

Jackfield Infant School

Inspection report

Unique Reference Number	123982
Local Authority	Stoke-On-Trent
Inspection number	340464
Inspection dates	19–20 May 2010
Reporting inspector	Judith Tolley

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Mrs Hilary Griffiths
Headteacher	Mrs Dawn Shaw
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons and eight teachers were seen. Meetings were held with a group of pupils, governors, the attendance officer and staff. Inspectors observed the school's work, and looked at the school's analysis of pupils' progress, school improvement plans and 121 parental questionnaires.

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

- the achievement of boys, pupils with special educational needs and/or disabilities and pupils with English as an additional language in Key Stage 1 to determine how well teaching and the curriculum meet their needs
- the use of assessment information in lesson planning and in marking to determine whether pupils are appropriately supported and challenged and know how to improve their work
- the achievement of children in the Early Years Foundation Stage, to determine whether improvements are now accurately meeting children's needs and are sustainable.

Information about the school

Jackfield is an average size infant school with a large nursery. The proportion of children known to be eligible for free school meals is much higher than average. Most pupils are of White British heritage. The proportion of pupils with English as an additional language is lower than average. The proportion of pupils with special educational needs and/or disabilities is lower than average. The school has achieved Healthy Schools status and the Activemark 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

Jackfield is a good school. Good care, guidance and support have a positive impact upon pupils' strong personal development and good behaviour. Good teaching and an imaginative curriculum engage pupils' interest and ensure good progress. Attendance has improved significantly over the last year. It is now above average and is a measure of pupils' enjoyment of school and their enthusiasm for learning. Safeguarding procedures are robust and pupils feel safe. Pupils take their responsibilities seriously and contribute well to the school and wider community, for example, on the school council and as playground leaders.

Many children join Reception with skills that are below those expected for their age. They make satisfactory progress in the Early Years Foundation Stage and good progress in Key Stage 1, so that attainment by the end of Year 2 in reading, writing and mathematics is in line with national averages. Accurate self-evaluation has enabled the headteacher and the senior leadership team to identify what needs to be done and provide clear direction to raise attainment and to accelerate the progress pupils make. The school has been successful in improving attainment in reading and in closing the gap between the performance of boys and girls. Similar, resolute action taken to eliminate weaknesses in the Early Years Foundation Stage is also proving successful, particularly in the nursery. Although provision in the Early Years Foundation Stage is satisfactory overall, there remain inconsistencies across the setting, particularly in the ways that staff use assessment information to plan the next steps in children's learning.

Pupils with special educational needs and/or disabilities and those with English as an additional language make the same good progress as their classmates. The school's strong commitment to providing equality of opportunity is evident in the well focused support it provides for individuals, for instance in the nurture group, and its work with outside agencies to remove any barriers to their learning. The headteacher is strongly supported by the senior leadership team, and indeed by all staff. Team work is a key factor in the school's success. Governors are well informed, supportive and involved in school life. They are developing their role as critical friends. All this provides clear evidence of the school's good capacity to improve further.

What does the school need to do to improve further?

- Further improve children's progress in the Early Years Foundation Stage by ensuring that all teaching is good or better, particularly in relation to consistency in the use of assessment to inform planning the next steps in learning.

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Outcomes for individuals and groups of pupils

2

In lessons pupils make good progress. They are eager to participate in class discussions, listen carefully to adults and to each other and are keen to share their ideas. Pupils make the best progress when activities capture their imagination, learning is fun and they are given the opportunity to explore ideas with a partner. In a lesson on letters and sounds, for instance, Year 1 pupils joined in enthusiastically in activities such as songs and dance to practise the sounds they had learned.

Relative weaknesses in reading have been reversed so attainment in this area is now in line with national averages and improving, on a par with writing and mathematics, and the progress pupils make is good. Boys' performance, which in the past has trailed that of girls, has improved and there is no longer any difference between the two groups. Assessment information indicates that the majority of Year 2 pupils are now on track to achieve, and many to exceed, their targets in reading, writing and mathematics.

