

# Castleford Airedale Infant School

## Inspection report

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<b>Unique Reference Number</b>	108228
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	337038
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Linda Murphy

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Simon Sutton
<b>Headteacher</b>	Mrs Julie Winterbottom
<b>Date of previous school inspection</b>	14 February 2007
<b>School address</b>	Poplar Avenue Townville Castleford WF10 3QJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, observed seven teachers and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including the school's data records, policies, the school development plan, minutes of governing body meetings, and the notes of the School Improvement Partner's visits. They analysed 28 questionnaires completed by parents and carers and took account of 16 questionnaires returned from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the level of challenge for higher attainers
- similarities or variations in the attainment of boys and girls
- how rigorously the school promotes attendance.

## Information about the school

This is a smaller than average school of its kind. Most pupils are White British. The proportion of pupils eligible for a free school meal is more than twice the national average. The proportion of pupils with special educational needs and/or disabilities is above average. Very few learn English as an additional language. The school holds the Basic Skills Quality Mark and the Financial Management in Schools Standard. Following the promotion of the deputy headteacher, an acting deputy headteacher has been in post since September 2008. The school is currently five months into the consultation stage of reorganisation proposals. A private provision for nursery, before- and after-school and holiday clubs is on the site and is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This school provides its pupils with a good education. The outstanding safeguarding of pupils enables them to feel extraordinarily safe at school and their behaviour is excellent which aids their good achievement. Pupils' attainment has improved well since the last inspection and continues to rise. From mostly low starting points in the nursery, pupils attain broadly average standards by the end of Year 2. The school is working to develop writing because in writing, fewer pupils attain highly for their age than in reading and mathematics. Also, in writing, boys do not do as well as girls.

The excellent school environment is very bright and creative and a joy to learn in. Pupils are proud of their school and help to take great care of the building and grounds. Ensuring that pupils make the best progress they can within this friendly environment is central to the school's work so that as the school aims explain, 'pupils can grow in self-esteem and develop their potential'. Good teaching and an exciting curriculum, together with extra help for pupils who have missed learning due to absence, underpin the pupils' good progress. Good practice in teaching the basic skills helped the school gain a national award for it. Pupils contribute well to the school and local community, although their understanding of the world beyond, including its multicultural dimension is less well understood.

Attendance rates are low. The school uses many initiatives to help improve attendance. Although the school works soundly with parents and carers, it does not always receive the support required to raise attendance from the present low levels. The educational welfare service has recently increased the support it offers and is working much more closely with the school with an aim to increase overall attendance and punctuality and to support those pupils whose attendance is very poor. This working relationship is relatively new and, although it appears to be having some impact, it is too early to be certain.

The good leadership and management are sustainable. The school is self-critical and mostly knows itself well. Actions for improvement are thoroughly planned, checked and evaluated. This shows the school has a good capacity to continue to improve.

## What does the school need to do to improve further?

- Raise attainment in writing by:
  - – hastening the progress that boys make in writing
  - – improving the formation of letters
  - – providing extra challenge to those who learn quickly.
- Raise the level of attendance and improve punctuality by:

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- – improving the impact of existing strategies
- – working closely with parents and with the support of the local authority.
- Improve pupils' understanding of community cohesion by:
- – implementing plans to broaden pupils' understanding of the diversity of British society and beyond.

**Outcomes for individuals and groups of pupils**

**2**

Pupils, including those with special educational needs enjoy lessons and concentrate well. They develop good confidence to work independently and also to share ideas and tasks with partners which often spark interest and increase the rate of learning. Pupils have opportunities to formulate ideas before they share them with the whole class. They work together well, as seen in Year 1 when pupils used the garden to find small creatures. Increasingly, pupils are evaluating their efforts which further promote their understanding of how well they are doing. Pupils' attainment in reading, writing and mathematics has increased year-on-year since the last inspection. For example, scrutiny of pupils' work shows good progress over this academic year.

Excellent behaviour and courteous attitudes around school underpin pupils' learning very well. Pupils say they feel extremely safe and give very valid reasons for this. Pupils' great joy in learning is palpable and springs from the way teachers interpret the curriculum. Within the school, pupils have a strong sense of belonging and of shared values. Pupils gain a good understanding of right and wrong and get on very well with others. Older pupils take on community responsibilities such as school councillors and play buddies.

The low attendance is an important factor in capping pupils' progress at a good level and prevents it from developing even faster. Despite low attendance, pupils' mostly positive attitudes to lessons and their otherwise good personal development together with broadly average basic skills equip them soundly for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	<b>4</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Strengths in teaching include marking and the setting of targets that are in the main challenging, although not always so for higher attainers, in particular, in writing. The good deployment of teaching assistants enables pupils to learn in small groups with individual support and to develop speaking and listening particularly well. Exciting and well chosen resources aid teachers' explanations of skills and knowledge to be acquired. Adults encourage pupils to use simple self-assessment that mostly informs lesson planning. Pupils' behaviour is managed exceedingly well so that the pace of teaching is mostly rapid and smooth. Staff have a good ability to gauge when pupils require extra help and when to stand back and let pupils tackle tasks so that they do not become over-reliant on adults to aid their learning. This helps pupils with special educational needs in particular. On occasion, when the pace of teaching slows it is mostly because teachers spend too much time talking and this reduces time available for pupils' contributions. At times, the challenge for higher attainers is insufficiently well planned and some mistakes in letter formation go uncorrected.

