

Crofton Infants' School

Inspection report

Unique Reference Number	108142
Local authority	Wakefield
Inspection number	377705
Inspection dates	29 February 2012–1 March 2012
Lead inspector	Michael Wintle

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	180
Appropriate authority	The governing body
Chair	Russell MacNair
Headteacher	Helen Padwick
Date of previous school inspection	12 May 2009
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Introduction

Inspection team

Michael Wintle
Rosemary Eaton

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 12 lessons taught by seven teachers for a total of approximately eight hours. One was a shared lesson observation with the headteacher. In addition, inspectors observed the work of the school and made short visits to classrooms to listen to pupils read. They looked at methods for tracking pupils' progress and at a range of school documents, including policies, lesson plans, monitoring records, samples of pupils' work and reports from the school's professional partners. Meetings were held with groups of pupils and members of the governing body. The team analysed 108 questionnaires from parents and carers together with questionnaires from the staff.

Information about the school

This is a smaller than the average-sized infant school. The proportion of pupils known to be eligible for free school meals is well below average. The very large majority of pupils are White British and all pupils speak English. There are no disabled pupils and the proportion of those who have special educational needs is below average. The school holds several awards, including Investors in People.

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	2
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Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Its overall effectiveness is not outstanding because there are some relative weaknesses in pupils' achievement in writing and in aspects of teaching. It was judged to be good at the time of the last inspection and has continued to secure

a good quality education for pupils. Parents and carers are overwhelmingly positive in their praise for the school.

- Achievement is good. By the end of Year 2, from slightly below average starting points, all pupils make good progress to reach above average attainment in reading and mathematics. Their progress is less strong in writing where their attainment is only average. The school's assessment and tracking procedures clearly indicate good overall progress and rising attainment. No group of pupils underachieves.
- Teaching is good. From slightly low starting points on entry to the Early Years Foundation Stage, children quickly catch up with children of a similar age nationally. All teachers have a good understanding of pupils' needs. Skilful questioning by teachers helps pupils clarify their thinking and builds upon previous learning. On a few occasions, a small number of activities lack the rigour to challenge the more able and teachers' marking is not consistent enough to support pupils' progress.
- Behaviour is consistently good. All lessons are characterised by strong and trusting relationships between adults and pupils and all pupils have a good understanding of how to stay safe. They say that bullying is rare. They take good care of each other and are proud of their school and its learning environment.
- Leadership and management are good at all levels because the headteacher has built a strong team which shares her ambitions and aspirations for all pupils in the school. The governing body knows the school extremely well and challenges and supports the senior leaders in school. Staff morale is high. The leadership of teaching is good and performance is managed well.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring that marking consistently shows pupils how to improve their work
 - making sure that activities challenge all groups of pupils and especially the more able.
- Improve pupils' achievement in writing by:
 - increasing opportunities for pupils to write independently
 - ensuring that pupils benefit from seeing more displays of high quality writing
 - extending opportunities for pupils to practise writing in all subjects.

Main Report

Achievement of pupils

Inspection findings endorse the views of the vast majority of parents and carers that their children are making good progress. For the last three years, at the end of Year 2, pupils' attainment in reading and mathematics has been above that found in most schools and it is broadly average in writing. In reading and mathematics, a higher proportion of pupils attain the higher levels than in writing. This represents sustained good progress over time given

that children start the Early Years Foundation Stage with knowledge and skills below age-related expectations. Their attainment in reading is above the average because basic reading skills are taught frequently, regularly and skilfully. Reading and books are promoted well. Notable are the regular and well-attended opportunities for parents and carers to become involved with their children's reading during the working day.

Children achieve well in the Early Years Foundation Stage. Evidence in lessons and in pupils' work confirms that all groups of pupils continue to make good progress throughout Key Stage 1. For example, in a lesson in Year 2, and typical of other lessons seen, pupils made good progress in using and applying their mathematical skills, using technology to confirm their findings. Pupils showed good knowledge of how to use and remodel new technology and apply their learning to more complex problems.

Learning in lessons is good. All pupils have good attitudes and they arrive at lessons ready to learn. Planned activities take into account fully the needs of all pupils including those with special educational needs. Pupils listen closely to teachers' instructions and to their peers. They sustain their concentration over extended periods of time and work especially well during the lesson. The overwhelming majority of pupils say that the school helps them with their learning. The following statement is typical of the pupils' view of the school, 'I like school because the teachers help me a lot and they make it fun.'

Quality of teaching

Teaching is good throughout the school and has many strong features and results in pupils making good progress. The good quality of relationships between all adults and pupils is a common feature in all lessons. The best lessons are well planned and teachers make clear to pupils what they are going to learn. The large majority of lessons move forward at a good pace. The school has a well understood marking policy that is established well and used by all teachers to enable pupils to achieve. Occasionally, marking in some subjects, such as literacy, lacks the detail to clearly show pupils how to improve their work.

