils. It is moving forward well as a result of effective and accurate self-evaluation. Leadership and management are good. The headteacher provides strong, clear direction and has the full confidence of parents, staff and governors. Parents are very pleased with the school. They say, 'This school is a pleasant and friendly place where teachers are approachable and helpful.'

Pupils clearly enjoy school, and like both their teachers and their work. Good care, guidance and support ensure that personal development and well-being are good. Pupils grow in confidence, feel safe and secure at school and know that each one of them is valued. This view is reinforced by a pupil's comment that, 'In this school we all care for each other.' All of this starts from when children enter the Foundation Stage (Nursery and Reception). Provision is good, and staff work hard to make sure children feel safe and enjoy learning. It is here that pupils' good attitudes are successfully begun.

Pupils achieve well. From their below-average starting point in the Nursery, they make good progress and attain average standards by the end of Year 2. The school has been successful in increasing the proportion of pupils attaining the expected level, and is now working hard to enable more pupils to attain the higher level. The leadership identified that tracking and target setting were not sharp enough. This meant that teachers did not have enough specific information about what pupils knew already when planning learning activities. A more robust system has been introduced but this has not had time to fully influence standards. Informing pupils of how to make their work better is also improving. Pupils now have learning targets for literacy and numeracy. However, these are sometimes too easy for more-able pupils and feedback in books does not consistently inform them if their targets have been achieved. Good teaching and a good and interesting curriculum, including outstanding enrichment activities, are key factors in the good progress made by pupils. Good support for pupils with learning difficulties and disabilities and those who are at an early stage of learning English means they are included well in lessons. Effective strategies such as 'talk partners' ensure that all pupils share ideas, helping them to learn from their classmates.

Pupils enjoy working together and taking responsibility. The school council allows them to influence school improvement, for example, in keeping the school tidy and in the purchase of parasols for the summer sunny weather. They are proud to be 'playground pals' and welcome the opportunity to help anyone who is lonely or unhappy. A good understanding of a healthy lifestyle is shown as pupils make sensible choices at lunchtime, choosing vegetables and fruit to eat. They say, 'You need to eat fruit and vegetables and drink water and milk if you want to be healthy and strong!'

### What the school should do to improve further

- Provide teachers with accurate information about what pupils know already so they plan challenging work for them all, especially the more able ones.

- Make sure that pupils have targets that make them all think hard and that marking shows clearly if these targets have been attained.

## **Achievement and standards**

### **Grade: 2**

Children start Nursery with skills below levels expected for their age. They make good progress and, by the end of Reception, the majority of them are working within the goals expected. In Years 1 and 2, good progress continues and, by the end of Year 2, pupils typically attain standards that are broadly average in writing and mathematics. Over time, reading standards have fluctuated from broadly average to below average in 2006. In 2006, standards dipped overall and girls attained better than boys, notably in English. The leadership identified that the dip was in part related to the characteristics of the year group, but also recognised that aspects of provision needed improvement. More attention is now given to planning activities that engage the interest of boys. Resources for reading have improved and in the current group of Year 2 pupils, this difference is not significant. Pupils with learning difficulties and disabilities receive good support, as do those who are at an early stage of learning English. As a result, they achieve well.

The school has been successful in increasing the proportion of pupils attaining at least the expected level but knows that more pupils should attain the higher level. This is now the key focus of the school's work.

## **Personal development and well-being**

### **Grade: 2**

When asked, pupils say, 'School is wonderful and good fun.' Good teaching and the good curriculum contribute to these positive attitudes, encouraging pupils to be well motivated and interested in learning. Behaviour is good. Attendance is satisfactory and improving as good procedures for promoting regular attendance are implemented. Pupils' spiritual, moral, social and cultural development is good. Their cultural development, however, is a weaker aspect. Pupils do not have a well-developed understanding of the multi-cultural world in which they live.

