

Castleford Glasshoughton Infant School

Inspection report

Unique Reference Number	108235
Local Authority	Wakefield
Inspection number	324730
Inspection dates	13–14 May 2009
Reporting inspector	Andrew 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.

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	180
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
Appropriate authority	The governing body
Chair	Mr John Ladley
Headteacher	Mrs Barbara Townend
Date of previous school inspection	2 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Newfield Avenue Castleford West Yorkshire WF10 4BH

Age group	3–7
Inspection dates	13–14 May 2009
Inspection number	324730

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Age group 3-7

Inspection dates 13-14 May 2009

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is smaller than average. Pupils are from a range of socio-economic circumstances. The percentage of pupils eligible for free school meals is below average. The number of pupils identified with learning difficulties and/or disabilities is average. Most pupils are from White British backgrounds with a very small number from Afro-Caribbean or European backgrounds. The Early Years Foundation Stage consists of a Nursery class and a Reception class. A very small number of children receive childcare; the school provides out-of-school care in the morning and in the afternoon. The school has achieved the Healthy Schools award, Activemark, Inclusion Now award and Basic Skills Quality Mark.

The headteacher and deputy headteacher are new in post since the last inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

High quality leadership, at all levels, is sustaining excellent achievement and well above average standards. As a result, Castleford Glasshoughton Infants is an outstanding school. Pupils are developing the skills to be excellent learners because of the consistently high quality of teaching, the stimulating curriculum and the exciting learning environment. Outstanding care and guidance enable all pupils to thrive in a happy and inclusive community. Parents feel, 'This is a 'first-class' school with excellent staff who put 110% into our children's needs.'

Children get a flying start in the Early Years Foundation Stage having entered with skills that are below those typically expected for their age. Pupils continue to make excellent progress throughout school and leave Year 2 with standards that are significantly above average in reading, writing and mathematics. Those with learning difficulties and/or disabilities make excellent progress to reach very challenging targets. More able pupils also make outstanding progress.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils behave extremely well and show great understanding, respect and care for others. Attendance and punctuality are good. Pupils have an outstanding understanding of how to live healthily and throw themselves into the many physical activities during the school day. They make an excellent contribution to the school and wider community through the school council and by organising charitable events.

The quality of teaching and learning is outstanding and promotes consistently high outcomes. Relationships are excellent. The indoor and outdoor environments for learning are of a high quality. The curriculum is equally outstanding. Highly effective links between subjects make learning meaningful. Care, guidance and support are outstanding. All adults are very supportive and enjoy excellent relationships with parents. The school has rigorous systems to track pupils' achievement and these are used effectively to provide targeted support for vulnerable pupils, as well as to sustain high achievement.

Leadership and management are excellent. The headteacher and deputy headteacher have created a team approach to ensure pupils' excellent academic and personal achievement. Governors are fully committed to and effective in building on the school's excellent track record. Rigorous self-evaluation and strong development planning underpin the school's excellent capacity to improve. Other than those priorities already identified and being successfully addressed, inspectors can find no additional areas for improvement. The school makes a very significant contribution to community cohesion and to pupils' equality of opportunity.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children make outstanding progress. From their starting points, that are below expectations, especially in communication and personal skills, standards are above average by the time they enter Year 1. This is the direct outcome of a very well planned and stimulating learning environment and the close attention given to speaking and listening, and children's individual personal and learning needs. Staff quickly establish excellent relations with new parents and their children. The children's progress is all the more rapid because of excellent opportunities for parents to support their learning in school and at home. Teaching is excellent and stems from detailed observations and assessments of children's achievement in all areas of learning

and from careful planning for their next steps. Staff have an outstanding knowledge of the stages of children's development and use it to good effect. Children's independence is very well promoted because they are taught to listen and to make decisions from the time they enter Nursery. All activities have a very clear purpose. There is an excellent balance between those led by adults, such as finding out how babies are washed and the wide range of tasks children choose for themselves. Children's well-being is paramount and welfare requirements are fully met. They learn how to live healthily, take regular physical activity and keep themselves clean and tidy. The flexible childcare arrangements enable some children to extend their time in Nursery and to broaden their experiences. There is excellent provision for children with learning and emotional difficulties, exemplified by the early identification of their needs and very effective support from highly trained staff. Leadership of the Early Years Foundation Stage is excellent. Staff are reflective, self-critical, and work as a highly effective team.

What the school should do to improve further

Other than priorities already in hand, there are no additional areas for improvement.

Achievement and standards

Grade: 1

The school meets the very challenging targets that it sets for its pupils. By the end of Year 2, standards are well above average in reading, writing and mathematics. This represents outstanding progress for all pupils from their starting points. Standards in speaking and listening are also high and form the backbone of pupils' excellent learning. Standards have been significantly above average since the last inspection. More able pupils achieve extremely well in all subjects. The high quality of sharply focused support given to individuals means that the progress of all pupils, regardless of gender, ethnicity and ability is outstanding. The excellent first-hand opportunities pupils have to apply their knowledge and skills mean that their work is consistently of very good quality in other subjects, such as science and information and communication technology (ICT).

