

Crofton Junior School

Slack Lane, Crofton, Wakefield, West Yorkshire, WF4 1HJ

Inspection dates 21–22 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The experienced headteacher, ably supported by her deputy, all staff and the governing body, sets a very clear direction for the school's work and is rigorously driving forward school improvement.
- Teaching is good and there is a determined drive to make it outstanding.
- Pupils play their part in the successes of the school through their good behaviour and readiness to learn.
- Pupils make good progress as they move through Years 3 to 6, especially in reading and writing, which are high profile in the school's curriculum.
- The successful promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work.
- Very popular 'Inspire' mornings, in which parents and pupils work together on specific activities, provide evidence of a rich and varied curriculum. Almost all parents have a high regard for the school.
- The strong governing body holds the school to account and leads its direction very well.
- Subject leaders know very well what works well and what further development is needed.

It is not yet an outstanding school because

- A small amount of teaching requires improvement and no outstanding lessons were seen. The quality of teaching leads to progress that is good rather than outstanding.
- There are too few opportunities for pupils to develop their mathematical skills and solve problems.
- Occasionally, work is not at the right level of challenge, such as for the more-able pupils in mathematics.
- The progress of the group who left school in 2012 was not as good as is usually seen in the school.
- Pupils sometimes do not have enough time for independent work to help them make best possible progress.
- Pupils are not always clear about what they are learning or how well they are doing.

Information about this inspection

- Inspectors visited 14 lessons, taught by seven teachers, two of which were joint observations carried out with the headteacher.
- They had meetings with governors, staff and pupils, and talked to a representative of the local authority.
- Inspectors listened to pupils reading: three pupils in Year 3 and three pupils in Year 5.
- Inspectors observed pupils' work in all classes, especially focusing on Years 3 and 6.
- They studied a range of documents including: the school's own evaluation of its work; plans for the school's future development; records of the monitoring of the school's work, including of lessons; a recent local authority 'health check' of aspects of the school's work; safeguarding policies and records; the school's analysis of data on pupils' progress; and attendance information.
- The 23 responses on the online questionnaire (Parent View) were analysed. Inspectors spoke to, and received information from, a small number of parents during the inspection, taking account of their views.

Inspection team

Derek Pattinson, Lead inspector

Additional Inspector

Sandy Dixie

Additional Inspector

Full report

Information about this school

- Crofton Junior School is a smaller than average-sized primary school.
- Fewer pupils than in other primary schools join or leave at times other than the usual times, although numbers are rising.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.)
- The proportion of pupils from minority ethnic groups is very small and is well below what is typical nationally.
- The proportion of pupils supported at school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is a little above average.
- Approximately half of the school's pupils come from neighbouring villages.
- The school has three newly qualified teachers.
- During the week of the inspection, almost all pupils from Year 6 were on a residential visit to Whitby, accompanied by two teachers, three support staff, a trainee teacher and the Chair of governors.

What does the school need to do to improve further?

- Ensure that all teaching is at least good and that the good teaching becomes outstanding by:
 - eliminating the small amount of teaching that requires improvement
 - planning activities that always provide the right level of challenge, especially for more-able pupils
 - checking that pupils always have enough time to work independently
 - ensuring that pupils are always clear about what they must learn and how well they are doing
 - increasing opportunities for pupils to develop their mathematical skills and solve problems.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from starting points which are usually broadly average. However, assessment arrangements to check what pupils know and understand when they start school in Year 3 show that they sometimes perform at lower levels than indicated in assessments at the end of Year 2, especially in writing. Records of how well pupils are learning, along with a detailed scrutiny of pupils' work, indicate that pupils make good progress in mathematics, writing and especially in reading, as they move through the school. As a result, they reach mostly above-average standards by the time they leave and have done so for all but one of the last five years.
- Attainment in 2012 fell a little but was still slightly above average. However, predictions from the school's assessments show that standards are likely to rise again this year. More pupils are likely to reach and exceed expected levels than nationally, as in 2011.
- The achievement of disabled pupils and those who have special educational needs is good. For example, the group supported at school action made better progress than the same group nationally in mathematics.
- The attainment of pupils supported through the pupil premium, although not as high in English and mathematics as the attainment of other pupils, still compares favourably with attainment nationally for this group, especially in mathematics.
- Developing pupils' writing is high profile. Pupils increasingly write for different purposes. For example, Year 6 pupils compile instructions, write a balanced argument and write a newspaper report, while Year 5 pupils write about seed dispersal in work linked to science.
- Pupils make particularly good progress in learning to read with fluency, accuracy and understanding both for pleasure and information. A renewed focus on reading has ensured that pupils read widely and often, sometimes using information and communication technology, such as when pupils research information about tropical rainforests.
- Though pupils' attainment in mathematics is generally above average, their skills in selecting mathematical operations to solve problems are sometimes underdeveloped. This is particularly so with the most-able pupils.

