

Inspection of a good school: Crofton Infant School

High Street, Crofton, Wakefield, West Yorkshire WF4 1NG

Inspection dates:

30 April and 1 May 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Clare Holloway. This school is part of Waterton Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), David Dickinson, and overseen by a board of trustees, chaired by Stephen Johnson.

What is it like to attend this school?

Pupils at Crofton Infant School receive an exceptional education. They are very well prepared for the next stage of their education. The school has the highest expectations for what pupils can achieve. Pupils, including pupils with special educational needs and/or disabilities (SEND), meet these high expectations.

Pupils love coming to school. This can be seen in the joyous way in which they play outside at breaktimes and lunchtimes. Adults care deeply about the pupils, who are happy and safe at school.

In lessons, pupils are engaged and attentive. They respond positively to the interesting lessons that teachers plan for them. They are keen to contribute when asked questions or encouraged to think more deeply. Similar positive behaviour is seen as pupils move around the school, which they do in a calm and orderly manner. They are welcoming of visitors. They are kind, respectful and courteous to each other.

The school is rightly proud of how pupils develop confidence, resilience and independence. Leaders want pupils to develop into global citizens. They provide opportunities for pupils to undertake a range of leadership roles, such as school councillors, eco-warriors and reading ambassadors.

What does the school do well and what does it need to do better?

The school has developed an ambitious curriculum. Pupils follow a clear sequence of learning from Nursery to the end of Year 2. The school has identified the important knowledge that pupils should learn and when they need to learn it. For example, in Physical Education (PE), pupils build their skills and knowledge over time in games, gymnastics and dance.

The mathematics curriculum is particularly effective. In early years, children learn early mathematical concepts, such as doubling numbers, through well-planned activities. They focus on the 'number of the week'. In key stage 1, pupils build on what they have learned in early years and continue to develop mastery in mathematics. Teachers plan engaging and interesting mathematics lessons based on their secure subject knowledge. They make regular checks that pupils are achieving well. Pupils with SEND receive appropriate support in lessons. They follow the same ambitious curriculum as their peers. The school has full oversight of areas for further development. Currently, the school is embedding the ambitious new computing curriculum.

The school places a high priority on pupils learning to read. Children in Reception and pupils in key stage 1 respond well to focused phonics lessons. All staff have been trained in the teaching of phonics and they teach and support pupils expertly. Teachers make regular checks on the progress pupils are making in reading. If any pupils fall behind, they are quickly provided with support to help them catch up. Books are valued and celebrated. High-quality books are displayed throughout the school environment and made available for pupils to enjoy. Children in early years snuggle on cushions to enjoy storybooks together.

The school believes strongly that an ability to speak and communicate well is of high importance. Children in the early years rapidly develop their communication and language skills through high-quality interactions with adults. There is a relentless focus on developing children's oracy.

From the moment children arrive in early years, their needs are assessed and additional support is put in place where needed. Children in early years get off to a flying start. There is no limit put on what they can achieve. They play and learn together well with independence and cooperation. The highly effective provision ensures that children remain engaged for sustained periods.

Behaviour throughout the school is extremely positive. Staff set very high expectations of pupils' behaviour. Pupils respond well. Children in early years respond positively to well-established routines.

The school's personal development offer is a significant strength. Through the curriculum for personal, social and health education, pupils learn how to lead healthy lifestyles and about healthy relationships. Pupils follow a sequence of progressive skills and challenges, such as how to clean up after a meal or how to make a bed. They become independent and able to accept new responsibilities. Through visiting the school's garden, pupils learn about care for animals by looking after the school's chickens. They also plant and harvest

produce. The school provides a wide range of extra-curricular clubs for pupils to further develop their interests and talents. There are frequent visitors into school and frequent visits out of school. These support learning in the curriculum and serve to broaden pupils' experiences and aspirations.

Leaders at all levels share the same vision and high ambition for the pupils at Crofton Infant School. The school is constantly seeking to improve. There is a very positive and productive relationship with the trust. The trust works well in support of the school, and the school provides expertise and support for other schools in the trust. Leaders are mindful of staff well-being and workload. Staff enjoy working at the school and thrive in the positive team environment. Governors are skilled and knowledgeable. They fulfil their function of providing challenge and support for the school very well.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Crofton Infant School, to be good in February 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and

pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142493
Local authority	Wakefield
Inspection number	10297428
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	Board of trustees
Chair of trust	Stephen Johnson
CEO of the trust	David Dickinson
Headteacher	Clare Holloway
Website	https://croftoninfants.org
Date of previous inspection	13 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of Waterton Academy Trust.
- The school does not use any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector held discussions with representatives of the trust, including the CEO. He held a discussion with the local standards committee, including the chair.
- The inspector carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, the inspector held discussions about the curriculum, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector examined a range of school documents, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The inspector took account of the responses to Ofsted's online survey, Ofsted Parent View, and to the surveys for pupils and staff. The inspector spoke informally with parents at the end of the school day.
- During the inspection, the inspector met with groups of pupils, both formally and during less-structured parts of the day.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

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