Personal development and well-being

Grade: 1

'I like having wonderful friends and wonderful teachers,' typifies the views of pupils. They take immense pride in their achievements and greatly enjoy school. Pupils' self-esteem is high. They are polite and sociable because of the excellent relationships between staff and pupils. Behaviour is outstanding so classrooms are calm but very busy places. Pupils contribute to making their own rules and so are eager to abide by them. Pupils laugh a lot or spontaneously burst into song while they are working because they feel safe and valued. There is no bullying. Pupils' understanding and take-up of healthy lifestyles is outstanding. They enjoy challenging physical education lessons, regular 'Wake Up Shake Up' exercises and sporting challenges in extra-curricular activities. Pupils develop an excellent understanding of their own emotions through well planned personal, social, health and citizenship education lessons and assemblies. Pupils with emotional difficulties make very good progress in managing their own behaviour through the very effective support of the pupil mentor. Pupils make an excellent contribution to the life of the school community. Through the school council, for example, they have helped to improve the school garden and classroom equipment. Pupils' understanding of the diversity of modern life and multicultural experiences is developed extremely well through regular assemblies and exciting visits and visitors. Pupils are exceptionally well prepared for their future

well-being. They are independent and organise themselves well in planning their own science and mathematics investigations. Pupils' basic skills are well developed and they take a great deal of care in their work.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are of consistently high quality and underpin pupils' outstanding progress. Teachers inspire pupils to acquire a genuine thirst for learning. Lessons are well planned to incorporate motivating and practical activities, with many opportunities for pupils to experiment, find out things for themselves and to share ideas with others. Relationships are very positive and classrooms are stimulating places in which to learn. Teachers' skilful questioning enables them to determine how well pupils are learning and whether they require further help to make even better progress. Excellent use of computer technology supports the development of pupils' literacy and numeracy skills, as well as enhancing their confidence in using ICT. Teachers' marking is thorough and every effort is made to help pupils know how well they are doing and what they need to do next. Work is very well matched to pupils' needs. Teaching and support assistants are extremely well deployed to ensure that no pupil is left behind.

Curriculum and other activities

Grade: 1

The curriculum is relevant and very exciting, taking full account of pupils' local heritage and global awareness. Sharply focused literacy and numeracy activities are carefully woven into all subjects, complementing basic skills very well. Visits out of school are used extremely creatively to widen pupils' experience of the community around them and these are carefully planned to link with curricular themes. Pupils' understanding of other faiths and cultures is excellent as a result of the great lengths to which the school goes to give pupils an in-depth experience of the wider world. For example, pupils talk excitedly about a 'virtual' trip to India, where they used their 'passports' to 'fly out' to India for the day, sampling food and dressing in Indian clothes. Science week and Olympics week provide further opportunities to motivate and excite pupils about their learning. Pupils contribute to CasPA Castleford Heritage Week through excellent songs, poetry and art. Excellent provision is made to enhance pupils' personal, social, health and emotional development. A wide range of visitors to the school, including people from industry and local businesses, ensure that pupils have a growing understanding of the world of work. The vast majority of pupils take advantage of the excellent range of extra-curricular activities, for example, multi-sports, gardening, music and ICT.

Care, guidance and support

Grade: 1

The welfare and safety of pupils is at the centre of all the school does. Parents hold the quality of care and support provided by the school in high regard. 'The commitment, care, enthusiasm and encouragement my child has received at this school is exceptional,' is typical of parents' comments. Rigorous procedures, which meet current requirements, are in place to ensure the safeguarding of pupils and promote their safety and well-being. As a result, pupils feel safe and respected. A range of strategies including Friday's 'Sunshine' assemblies and 'Golden Time', encourage pupils to adopt a sensible and considerate approach to their classmates. Arrangements

to support pupils on entry, and on transfer to junior school, are highly effective. Excellent provision is made for more able pupils and those with learning difficulties and/or disabilities, through grouping arrangements and well targeted activities. The school successfully promotes good attendance and encourages families to ensure that their children attend regularly. Procedures to ensure that all pupils know what they are aiming for, and what they need to do next to improve their work, are outstanding. Staff make excellent use of regular observations, information from parents and rigorous assessment to guide pupils successfully in their learning.

Leadership and management

Grade: 1

The headteacher's vision for providing enriched and stimulating learning experiences, and for developing close partnerships with parents and the local community, is sustaining excellence in all aspects of the school's work. The senior leadership team is equally committed to promoting the best for every pupil and is instrumental in maintaining high achievement and standards. Self-evaluation is accurate. Systems to track pupils' progress promote consistently high expectations. All leaders and managers rigorously evaluate the quality of teaching and of learning. Governors are highly supportive and ambitious for the school. They have an excellent understanding of the school's strengths and keenly check on areas that require improvement. Arrangements to enhance community cohesion and to promote equality are excellent. Parents talk positively about how the school reaches out into the local community. Excellent links with neighbouring schools and community services, assemblies, themed days and the links with India, enable pupils to appreciate the importance of belonging to a society that embraces different cultures and values.

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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 ¹ reached by learners	1
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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	2
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

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

How effective are leadership and management in raising achievement and supporting all learners?	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?	1
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**

Inspection of Castleford Glasshoughton Infant School, Castleford,
WF10 4BH

Thank you very much for the welcome and help you gave to the inspectors when we came to your school recently. We were very pleased to be met in such a friendly way and delighted by how well you all get on with each other. We were particularly impressed with the work you carry out as school councillors, how often you are involved in helping the school to improve and in your work for charities. Your school takes excellent care of you and gives you an outstanding education.

We were pleased to hear how much you enjoy your lessons. Children get off to an excellent start in the Nursery and Reception. You make outstanding progress through school and do really well in reading, writing and mathematics. This is because you are taught very well and all the adults really help you. The activities during and after school are very exciting and interesting. We know that you enjoy them, as well as enjoying the many visitors who come to Castleford Glasshoughton Infant School and the many visits you go on. They all help to make your learning really exciting.

Your headteacher, teachers, all staff and governors are always looking for ways to make school even better for you. They have some really good ideas and plans to make sure that the school goes from strength to strength. Because the adults are already doing things so well, I am not suggesting anything else that they should do better.

I am sure you will continue to work hard and always do your very best.