

# Castleford Redhill Infant School

## Inspection report

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<b>Unique Reference Number</b>	108233
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	324729
<b>Inspection dates</b>	23–24 March 2009
<b>Reporting inspector</b>	Lesley Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	179
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Y Crewe
<b>Headteacher</b>	Mrs P Howe
<b>Date of previous school inspection</b>	23 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Queen's Park Drive Airedale Castleford West Yorkshire WF10 3JX
<b>Telephone number</b>	01977 723035
<b>Fax number</b>	01977 723035

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Castleford Redhill Infants School is smaller than average. Almost all pupils are White British. Two thirds are boys. Most pupils are entitled to free school meals. Almost all pupils eat a school dinner and many have breakfast at school. Over 40% of pupils have significant learning difficulties and/or disabilities. This is well above average as is the number with a statement of special educational need. The proportion of pupils who are vulnerable is exceptionally high at 75%. Far more pupils than usual enter and leave the school at different times of the year; some stay for only a few months. The Early Years Foundation Stage consists of a Nursery and two upper foundation classes. There is a three-term entry point for children starting both part-time and full-time education.

The school has the Healthy School's Award and the Activemark. It is involved in the Open Futures project. The school offers extended school activities for pupils and parents.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Castleford Redhill Infants gives pupils an outstanding education. This is because it is outstandingly well led and managed. Pupils think the world of the school and their teachers. They say, 'It's fun and hard work.' Their parents agree and so do governors. They fully support the very high expectations the school has of each child. The school knows itself very well indeed. It rightly grades its work as outstanding because it successfully nurtures all children so that they learn to the best of their ability.

Achievement is outstanding. From a very low starting point in Nursery, all children make extremely good progress. By the end of Year 2, they reach above average standards in reading and mathematics and average standards in writing. This is because they are exceptionally well taught. Pupils have lots of opportunities to learn actively and to discover for themselves. They are never kept sitting still for too long and have many problems to solve. Teachers' creative approaches to learning spark pupils' imaginations. For example, pupils gasped in wonder when their teacher showed them a huge colourful painting on the large screen. Their wonder quickly turned to excitement as they began to spot different circles and squares the artist had painted. Teachers have very high expectations and their lessons are fun and very challenging. This is why pupils become highly motivated, independent and curious learners who think for themselves and ask lots of questions. They learn at the right pace for their ability and record their progress through photographing and filming what they do. Pupils with learning difficulties and/or disabilities make outstanding progress because all staff give them the help they need. Teaching assistants play an exceptional role in helping pupils to learn. They work very closely with the class teacher and are fully involved in assessing pupils' progress and helping to plan the next steps in their learning.

Pupils' personal development is outstanding. They have an excellent understanding of why they should eat healthily. For example, they know that 'vegetables make you grow strong.' Because they plant seeds, garden and cook what they grow, pupils have a mature understanding of the relationship between health, food, activity and growth. Pupils feel safe and thoroughly enjoy all they do in school. The curriculum is exceptionally exciting. Throughout the day, pupils have real reasons to use their literacy and numeracy skills because subjects are carefully linked together. Visitors to school such as artists or a female Second World War veteran give pupils insights into different ways of living and challenge their expectations of male and female role models. Pupils lap up all these new experiences which are carefully chosen to broaden their understanding and their life experiences. However, they find the slow running computers frustrating. Pupils' behaviour is outstanding. They understand the system of rewards and aspire to sit at the Golden Table at dinnertime. The democratically elected school council has very definite views and ideas to improve the school environment and the school mostly acts on their suggestions. These life- skills, as well as their good literacy and numeracy skills, prepare pupils exceptionally well for their future lives.

Outstanding leadership and management underpin all that this exceptional school does. The school checks pupils' progress very closely and expects every one of them to make faster progress than is expected nationally. The learning mentor gives excellent support to children and their families. The school reaches out extremely well to the local community to strengthen community cohesion. It is developing its national and global links and has begun to measure the impact of its actions, especially through the curriculum. The school has improved greatly. Standards are higher, the whole school follows part of the Early Years Foundation Stage

provision, especially outdoors, and the excellent governing body now plays a full part in the life of the school. The school has excellent capacity to maintain this rate of improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children begin Nursery with very low starting points. Most have very limited speech, communication and social skills and very little knowledge and understanding of the world. Adults are skilled at developing children's vocabulary and enabling them to do things for themselves. Through a myriad of exciting, interesting and thought-provoking activities, both indoors and outdoors, and constant support from their key workers, children quickly grow into confident young people who have a thirst for learning. By the end of the upper foundation year nearly half the children are working within the level expected of their age. They show high levels of independence, helping themselves to healthy snacks and sharing resources with other children. The upper foundation classes abound with lively chatter as children soak up all the opportunities to speak, listen and communicate as they use in their games all the songs, stories, letters and numbers they have learnt. Children make outstanding progress because teaching is exceptionally good. Staff are skilled at getting children to think for themselves. For example, children worked out that a bridge needed a central support so the Three Billy Goats Gruff could cross the wide river. All staff are very sensitive to children's individual needs. When children self-register in the morning, they place their name against a happy or sad face and chat to their key worker about how they are feeling and why. This early morning time is also when parents come in to chat informally with staff or join in with their children's activities. As a result, parents feel fully informed about their children's education. Children are extremely well cared for and feel very safe in school. The provision is exceptionally well led and managed. Children's progress is checked frequently. Adults make sure that children have the appropriate learning opportunities based on what they know and can do and need to learn next. The result is intensely busy, happy children who work and play constructively.