Pupils lead active lives and eat healthily. As one pupil said, 'I eat fruit not biscuits at playtime!' They know how to keep themselves safe and, on the very rare occasions when bullying occurs, they know what to do and are confident that action will be taken. Pupils make a positive contribution to the community, enjoying responsibility. They are proud to be 'playground pals', and the school council plays an active part, for example, working on improving the tidiness of the school. Pupils' skills in literacy, numeracy and information and communication technology (ICT) help to prepare them satisfactorily for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils' good progress is underpinned by positive relationships, which motivates them to work hard and do their best. They are confident to answer questions, knowing that teachers will help them if they make mistakes. 'Talk partners' are used effectively so pupils can talk about their work and share ideas. This makes learning fun and encourages all to be involved in lessons. Teaching assistants effectively support pupils with learning difficulties and disabilities and those pupils who are at an early stage of learning English. There are occasions, however, when they are not always actively engaged in supporting pupils' learning during whole-class sessions. The needs of more able pupils have not been fully catered for in the past, because work was not always pitched at the right level. However, this is improving as a result of better assessment information being provided for teachers.

### Curriculum and other activities

#### Grade: 2

The curriculum and other activities provide a good and well-balanced range of suitable learning opportunities, enriched by the innovative use of resources. In Nursery and Reception there is a good balance between adult-led activities and those which children choose for themselves. The strong focus on English, mathematics and personal, social and health education, with the outstanding provision for enrichment, contributes strongly to pupils' good achievement and personal and social development.

Visits, visitors and the use of the local environment are purposefully built into curriculum activities, adding interest and variety. While the curriculum is carefully planned with a very good emphasis on creativity, planning does not always sufficiently reflect the challenge required for more able pupils.

### Care, guidance and support

#### Grade: 2

Pupils enjoy their education in this safe and supportive environment. They know that staff will listen to them if they have any concerns. Effective guidance on values and behaviour is given in assemblies, in lessons and around school. Policies and procedures for securing pupils' well-being are secure. The support for pupils with learning difficulties and disabilities and for those pupils who are at an early stage of learning English is good, ensuring they are fully included. Academic guidance is satisfactory. The headteacher and deputy, recognising that information about pupils' progress was not sufficiently rigorous, have introduced a more robust system for tracking and target setting so better assessment information is provided for teachers. This has not had time to fully influence pupils' progress. Learning targets in literacy and numeracy are now shared with pupils and, although effective for lower and middle attaining pupils,

they do not always challenge the more able. Feedback in pupils' books does not consistently refer to these targets.

## **Leadership and management**

### **Grade: 2**

The headteacher leads with a clear and purposeful vision that is well focused on improvement. A good partnership has been established with the deputy head and all staff and this helps maintain the school's very friendly and supportive atmosphere. Monitoring and evaluation is good. Subject leaders have a good understanding of the areas for development through their regular checking of provision. The school has identified the right areas for improvement, for example, increasing the proportion of pupils attaining the higher level in reading, writing and mathematics. The governing body has a good knowledge of the school and offers effective support and challenge. Clear direction, good teamwork and the track record of improvement show the school has good capacity to improve further.

The way the school works to include pupils from all ethnic backgrounds is good and the views of all members of the community are welcomed. Parents are very supportive of the school. One parent typically wrote, 'Jackfield School provides my children with happy memorable experiences!'

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
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	3

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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 so much for welcoming us a few days ago, and for telling us all about your school. We really enjoyed our time with you, and now I am writing to let you know what we found out.

We think you go to a good school. By the time you leave school in Year 2 most of you can read and write quite well. You are quite good at mathematics also. Although we think teaching is good and teachers give you lots of interesting things to learn, we think that some of you are clever enough to do even harder work. So we have asked your teachers to make sure that you all have work that makes you think hard. We have also asked your teachers to check that the targets you are given are not too easy and, when they mark your work, they make it clear if you have achieved your target.

We think you behave well. It was good to know you feel safe in school and that you trust your teachers, knowing they will help you if you are upset or worried. We were most impressed with your understanding about the importance of keeping healthy, having lots of exercise and how to keep safe. The children I spoke to told me the importance of eating fruit and vegetables every day. They warned me not to eat too much chocolate or too many chips! You are friendly and polite and it was lovely to see how you are willing to help each other. I know some of you are very proud to be 'playground pals'.

You have a good headteacher who is very clear about how to make learning better. She has worked hard with the deputy headteacher to make sure teachers know more about what you need to learn next. The teachers are trying hard to use this information to help you to do even better work.

Once again, thank you for your help and for being so helpful. Don't forget the school council has requested the need for litter pickers, so don't forget to put your name on the list! I hope you enjoy sitting under the new parasols when the sun is shining!