

# Northfield Infant School

## Inspection report

---

<b>Unique Reference Number</b>	117916
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	339098
<b>Inspection dates</b>	15–16 April 2010
<b>Reporting inspector</b>	Robert Jones

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Kelly
<b>Headteacher</b>	Mrs Lynn Wilson
<b>Date of previous school inspection</b>	22 May 2007
<b>School address</b>	Southfield Close Driffield YO25 5YN
<b>Telephone number</b>	01377 257487
<b>Fax number</b>	01377 272112
<b>Email address</b>	northfield@eastriding.gov.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited four lessons, observed all teachers in the school and held meetings with a governor, staff and pupils. They also spoke to a number of parents at the beginning and end of each school day. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 37 questionnaires from parents and carers, as well as a number of questionnaires completed by staff.

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

- the progress boys make, particularly in mathematics
- whether there is sufficient challenge for higher attaining pupils, particularly in reading and writing
- the rigour of self-evaluation in devising plans to improve rates of progress and raise standards across the school
- whether pupils' targets are sufficiently challenging and updated often enough.

## Information about the school

In this average-sized infant school. The proportion of pupils known to be eligible for a free school meal is slightly below the national average. The majority of pupils are of White British heritage and none currently on roll speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The school holds various awards, including the Inclusion Gold Award, Healthy Schools Award, the Activemark and the Investors in People Award.

**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 is a good school with several outstanding features. Parents agree, making comments such as, 'I couldn't wish for a better start in life for my child.' Led by its inspiring headteacher, the whole school community subscribes to the very caring ethos, where mutual respect and consideration are very much the order of the day.

The outstanding Early Years Foundation Stage is a key feature of the school. Its first-rate provision, teaching and superb resources for learning help children make a flying start. Pupils continue to make good progress in all subjects in Key Stage 1, leaving with above-average standards by the end of Year 2.

Attendance is average, although improving strongly, mainly as a result of excellent relationships with parents and carers. There are outstanding opportunities for pupils to make positive contributions within school and the local community. This results in pupils quickly gaining confidence and accepting responsibilities willingly. The school's work with outside agencies in promoting learning and well-being is exemplary.

Good teaching ensures engaging, varied and challenging work for all abilities. Pupils receive good advice on how to improve their work, although the assessment of reading tends to focus too much on the pupils' reading fluency rather than on their understanding. The whole school has enthusiastically adopted a creative curriculum. Targeted interventions have improved boys' literacy. There is a seamless transition between the Early Years Foundation Stage and Year 1, which pupils describe as 'fantastic' and 'every day is loads of fun'.

The quality of teaching is monitored rigorously. Teachers and teaching assistants work together extremely well to improve what they offer to pupils. Comprehensive data are available to track pupils' progress, but the school's systems for analysing and breaking down these data are too complex and lack clarity. It is difficult to analyse quickly any variation in the progress made by different groups in order to identify where improvements are needed. For example, they cannot measure easily the gap between boys' and girls' attainment. Ambiguity in the recording of pupils' standards at the beginning of Year 1 means teachers have to look at other records to measure progress accurately.

The school has addressed all issues from the last inspection well. Self-evaluation is rigorous, involves all staff and leads to carefully considered actions. This sustains above-average standards and good progress. The successful overhaul of the curriculum to meet the needs of pupils, particularly boys, illustrates clearly the school's good capacity to maintain its improvement.

**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

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

- Improve and simplify the methods used to track pupils' progress by:
  - more accurately identifying standards of literacy and numeracy at the beginning of Year 1
  - highlighting the progress of different groups of pupils so that swift action can be taken if any groups do not make expected progress.
- Ensure that the assessment of reading gives a greater focus to pupils' understanding of what they are reading.

## Outcomes for individuals and groups of pupils

2

In lessons, pupils behave well and relate positively to each other and to adults. Teachers often give pupils opportunities to solve problems in groups and to work collaboratively. They are able to work in this way extremely well because the school helps them develop a sense of responsibility from an early age. Pupils grasp the opportunities to make positive contributions with enthusiasm. The very active school council manages its own budget and orders play equipment. Classroom monitors, wearing their distinctive yellow sash, are proud of the contribution they make. In the playground, older pupils ensure younger ones have somebody to play with by using a 'friendship stop'. This focus on helping pupils develop a sense of responsibility together with the interesting, engaging activities of the school day helps all groups of pupils make good progress.

In 2009, standards dipped a little, but remained above average. This was due to a higher number of pupils with special educational needs and/or disabilities in that cohort. Work to improve boys' writing skills has borne fruit, resulting in a narrowing of the gap between the standards of boys' and girls' writing.

For a school where almost all pupils are White British, pupils show a good awareness of other cultures. This is reinforced through displays, many opportunities to explore different ethnicities within the curriculum and the sponsoring of a child in Zambia. One pupil thoughtfully commented that, 'We look different, but actually we're the same really.' Most pupils show a good awareness of healthy lifestyles. Excellent links with sports organisations and a secondary school mean that many pupils take part in extra-curricular sports, and healthy eating is promoted through such things as a healthier options award. Pupils show a good understanding of how to stay safe, including how to use modern technology safely.

*These are the grades for pupils' outcomes*

<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.

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers know their pupils well, so are able to plan effectively activities suitable for their differing abilities. They question pupils well, encouraging them to answer in full sentences and so improve their speaking skills. Activities are varied and fun, ensuring that pupils' attention is held and, consequently, that they behave well. Although pupils generally write well for their age, on occasions they are not reminded of how to present their work neatly. Pupils' work is marked consistently well across the school. They all have very specific targets which are particularly sharp with regard to their writing. The school is aware that the quality of assessment in reading has not been as effective as it is in writing and mathematics, and has begun trialling a more effective reading scheme. This includes a more rigorous approach to assessing pupils' comprehension skills, although it is too early to measure its impact.