### **What the school should do to improve further**

- Update the computers that pupils use so the technology keeps pace with their lively minds.

## **Achievement and standards**

### **Grade: 1**

Pupils' achievement is outstanding. Standards are above average and continue to rise. The occasional dip occurs when pupils come and go at short notice within the year. The school sets extremely challenging targets which it meets. All ability groups do extremely well. Mid-year assessments show that currently almost all Year 2 pupils, including those with learning difficulties and/or disabilities, are working within nationally expected levels. In reading and mathematics, 40% exceed expectations. It is a similar picture in writing but with a smaller proportion working within the higher Level 3. Pupils have ample opportunities to read and use mathematics every day through a wide range of indoor and outdoor activities. Their handwriting is good because they practise letter shapes and fill a page with purposeful marks as part of a 'Write Dance' routine. By Year 2, pupils write neatly and accurately because they join their letters and can get their ideas down on paper quickly. These factors have a major impact on boys' achievement which now equals that of the girls.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Every day pupils express their wonder at the new experiences they meet. For example, Year 1 pupils were awestruck when their teacher used technology to zoom in on the British Isles and then to an overhead view of Castleford and their school. Pupils have a strong sense of right and wrong and develop very good social skills. They are friendly, interested in other people and sympathetic to those who are troubled. They know about different cultures through links with India and through art and environmental projects. As a result, there is no racism. Pupils relish the many opportunities they have for physical exercise from 'wake and shake up' routines each morning to daily outdoor activities. Pupils act as 'playground buddies' explaining 'if someone has no one to play with then you play with them'. They like it when 'sometimes the teacher lets us be in charge.' Attendance is broadly average. The large majority of children attend well, which is a great success, given the regular spates of ill health that occur. The school works well with the very few families who find getting their children to school regularly, more problematic.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching is highly effective because staff carefully match different activities to challenge pupils of varying abilities. Teachers expect pupils to think and give them lots of opportunities to learn through discovery. Pupils learn actively both indoors and outdoors and so become self-reliant. This is because adults encourage them to voice opinions, ask questions and say whether they have fully understood something or whether they need more help. Teachers use technology exceptionally well to support pupils' learning and to develop their speech. For example, Year 2 pupils spoke into the microphone and videoed their evacuee reports, and the most able confidently extended their sentences using 'and, but, so or because'. The use of teaching assistants to support learning is excellent and has a significant impact on all groups of learners, including those with learning difficulties and/or disabilities.

### **Curriculum and other activities**

#### **Grade: 1**

The outstanding curriculum combines a relentless push on developing literacy and numeracy skills with an imaginative and creative approach. The strong focus on active learning ensures that immature pupils have time to develop at the right rate for their needs. Topics are carefully chosen to maximise boys' interests and to push their learning on. This makes a significant contribution to their outstanding progress. Carefully linking subjects together gives pupils lots of opportunities to practise new skills. An exceptional feature is the way personal, social, health and citizenship education is interwoven throughout the school day. For example, pupils register their feelings at the start of each day and have time to talk in confidence with their teacher if they need to. This fully supports pupils' emotional health and plays a large part in their growing confidence, independence and capacity to learn as does the Open Futures project.

## Care, guidance and support

### Grade: 1

The school takes excellent care of all pupils. Safeguarding fully meets current government requirements. Parents feel welcome and appreciate the early morning times when they come in to work with their children. This gives them an insight into how well they are doing, as well as time to talk over any worries with the teacher. Pupils with learning difficulties and/or disabilities are given outstanding help. Their needs are quickly identified to make sure they learn in the best possible way. The learning mentor is always on hand to give vulnerable pupils and their families the help they need. As a result, pupils are happy and settled and leave their worries behind when they come to school. The school gives exceptionally good guidance to pupils to ensure they reach high standards. Marking encourages pupils, but also tells them what they need to put right. Even the youngest pupils know and use their targets. All children are fully involved in assessing their learning. They are very clear about what they need to do next because, 'Reggie the Reindeer helps you check your work.'

## Leadership and management

### Grade: 1

The governors explain that the headteacher's leadership is so successful because 'she takes care of the little things and has a bigger picture of where she would like the school to be.' All improvements are rooted in scrupulous checks on pupils' progress and how the curriculum and teaching support this. It is plain that pupils' needs come first. Actions are planned to have the most impact on raising standards. All staff are closely involved in planning for improvement. All lesson and subject development plans are based on the precept that every child matters. The school gives every single child the opportunity to succeed and works extremely effectively to remove barriers to learning. It is aware that the computers pupils use run too slowly to be as useful as they should be. The school has thorough systems that everyone uses and all staff work as a team. This is why they are so effective. Governors ask searching questions and give outstanding support.





## 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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 welcoming us to your school. We really enjoyed talking to so many of you and watching you work and play throughout the day. What a happy school you go to! We think your school gives you an outstanding education. These are the best things about your school:

- you work really hard, have lots of fun and do really well in your reading, writing and number work. You are exceptionally good at solving problems and your handwriting is beautiful
- your teachers think up extremely interesting activities that help you to learn very well indeed. The work you did on the Second World War was really impressive and I like the way you photograph and video everything
- you grow into confident, independent young people who work and play together extremely well. You behave extremely well and ask lots of questions to help you learn
- all the adults in your school take extremely good care of you
- your school is good at getting your parents in too, especially in the morning when they help you choose new books and sit down and work with you
- all the adults know just what to do to make your school even better.

There is one small thing that would make your learning even more interesting. I have asked your school to update the computers you use so that they work fast enough for you. You can help by coming to school as much as you can because it is very important that everyone comes every single day so you do not miss anything.