

# Castleford Redhill Junior School

## Inspection report

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<b>Unique Reference Number</b>	108232
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	324728
<b>Inspection dates</b>	20–21 May 2009
<b>Reporting inspector</b>	Derek Pattinson

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Craven
<b>Headteacher</b>	Mr J Wandless
<b>Date of previous school inspection</b>	20 March 2006
<b>School address</b>	Stansfield Drive Airedale Castleford West Yorkshire WF10 3DB
<b>Telephone number</b>	01977 723040
<b>Fax number</b>	01977 723041

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## Introduction

The inspection was carried out by an additional inspector.

## Description of the school

This is a smaller than average junior school situated in an area of high social and economic disadvantage. Almost all pupils live in the local area and are White British. Almost half of all pupils are entitled to free school meals, which is well above the national average. The proportion of pupils with learning difficulties and/or disabilities is also above average. The number of pupils from minority ethnic backgrounds is very small. There are no pupils for whom English is an additional 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 in which pupils achieve well. This agrees with the school's judgement about its performance. It is well regarded by parents, and close links with the local community benefit children's personal development and understanding of the wider world. Staff work hard to overcome any barriers to pupils' learning: for example, attendance has now risen to close to the national average because of the school's efforts. Good quality leadership, good teaching and first-class pastoral care are all strong features of the school's work and help to promote pupils' good personal development. As a result, pupils' needs are well met. 'We are treated like a family – this is our second home' is a typical comment.

Pupils, including those with learning difficulties and/or disabilities, make good progress in general as they move through the school from below average starting points. As a result, by the time they leave, standards are just below the national averages at the end of Key Stage 2. However, standards are higher and pupils make quicker progress in mathematics and science than in English because of weaknesses in pupils' writing, which the school is now addressing effectively. Pupils in Year 3 are now starting at a higher level than in previous years and the school is taking this into account when setting its targets.

The highly experienced headteacher and deputy headteacher work closely together and are well supported by colleagues. There is a shared vision and clear agenda for continued improvement. Subject leaders are developing their skills to help identify what works well and what needs to be improved. Governors make a positive contribution to the school's work. This is a well led and managed school that knows itself well, evaluates thoroughly and plans prudently. As a result, it has made good improvement since the last inspection and has good capacity to improve further.

Teaching and learning is good. Secure relationships, effective management and regular use of praise and encouragement are consistent features. In the best lessons, teachers bring learning to life to increase enjoyment and aid learning. However, on occasion, pupils' learning is restricted when teachers talk for too long so that pupils have little time to use their skills or when teaching assistants are not effective or deployed to best effect. There is a good, well-planned curriculum with strengths in art, music and information and communication technology (ICT). The school has a good range of enrichment opportunities, including links with different organisations, visits, visitors and 'special' days that extend learning. It has good plans in place to make the curriculum even more relevant to pupils, but more needs to be done to bring learning alive with first-hand experiences. Speaking and listening skills are not emphasised strongly enough to help develop pupils' confidence, initiative and independence. Support for vulnerable pupils and those with specific needs is a high priority in the school's work.

Pupils like school and enjoy their learning. Most pupils behave well, try hard with their work and attend regularly. Their spiritual, moral, social and cultural development is good. They have good knowledge of healthy lifestyles and feel safe in school. They contribute well to the school community, for example through the work of the school council. They develop good skills and qualities to help prepare them for the world of work.

### What the school should do to improve further

- Accelerate progress and raise standards in writing across the school.

- Ensure that teachers always allow enough time for pupils to extend their learning, and ensure that support staff are managed and deployed more effectively.
- Provide more opportunities for pupils to learn at first-hand and undertake investigative work to bring learning alive.
- Give pupils more opportunity to talk together to help develop confidence, initiative and independence.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and standards are close to national levels by the end of Year 6. All pupils, including those with learning difficulties and/or disabilities, make good progress in mathematics, science and reading and satisfactory progress in writing as they move through the school. In the 2008 national tests, standards in English, mathematics and science were the highest the school has achieved in all three subjects. They were a significant improvement on the previous year, especially in English, although standards were lower than in mathematics and science where performances have been strong over recent years. Results in English are improving because of the attention now given to developing pupils' writing, which is proving successful in helping to drive up standards. However, there is still much to be done.

Tracking information reveals that standards are likely to fall this year due to cohort differences, although pupils' achievement remains good, given their low starting points. Challenging targets are set in mathematics and science, with targets now increasingly ambitious in English to help boost performance further.