Pupils know who they can go to with problems. They are confident that issues, such as rare cases of bullying or poor behaviour, are addressed promptly and effectively. Pupils have a good understanding of the importance of a healthy lifestyle and this reflects the school's work in achieving Healthy Schools status. As a result, they make healthy eating choices and enjoy regular exercise. Pupils display respect for one another and their teachers and have a good sense of right and wrong. They take time to reflect on their own actions and regularly help one another in class and around the school. They have a good understanding of their own culture and the cultural diversity of the United Kingdom. They have a good awareness of other cultures through, for instance, their world projects and themed days. Pupils' basic skills and their ability to work collaboratively with others are developing well. As a result, they are well prepared for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2

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

How effective is the provision?

Teachers usually present new ideas clearly and use interactive whiteboards effectively to engage pupils' interest. They use questioning to good effect to support and challenge pupils both in whole-class discussions and during class work. When pupils are given the opportunity to discuss ideas with a partner, their confidence increases. Occasionally, the pace of learning slows when teacher-led activities are too lengthy or when pupils are not quite sure how to complete a task on their own. Assessment information is usually used effectively in planning to meet the needs of pupils, and teaching assistants are skilful in supporting individuals and small groups in lessons. Marking is regular and encouraging and usually gives clear guidance, so that pupils know how to improve their work.

The curriculum meets pupils' needs and interests well. Pupils regularly practise their reading, writing and mathematics through a range of imaginative projects, such as exploring different forces and making kites in Year 1, or exploring the life cycle of a frog in a project about different creatures in Year 2. This excites pupils and is raising their attainment, especially that of boys, across the school. Pupils benefit from specialist teaching in, for example, sports and music. Pupils' experience is enriched by a variety of visitors and visits. Pupils' learning in business enterprise is well supported by local businesses through the Industry Week. There are strong links with the local high school, for example, through sports partnerships which contribute to pupils' learning and development.

Provision for pupils with special educational needs and/or disabilities and for those with English as an additional language, is good. Well focused support in lessons enables these pupils to participate fully in activities alongside their classmates. The nurture group plays an important part in enabling potentially vulnerable pupils to make good progress and smoothes their way into mainstream classes. Well planned support for these pupils has resulted in significant improvement in their attitudes, behaviour, achievement and attendance.

Strong links with the local feeder junior school ensure that pupils make a smooth transition to the next stage in their education. Well thought out induction procedures ensure that children settle quickly when they begin school. The school works very effectively with a range of external agencies, such as speech therapists and counsellors, as well as parents and carers, to remove barriers to learning.

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These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's accurate analysis of the school's performance and the very clear direction for development that she and the senior leadership team have set is very effective in raising standards, eliminating weaknesses, and providing an atmosphere where achievement is valued and celebrated. The school's good work in promoting equality of opportunity is shown in its success in narrowing the achievement gap that had previously existed between boys and girls. Because all staff play a full part in school self-evaluation activities, they know exactly what has to be done to improve the school further and work very effectively in teams to achieve this. As a result, attainment in reading, boys' progress and attendance have all improved. The senior leadership team has acted swiftly to achieve significant improvements in the provision in the nursery. This has been achieved in a very short time because of the very clear direction from the Early Years Foundation Stage coordinator. Although improvements have been made across this key stage, it is too early to see their impact in Reception classes. The quality of teaching and learning across the Early Years Foundation Stage as a whole is too variable. The school works hard to inform parents and carers and to involve them in their children's learning, for example, through newsletters, parents' evenings and family learning sessions. Safeguarding procedures are good. The school integrates issues about safety into the curriculum and pupils have a good understanding about how to stay safe. The school's work with parents and carers, partner institutions and the local community is satisfactorily promoting community cohesion, although this is currently restricted to the immediate community.

These are the grades for leadership and management

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

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 effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery and Reception classes with skills, knowledge and understanding that are often lower than those typically expected for their age, particularly in language and communication and social skills. All children, including those with special educational needs and/or disabilities and those for whom English is an additional language, make satisfactory progress overall. Behaviour is good and children respond positively to adults and play well with their classmates.