The curriculum is rich and vibrant, well enhanced by a number of visiting artists, religious groups and visits. A new curriculum has been introduced that is helping pupils make connections between subjects and provides a good transition from the play-based learning of the Early Years Foundation Stage. A range of well-attended extra-curricular opportunities, such as the very popular cookery club, enhances the experiences of pupils significantly.

Pupils with special educational needs and/or disabilities are well cared for. Dedicated teaching assistants know just how much support to give to pupils, while encouraging them to become independent learners. This is securing good progress for those pupils. Vulnerable pupils are well looked after and very good records are kept to ensure they are safe and secure.

**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

*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>2</b>

**How effective are leadership and management?**

The headteacher leads with vision and energy. She trusts staff implicitly and, as a result, there is a palpable sense of shared responsibility and high morale. Teachers are helped to understand data well. Pupils' targets are frequently updated to ensure they remain challenging. The school development plan is sharp and incisive. This means that all staff understand it and work together towards whole-school improvement. Subject leaders closely monitor their areas of responsibility and appropriately train staff in the implementation of new techniques and initiatives.

Equal opportunities are promoted well. The school has worked hard to ensure the past imbalances between boys' and girls' attainment in literacy are addressed. Inspection evidence indicates that these measures have been successful. Any discrimination is tackled decisively by the school. Safeguarding arrangements are good and fully meet requirements. They are particularly effective in promoting the safe use of new technology, including the internet. Governors have a good understanding of the school's priorities for development and are a frequent presence in the school.

Community cohesion is promoted well, for example through the distribution of Harvest Festival baskets to the elderly local residents. The school has undertaken a thorough analysis of its position in the community and has sound plans to develop global links further and to increase pupils' understanding of different religions.

*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</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 of safeguarding procedures</b>	<b>2</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 begin Reception with average skills. They make good and, in some cases, outstanding progress to leave with skills that are above average for their age. Key to this success is the outstanding provision, characterised by inspirational teaching and a stimulating, exceptionally well-equipped environment. The outdoor area is first rate, offering children chances to extend their learning in all weathers. Children buzz with excitement as they count hidden bears in the adventure ground and play houses. Skilled teaching assistants know just how much support to give while encouraging children to become inquisitive, independent learners. Consequently, children display outstanding attitudes to each other and to adults. They share responsibility for tidying up; they play and learn together with enthusiasm, purpose and direction. When playing, they demonstrate above-average communication skills by talking in extended sentences to each other and show above-average social skills. In one lesson, children displayed very good mathematical skills busily working out how many cakes and strawberries they needed for a teddy bears' picnic. The welfare of children is given top priority. Children show good awareness of how to eat healthily by eating fruit and are taught to manage risks themselves, such as when it is safe to run. They show good hygiene practices in the bathroom.

During the inspection, the Early Years Foundation Stage leader was engaged in a foreign exchange. Despite this, the unit ran exceptionally smoothly because of its well-established routines, confirming the unit's outstanding leadership and management. All staff contribute to the thorough, well-documented and accurate assessments. Parents and carers are extremely well engaged through an initial home visit and daily communication between with the staff. They are consequently very well informed of the progress of their children and are true partners in the learning process.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers



**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

The overwhelming majority of parents and carers are supportive of the school's work. Many of their comments focused on the friendly and welcoming nature of the school, the high quality of the equipment, the spacious school grounds and how well the school involves them as partners in their children's education. The inspection findings confirm the very positive responses from parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Northfield 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	95	2	5	0	0	0	0
The school keeps my child safe	37	100	0	0	0	0	0	0
The school informs me about my child's progress	26	70	11	30	0	0	0	0
My child is making enough progress at this school	28	76	9	24	0	0	0	0
The teaching is good at this school	34	92	3	8	0	0	0	0
The school helps me to support my child's learning	25	68	12	32	0	0	0	0
The school helps my child to have a healthy lifestyle	31	84	6	16	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)	28	76	8	22	0	0	0	0
The school meets my child's particular needs	28	76	9	24	0	0	0	0
The school deals effectively with unacceptable behaviour	27	73	10	27	0	0	0	0
The school takes account of my suggestions and concerns	26	70	10	27	0	0	0	0
The school is led and managed effectively	32	86	4	11	0	0	0	0
Overall, I am happy with my child's experience at this school	35	95	2	5	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.**



19 April 2010

Dear Pupils

Inspection of Northfield Infant School, Driffield, YO25 5YN

Thank you very much for the warm welcome when we came to inspect your school recently. This letter is to tell you some of the things we found out on our visit.

You go to a good school, but some things about it are outstanding. (This is another of those 'wow' words which means 'really, really good'). You all behave very well in lessons and in the playground. I enjoyed talking to you in lessons and at lunchtimes. You certainly know a lot about how to keep safe and how fruit, vegetables and daily exercise keep you fit. I was also very impressed by the ways you help and support each other as classroom monitors and by using the 'friendship stops' in the playground. The school makes learning really interesting and fun for you. Teachers make sure that you never get bored and there are plenty of sports and arts activities to get involved in. Children in Reception also are very well looked after by caring adults and they make very good progress. I have asked your headteacher and the staff to do these things to make your school even better:

- to improve the way your reading is assessed
- to think of ways that make it easier for your teachers to measure your progress in reading, writing and mathematics.

You can help by carrying on being the delightful children you are today and making sure you attend school regularly.

Yours sincerely

Mr Robert Jones

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**