

Inspection of a good school: Crofton Junior School

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

Inspection dates: 3 and 4 July 2023

Outcome

Crofton Junior School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

The school's values of 'Respect, Nurture, Inspire' are at the heart of everything this welcoming school has to offer. One pupil said, 'the values help us to grow in our learning'. Pupils are highly appreciated and exceptionally well cared for. Leaders have high expectations for pupils' learning and behaviour. Pupils and staff are highly respectful towards each other.

Pupils are friendly and happy at Crofton Junior School. They welcome new pupils to the school with open arms. Pupils understand that everyone is different. They celebrate and respect different cultures.

Pupils talk knowledgably about the system of rewards. These include owls, shields, specials and 'the wall of fame.' Pupils know these are awarded for following the school rules of 'Ready, Respect, Safe'. Pupils know the consequences of not following the rules. Bullying is very rare at Crofton Junior School. Staff act quickly in response to rare incidents of poor behaviour.

Pupils enjoy coming to school. Teachers make learning fun and include memorable experiences to help bring the curriculum to life. Pupils take part in clubs, visits and competitions enthusiastically. They relish participating in a wide variety of extra-curricular opportunities including guitar, cross country and gymnastics. Pupils are keen to have responsibilities such as being a head boy or girl, a member of the school council or a librarian.

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

Leaders ensure that pupils are inspired by all areas of the curriculum. Subject leaders are knowledgeable and passionate about their area of expertise. The high-quality training that

they have received has enabled them to develop an exciting, ambitious and relevant curriculum for all pupils, including those pupils with special educational needs and/or disabilities (SEND). Leaders have carefully identified the knowledge that pupils need to learn and remember. This has been well sequenced to allow pupils to embed their understanding before tackling more challenging ideas. Teachers plan deliberate activities in lessons that enable pupils to revisit and recap their prior learning. Teachers carefully consider what resources and materials are appropriate for their teaching. This ensures pupils maintain high levels of interest and engagement in lessons.

High-quality teaching and effective classroom learning is consistent across the school. Teachers make frequent checks to ensure that pupils are learning and remembering the curriculum. Excellent subject knowledge allows teachers to quickly correct any misunderstandings when they arise. Assessment is expertly used to identify any gaps in pupils' knowledge. Leaders and teachers use this information to adjust how the curriculum is taught. For example, in mathematics they adapt future lessons to revisit content that needs to be embedded. Leaders provide high-quality additional support to ensure pupils, including those pupils with SEND, can access all subjects. Teachers skilfully adapt the tasks given, including to those pupils with SEND, to ensure that all pupils achieve well and make progress.

Reading is of the highest priority in school. Leaders ensure that the reading curriculum meets the needs of all pupils. Pupils who struggle with reading are identified quickly. Well-trained staff deliver highly effective phonics and reading sessions. Pupils get the regular and consistent support that they need to read confidently, fluently and accurately. Books are well matched to pupils' reading ability. Pupils are inspired to read because they see themselves as successful readers. They enjoy listening to teachers read. There are lots of opportunities for pupils to develop a love of reading. Pupils enjoy reading the inspiring range of books in the dedicated classroom reading areas and outside in the playground.

The highly consistent approach to behaviour is known and understood by all. This ensures high standards of behaviour are seen throughout the school. At social times, pupils enjoy the range of activities on offer to them in the playground. Classrooms are calm learning environments where pupils are focused and engaged. Pupils are familiar with the well-established learning behaviours and routines. This means time is used well in lessons. Work in books is beautifully presented. Pupils take pride in their learning in all subjects.

Leaders have planned highly effective opportunities for pupils to develop an understanding of the world around them. Pupils experience exciting educational visits and residential. For example, the annual residential visit to France links pupils' learning in history and modern foreign languages exceedingly well. This is the highlight of pupils' time at Crofton. All well-planned visits make learning meaningful. These include visits to a mosque, Flamborough Head and The Hepworth Museum. Pupils are eager to make a difference to their school and the environment. For example, pupils recently took part in a climate change walk with other schools in the local area.

Staff know that leaders listen to their views attentively and consider their workload constantly. Staff appreciate this. They value the extensive professional development they receive and the support they get from leaders. Teachers have expert subject knowledge

and use it well to ensure pupils achieve positive outcomes in all subjects. Leaders regularly check that pupils learn the intended curriculum by reviewing subject plans, checking books and talking to pupils. This means that they identify the strengths and next steps for the curriculum. Support and advice from the local authority has impacted positively on curriculum development. Governors know the school well and are clear about its strengths and next steps.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a strong culture of safeguarding. Staff receive regular training and updates. Leaders go above and beyond to ensure that staff and pupils are aware of the most recent safeguarding issues in the local area. Leaders know pupils and families well. They are vigilant in their approach to supporting all pupils at this school to ensure that they are safe. Staff and pupils know when and how to report concerns. For example, pupils use the ask it basket, worry box and/or worry button when necessary. Their concerns are acted on quickly. Planned visitors, such as the local police officer, talk to pupils about the issues that they may face in the local and wider community. Record-keeping, including employment checks, is managed vigilantly by leaders.

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 school to be good in May 2013.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 108141 |
| Local authority | Wakefield |
| Inspection number | 10255856 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 232 |
| Appropriate authority | The governing body |
| Chair of governing body | Stephanie Borman |
| Headteacher | Paul Birdsall |
| Website | www.croftonjuniorschool.org |
| Date of previous inspection | 10 January 2018, under section 8 of the Education Act 2005 |

Information about this school

- The school does not use alternative provision providers.
- The headteacher was in post at the last inspection.

Information about this inspection

- This is the first routine inspection that the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, assistant headteachers and the special educational needs coordinator.
- The inspector met with representatives from the local governing body. A meeting was also held with a representative from the local authority.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at their work. The inspectors heard pupils read to a familiar adult.

- The inspector observed pupils' behaviour in classrooms, around the school, at playtime and at lunchtime. The inspector spoke with pupils about their views of the school and their learning, behaviour and safety.
- The inspector met with the designated safeguarding lead. During the inspection, a range of safeguarding information was scrutinised, including the school's policies and records. The inspector spoke to pupils and observed relationships between pupils and pupils and pupils and adults.
- The inspector considered responses to Ofsted's online questionnaires for staff and pupils. She also considered responses from Ofsted's online survey for parents and carers, Parent View, including comments received via the free-text facility. The inspector also talked to parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector

His Majesty's Inspector

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