High importance is placed on caring for children and they enjoy learning in a safe environment. Recent initiatives to improve provision in the nursery are proving very successful and are enabling children to make good progress; this is particularly so in their communication and language and personal and social skills because of the emphasis placed on speaking and listening and songs and rhymes, which children thoroughly enjoy. Assessments and observations in the Nursery class are thorough and accurate and inform day-to-day planning and the next steps in learning. Adults know individuals exceptionally well and take every opportunity to enable children themselves to take the lead and to extend their learning. Adults work very closely and effectively as a team. Activities are exciting and well planned to engage children's interest and enthusiasm and to meet their needs. Relationships with parents and carers are strong.

In the Reception classes children make satisfactory progress. Although teaching is satisfactory, assessment information is not always used effectively, especially in providing support in child-initiated activities. Planning for these activities is not sufficiently detailed or based securely enough on ongoing assessments and observations so that, too often, children are left to their own devices. As a result, their interest flags and opportunities are missed to promote their learning through play and through interaction with adults.

The Early Years Foundation Stage coordinator provides very clear direction and has put systems in place to improve the consistency of assessment and planning across the whole key stage. She has, rightly, focused on improving provision in the nursery initially and in this she has been very successful. Good liaison with parents, carers and other providers, as well as a welcoming and stimulating environment, ensure that children settle quickly and enjoy their learning. Although there is good liaison between teachers, transition between the Reception and Year 1 classes is made more difficult because these areas are not adjacent to one other so that facilities are not easily shared.

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 Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire are very positive about the work of the school and the progress their children make. They commented positively upon their children's enjoyment of school, the approachability of teachers, the care their children receive and the leadership and management of the school. A very small minority of parents and carers expressed concerns about the progress their children make. Inspectors found no evidence to support these concerns. Overall, parents' and carers' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jackfield 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 239 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	83	19	16	2	2	0	0
The school keeps my child safe	100	83	21	17	0	0	0	0
The school informs me about my child's progress	85	70	35	29	1	1	0	0
My child is making enough progress at this school	81	67	37	31	3	2	0	0
The teaching is good at this school	94	78	26	21	0	0	0	0
The school helps me to support my child's learning	85	70	34	28	2	2	0	0
The school helps my child to have a healthy lifestyle	76	63	42	35	2	2	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)	78	64	39	32	1	1	1	1
The school meets my child's particular needs	83	69	36	30	1	1	0	0
The school deals effectively with unacceptable behaviour	77	64	43	36	1	1	0	0
The school takes account of my suggestions and concerns	63	52	52	43	5	4	0	0
The school is led and managed effectively	83	69	34	28	3	2	0	0
Overall, I am happy with my child's experience at this school	91	75	27	22	1	1	2	2

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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



21 May 2010

Dear Pupils

Inspection of Jackfield Infant School, Stoke-on-Trent, ST6 1ET

On behalf of all the inspectors, I would like to thank you for making us so welcome when we visited your school. The inspection team really enjoyed talking with you all. They listened very carefully to what you had to say. I expect you would like to know what we think. You told us that yours is a good school and we agree. Teachers and adults in your school look after you very well. We were impressed by how good your behaviour is. You play an important role in improving your school through, for instance, the school council and your work as playground leaders. You feel safe at school and know that if you have a problem, there is always an adult to talk to. You told us that you enjoy coming to school and particularly like the range of clubs and other activities on offer. We can see why. Teaching is good and it is helping you to make good progress. Teachers make your learning interesting and exciting through the topic work you do and this helps you with your reading and writing. I hope that we get some windy weather soon so that Year 1 can try out their kites. I also hope that Year 2 remember to put the tadpoles back where they found them before they all turn into frogs!

Teaching is good and it is helping you to make good progress. Your reading has improved and is now as good as your writing and mathematics. Well done! We noticed that in some lessons in the Early Years Foundation Stage children make better progress than they do in others. We have asked the school to make sure all their lessons are as good as the best.

The headteacher and staff are working very hard to make your school even better. You can help by continuing to work hard and by continuing to come to school regularly. We wish you every success in the future.

Yours sincerely

Mrs Judith Tolley

Lead inspector

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