Lessons provide many good opportunities for pupils to use their reading, writing and mathematical skills throughout the curriculum. The teaching of reading and writing skills are systematically taught and practised in many subjects. However, currently there are limited opportunities for pupils to practise their writing in much the same way as they do with their reading, and to benefit from displayed examples of high quality writing.

Parents and carers are wholly positive about the quality of teaching in the school and pupils also say that they enjoy their learning. The school's curriculum, with the clearly stated focus on tolerance, respect and support for others, has a marked impact on pupils' spiritual, moral, social and cultural development. An example of this was in Early Years Foundation Stage when children sat for an extended period totally focused on the animals that they were being shown. All pupils were given opportunities to see and handle the various animals. All children sat transfixed and were very excited to see one creature sitting on the floor quickly stick its tongue out from a long distance and eat the wax worm.

Behaviour and safety of pupils

Pupils' behaviour is typically good throughout the school and contributes well to effective learning over time. This view is also echoed in both the parental and staff responses to the

inspection questionnaire and in discussions with inspectors. It is noticeable straight away on entering that the school is a happy and harmonious community. An example of this was the morning of World Book Day where the vast majority of staff and pupils came to school dressed as a book character. Pupils were very keen to explain to inspectors who they were and why they had chosen that character and clearly were enjoying the opportunity.

Pupils say that they are happy to come to school and demonstrate this through their above-average attendance. They are punctual to lessons and arrive ready and eager to learn. Behaviour is good because the vast majority of pupils know and clearly understand the rules and routines that are implemented well by the school.

Pupils talk maturely about bullying in all its forms and when the rare incidents occur they state that teachers deal with this very effectively. They, along with their parents and carers, are confident that they are safe at school. The school rightly prides itself on their well nurtured family ethos across the whole of the school and pupils are confident that should they have worries or concerns, there is someone available to help them. A typical parental comment is that that Crofton Infants' School is, 'a fantastic school. My child often says that she would like to go to school seven days a week because she loves going to school.'

Leadership and management

All leaders are determined to secure continuing improvement. Members of the senior leadership team provide good models as classroom teachers in the school. Self-evaluation is accurate and the headteacher and senior leaders know the strengths and weaknesses well. They give generously of their time in supporting the school's activities and work effectively to maintain the family ethos. One parent commented that both senior leaders 'are incredibly passionate about the school and children and I couldn't ask for better for my child.' Professional development is focussed well on the school's priorities and staff have the confidence to share effective practice. As a result, good teaching and pupils' achievement have been sustained since the previous inspection, demonstrating capacity to improve further.

The successful promotion of pupils' spiritual, moral, social and cultural development is woven through the broad and balanced curriculum and throughout all aspects of school life. Consequently, pupils are able to reflect on and discuss maturely issues that concern them. They have a well-developed sense of right and wrong and get on extremely well together. The senior leadership have blended the traditional academic subjects, such as English and mathematics, alongside, for example, high quality music provision, so that the learning needs of the pupils are met well. The school acknowledges the need to improve pupils' writing skills by providing them with increased opportunities to practise their writing across all subjects.

The governing body is extremely knowledgeable about the school's work. They know the school's strengths and weaknesses well, give generously of their time in supporting the school's activities, and work hard to maintain the school's family values. They offer practical support and a high degree of challenge to school leaders and share the ambition for the school to continue to be successful. The governing body ensures that statutory requirements, including those for safeguarding and child protection, are met well. Members of the governing body say that, 'we want to be as good as we can be' and this has provided the senior leaders a platform to become even better. There is a strong commitment to

promoting equality of opportunity, as can clearly be seen in the equally good achievement of all groups, often above that of their peers nationally.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 March 2012

Dear Pupils

Inspection of Crofton Infants' School, Wakefield WF4 1NG

Thank you for making us so welcome when we came to inspect your school recently. I am writing to tell you what we found out about your school.

Crofton Infants' is a good school. Your teachers work hard to make lessons interesting and to plan exciting activities for you to do. As a result, you make good progress in your learning and your attainment in reading and mathematics is higher than that of pupils in most schools. The youngest children settle quickly into the Early Years Foundation Stage and make good progress. Those of you who find work more difficult or need other practical help in the classroom to access the curriculum get good support so that you do extremely well too.

You told us that your school is a very happy place. You also said that teachers look after you very well so that there is always someone there for you if you have worries or concerns. We were very impressed with how well you behave and get on with each other. You concentrate really well on your work and try hard to do your very best.

To help you to learn even more, we have asked the adults in the school to make teaching even better by:

- always setting work, which is neither too easy nor hard for any of you
- marking your books even better to give you clear guidance about how to improve
- making sure that you have more opportunities to practise your writing and that lots of good writing is seen around your school.

You can help by always trying your best and continuing to enjoy and attend school. Best wishes for the future.

Yours sincerely

Michael Wintle
Lead Inspector

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