The curriculum is mostly adapted well to meet pupils' particular needs. The school is ready to take the next step and integrate new initiatives more fully into the curriculum. These include, for example, the initiatives derived from collaboration with other schools which includes gardening, cooking and photography. The curricular changes have extended pupils' experiences and contribute very effectively to their enjoyment, personal development and well-being. Provision for information and communication technology is good and results in standards typically expected for pupils' ages. Good use is made of the school grounds to support learning. Through partnerships, pupils have access to a good range of sporting activities. Pupils with specific gifts and talents are identified but there is not a special programme in place to support their needs. The school encourages pupils to pursue their interests outside school, by celebrating them in assemblies.

Pastoral care is of high quality. Different ways of encouraging good attendance are in use but the impact is not sufficiently strong. Because attendance is poor and not all pupils receive support at home with homework, much time is spent on helping pupils 'catch up' with their lessons through extra teaching within school time. The school works well with other agencies to support pupils' learning, although external support to promote better attendance is at an earlier stage.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Members of the senior leadership team are well placed throughout the site and work together as a strong team to ensure that teaching and learning are of at least good quality. Expectations are high, training is used very well and the school has a well-established way of trialling initiatives in one class first to find and address any snags before rolling out new ways of working to the whole school. Monitoring ensures that staff implement the policies with a good degree of consistency, for example, in marking pupils' work and setting achievable yet challenging targets. To extend the promotion of equality of opportunity from good to outstanding, the school has yet to take better account of the needs of the higher attainers and to find ways to hasten boys' learning in writing. The school challenges stereotypical views, for example, through philosophy at Year 2. The school community is strong and it spreads out to encompass the local area. The school promotes community cohesion very effectively at a local level. Pupils' progress is tracked through a simple yet very effective system. This enables senior leaders to analyse strengths in pupils' progress and identify any child who may be at risk of underachieving. The evaluation of the data informs the extra provision given to individuals. This is one reason why, despite poor attendance, pupils do well because extra teaching is allocated such as to help pupils overcome low results in reading. The governing body supports and challenges the school and ensures that safeguarding is outstanding. Value for money is good as seen in the deployment of the large number of teaching assistants who aid pupils' progress well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children learn and develop well in this supportive and well led environment. Children settle well and get off to a good start. They mostly enter nursery with well below typical age-related expectations, particularly in language, mathematical and social development. Children make good progress even though, by the end of Reception, children's attainment is usually below average. Children in the current Reception class are attaining higher, in particular, in personal development and communication and language skills than last years' group of children. Boys enter at a lower level than girls in early writing and this difference continues into Year 1. Pupils learning English as an additional language are well supported and make good progress and achieve as well as their classmates. Attainment has risen over the past three years.

Good teaching underpins the children's development well. Strong relationships and a focus on language development such as regularly learning and applying letter sounds aid children's development well. Inviting learning experiences are planned inside and outdoors and children gain in independence through a good balance of self-chosen activities and those led by adults. On occasion, adults are not sufficiently vigilant in ensuring that boys and girls use resources equally over time. The school is beginning to take on children's interests but has further to go to embed this in the weekly curriculum planning.

Staff establish helpful communication with parents and carers. The setting quickly builds up a clear picture of what children know, understand and can do and this helps the adults to accelerate children's learning. Records are well used, well presented and shared with parents in the nursery but the good practice is not built upon in the Reception classes where systems are not so comprehensive or as simple to access.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

Very few parents returned the questionnaire. Of these, most were fully supportive of the school. The inspectors found no evidence to support the views of the very few who had concerns about how well the school meets pupils' needs and how effectively it deals with behaviour and takes account of parental suggestions.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Castleford Airedale Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	71	8	29	0	0	0	0
The school keeps my child safe	20	71	8	29	0	0	0	0
The school informs me about my child's progress	10	36	18	64	0	0	0	0
My child is making enough progress at this school	11	39	17	61	0	0	0	0
The teaching is good at this school	13	46	15	54	0	0	0	0
The school helps me to support my child's learning	10	36	18	64	0	0	0	0
The school helps my child to have a healthy lifestyle	11	39	17	61	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	29	17	61	0	0	0	0
The school meets my child's particular needs	14	50	13	46	1	4	0	0
The school deals effectively with unacceptable behaviour	10	36	17	61	1	4	0	0
The school takes account of my suggestions and concerns	9	32	17	61	1	4	1	4
The school is led and managed effectively	12	43	16	57	0	0	0	0
Overall, I am happy with my child's experience at this school	16	57	12	43	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 June 2010

Dear Pupils

Inspection of Castleford Airedale Infant School, Castleford, WF10 3QJ

Thank you for being so kind and for your help when your school was inspected. The inspectors enjoyed chatting to you and hearing your views. Yours is a good school. It is a joy for you to work in and you are proud to be part of such a happy, friendly and busy school that provides you with exciting tasks and challenges.

Your governors, headteacher and other staff do a good job. They help you to feel exceedingly safe and your behaviour is excellent. All of this helps you to learn at a good rate and attain levels in reading, writing and mathematics that are the same as in many other schools in the country. In reading and mathematics some of you attain high levels for your ages. Well done! The next step is for those of you who learn quickly to attain highly in writing and this includes boys as well as girls. You and your families can help by making sure you come to school every day unless you are ill.

This would mean that no lessons are missed and learning can become even faster.

You are very good at knowing how to live a healthy lifestyle such as when you make fruit kebabs, when you play energetically at play times and exert yourself in team games. You are also good at taking on responsibilities in the classrooms and for the school such as being school councillors and playground buddies. You know quite a lot about your local area and the next step in this respect is to find out more about the rest of this country and other countries.

Keep enjoying school and having fun!

Yours sincerely

Mrs Linda Murphy

Lead inspector

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