The quality of teaching is good

- A wide range of inspection evidence showed teaching to be good. However, there is a small amount of teaching that requires improvement.
- Typical of the most effective teaching was a mathematics lesson in which Year 4 pupils were investigating two dimensional shapes to discover lines of symmetry. In this lesson, and in another in which pupils were improving the quality of their writing, most pupils made good progress because work was matched to their needs, the teacher's subject knowledge was secure and resources were carefully chosen to extend learning.
- Relationships at all levels are good, reflected in a comment by one pupil, acknowledged by others, that 'Teachers try to make learning fun'. This ensures that pupils are keen to learn and there is a strong working atmosphere, even in a small number of lessons when pupils are required to listen for too long.
- Skilled teaching assistants ensure that pupils with special educational needs and those who receive additional funding through the pupil premium make similarly good progress to other pupils.
- The teaching of reading and writing is effective. For example, in a Year 3 'guided reading' session, the teacher's skilled questioning helped to extend pupils' understanding of the text. Writing is taught well and there is a good range and quality of work in pupils' literacy books.
- Teachers' marking often helps pupils to improve by directing them to the next step in their learning. They are often involved too in evaluating their own work to help the teachers plan

successfully for the next lesson.

- A small amount of teaching has shortcomings and requires improvement. For example, progress slows when work is not at the right level of challenge, when pupils are unsure what they must learn or how well they are doing and when pupils do not have time for independent work.

The behaviour and safety of pupils are good

- Pupils, including those who may be vulnerable due to their circumstances, enjoy school. In a comment, acknowledged by others, one pupil states that there are 'lots of caring staff who are always there for us and help to keep us safe'. Their enjoyment of school helps to explain why attendance is above average and almost all pupils are punctual.
- Behaviour in lessons, in the playground and around the school is almost always good. However, occasionally, such as when they enter the hall for assembly, it is excellent. Pupils behave well in the dining hall, socialising together happily. In the playground, pupils comment positively about the work of the Playground Squad. Behaviour and attitudes to learning are especially good when lessons inspire them to learn, for instance, when Year 5 pupils measure and draw angles. However, they sometimes become a little restless and lose focus when required to listen for too long.
- Behaviour is managed well. Pupils with special educational needs are managed sensitively so that inappropriate behaviour does not impinge on the learning of others. Pupils say that they like the reward system with team points, badges and certificates awarded for effort, achievement and good behaviour, with their name on a 'Wall of Fame' being the ultimate reward.
- Pupils know about different forms of bullying, including cyber-bullying, but are adamant that it happens very rarely. They say that 'name-calling' occasionally occurs, mostly in the playground, but is always dealt with quickly.
- Parents are unreservedly positive about behaviour. They believe, rightly, that spiritual, moral, social and cultural development is at the heart of the school's work. Its importance is reinforced during assembly, with strong emphasis placed on 'responsibilities' and the importance of working together. As a result, pupils are polite and well mannered. For example, they hold doors open for visitors and treat each other and all adults with respect.
- Pupils say they feel safe and secure and parents overwhelmingly agree. For example, pupils know why visitors wear badges and about internet safety, although not all are clear about the dangers posed by Facebook.

The leadership and management are outstanding

- The experienced headteacher provides a highly effective steer for the school's work. She leads the school with vigour and determination. She is ably supported by all staff and governors. Her experienced deputy ensures that checks on test results and of pupils' progress from an analysis of data are extremely rigorous. For example, she maintains and very regularly updates precise information about how well different groups of pupils, such as those who benefit from pupil premium funding, are doing compared to similar groups nationally. This helps leaders set challenging yet realistic targets for improvement. Leaders are meticulous in ensuring that all possible improvements are put in hand.
- Morale is high and team spirit among staff is strong. As a result, teaching and non-teaching staff work together as a cohesive team, ambitious for the pupils' success. This positive climate helps leaders to ensure that teachers, such as the three newly qualified teachers, are constantly improving and are very well supported. The local authority rightly holds the school in high regard. It provides helpful regular 'health checks' for this 'light touch' school.
- Priorities for development, such as to raise the attainment of the most-able pupils in mathematics, are the right ones and there is rigour in the pursuit of them. Leaders are highly perceptive in identifying the school's strengths and where it needs to develop further.
- Subject leaders lead their subjects highly effectively, regularly checking on provision and

standards. For example, the literacy coordinator maintains comprehensive records of the monitoring she has undertaken and has overseen improvements to reading following successful initiatives to boost pupils' performance.

- 'Inspire' mornings, in which parents and their children work together on an exciting range of challenges, help to forge excellent relationships with parents, who are overwhelmingly supportive of the school.
- Residential visits, such as to Whitby; day visits, such as to a York museum; visitors, such as authors and mobile theatres; poetry recitals and high quality art work on display provide evidence of a rich, varied and often exciting curriculum. Subjects are increasingly linked together in meaningful ways to bring learning alive. For example, Year 3 pupils undertake art, history and literacy in work on Henry the Eighth. However, although the development of literacy skills is given considerable emphasis, there are too few opportunities to develop mathematical skills and solve problems.
- **The governance of the school:**
 - Governors possess a wide range of qualities, skills and interests, which are used very well to ensure that the governing body challenges and supports the school very effectively. As a result, it holds the school strongly to account for standards and achievement. It has a thorough knowledge of procedures to check on the performance of staff and its link with pay, school data on pupils' progress and the quality of teaching. It clearly understands where the school's priorities lie and what further action needs to be taken to help the school become outstanding. Statutory duties are fulfilled and financial management is very secure. Governors ensure that pupil premium funding benefits relevant groups. Safeguarding policies and procedures are fully understood, met and regularly reviewed.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108141
Local authority	Wakefield
Inspection number	412423

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Chris Powell
Headteacher	Lorraine Fowler
Date of previous school inspection	12 November 2007
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