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

### **Grade: 2**

Pupils enjoy school and are polite, friendly, know right from wrong and usually behave very well. Pupils say that they feel safe. They consider that the very few disruptive pupils are 'handled well' and that any bullying is quickly dealt with. 'Befrienders' and 'buddies' are examples of how pupils support others. The school council central committee is especially active, helping with the 'travel plan' and improving the toilets. Certificates and rewards for best attendance provide evidence of the high profile given to promoting good attendance. Pupils fully understand how to keep safe and healthy and learn the benefits of a balanced diet and regular exercise. They are keen to talk about the 'Every Child Matters tree', which they helped compile and which takes pride of place in the school hall. Spiritual, moral, social and cultural development is good because these important areas are embedded in the school's ethos. Pupils learn about other faiths and cultures through art, religious education and assemblies. The good grounding in important skills that they receive and the regular opportunities for them to use ICT helps ensure that they are well prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning is mostly good. Trusting and respectful relationships and effective management of pupils are good features of all lessons. Teachers are becoming skilled at sharing with pupils what they will be learning about and helping them to assess their own work. Teachers provide much encouragement and praise to help keep pupils interested and involved. Their

often high expectations and secure subject knowledge ensure pupils make good progress, such as when Year 6 pupils learnt to recreate pictures in the style of Lowry. In the best lessons, well-chosen resources and real-life experiences aid motivation and ensure pupils enjoy their learning, such as when Year 3 pupils experienced a Shabbat meal as part of a study of Judaism. However, sometimes pupils are not given enough time to work independently to help them make best possible progress because teachers talk for too long. Support from teaching assistants is not always of high quality and they are not always deployed effectively.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is inclusive, carefully planned. Art is a strong feature and colourful displays, such as still life pictures in the style of Monet, adorn the walls of classrooms and corridors. Pupils are starting to write more widely in different subjects to help raise standards, although this is at an early stage of development. French adds variety for all pupils and music is also given good emphasis. ICT is used well to enhance learning. The school is reviewing its curriculum to make it more relevant and lively through the introduction of more first-hand experiences and investigative work. Pupils have too few opportunities to talk to help them develop confidence, initiative and independence. Visits to places such as to Malham, visitors, and themed days extend pupils' learning. They also enjoy and benefit from a range of popular clubs and activities, such as football, drama, "wacky science" and dance.

## **Care, guidance and support**

### **Grade: 2**

The excellent pastoral care is a significant factor in pupils' enjoyment of school, their sense of well-being and the good progress they make. Pupils rightly believe 'that adults in school care for us and want us to learn'. The school has worked very hard to forge positive relationships with parents, such as to alert them to the positive impact that good attendance has on progress. As a result, parents agree that pupils are well cared for and are safe, and increasingly feel both supported and welcomed. Robust procedures, including those for child protection, enable pupils to stay safe. All safeguarding procedures meet with the latest national guidelines. Vulnerable pupils and those with learning difficulties and/or disabilities are generally supported well, though on occasions this is not as effective as it could be. Academic guidance is a priority. Pupils slipping behind are identified early and their progress carefully and regularly checked to ensure that they make the progress they should. Most pupils have good knowledge of the levels at which they are working and what they need to do to reach the next level. Pupils know what they must do to succeed in lessons because learning objectives are always shared at the start. Marking is generally good, but better in English than in mathematics and science at helping pupils reach the next step in their learning.

## **Leadership and management**

### **Grade: 2**

The school benefits from the strong, shared and experienced leadership of the headteacher and deputy headteacher. As a result, good leadership and management have been maintained since the last inspection. The school has an accurate view of its performance and a well-developed agenda for improvement. All staff have ownership of the school's vision and a good team spirit is evident. As a result, priorities for development, such as to improve pupils'

writing, are the right ones to help move the school forward. The school's work is effectively monitored and this informs its strategic planning well. For example, the quality of teaching is regularly checked and feedback given to help teachers improve. The rigorous tracking systems enable staff to check on how pupils are doing. Information gained from data analysis is used to set challenging targets to help raise achievement further. The school is a cohesive and orderly community. Local links are especially strong, but pupils also learn about how others in different worldwide communities live to help promote understanding of diversity. Leaders ensure that equal opportunities are promoted well overall. Pupils generally get the help they need. However, vulnerable pupils and those with learning difficulties and/or disabilities do always receive effective help and support. Governors work in close partnership with the school. They are supportive and increasingly challenging.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and talking to me when I inspected your school recently to find out how well you are learning. I very much enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told me that you like your school very much, think it is like a big, happy family and believe that you go to a good school. I am pleased to say that I agree with you! There are lots of things that are really good about your school.

- I like the friendly atmosphere and the way all adults take good care of you.
- I saw that almost all of you work hard and behave very well.
- You know about the importance of staying healthy and keeping safe.
- You make good progress in mathematics, science and reading.
- The teachers organise visits, visitors, different clubs, exciting events and residential trips to help make learning more interesting for you.
- Your headteacher and deputy headteacher are good leaders of the school.
- There are regular checks on how you are doing so that you can be given extra help if you are falling behind.

I have found just a few things that your headteacher and teachers could do to make your school even better than it is now.

- Your teachers should make sure that they give you lots of opportunities to improve your writing to help you achieve well in English.
- They should also give you more chances to talk about your work during lessons to help you become more confident and independent.
- They should always try to make all lessons interesting, make sure that other adults who work with you help you as much as they can and give you enough time to work on your own so that you can make the best possible progress.

Thank you again for being so helpful when I inspected your school. It was really good to find that you are happy and doing well.