

Inspection of an outstanding school: Crigglestone Dane Royd Junior and Infant School

Stoney Lane, Hall Green, Wakefield, West Yorkshire WF4 3LZ

Inspection dates: 26 and 27 June 2024

Outcome

Crigglestone Dane Royd Junior and Infant School continues to be an outstanding school.

What is it like to attend this school?

Pupils are polite and considerate at this friendly and welcoming school. High ambitions for all pupils, regardless of their individual starting points, ensure that pupils thrive in the highly inclusive environment. The school's relentless focus on doing the best for all pupils and families is exemplary. It is both academically ambitious and deeply caring. Pupils receive an exceptional quality of education, which means they get the best possible start in life.

Pupils' behaviour is exemplary. Right from Nursery, children are kind and caring. Pupils and staff have respectful and positive relationships. Pupils consistently meet the school's high expectations for behaviour in lessons and demonstrate sociable, responsible conduct at breaktimes. Pupils recognise difference and understand the importance of treating everyone equally. One pupil said, 'we are all unique, but we still have equal rights'. Pupils value their time in school.

Pupils flourish in the dynamic and highly engaging learning environment. They engage in lessons enthusiastically, showing perseverance and determination. This helps all pupils to learn well. The meticulous and deliberate planning of educational visits enhances pupils' enjoyment of learning. Pupils talk passionately about these experiences. For example, pupils described the recent visit to the coal mining museum as 'an adventure'. Leaders take extensive steps to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), access these activities.

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

The school is passionate about their ambition and aspiration for all pupils to become lifelong learners. This has led to the development of a highly ambitious curriculum for all

pupils, including those with SEND. Leaders have carefully mapped out the curriculum from Nursery to Year 6. The school has considered pupils' interests and the local context carefully when creating the curriculum. Teachers select activities skilfully which make learning meaningful. Pupils approach their learning with enthusiasm and excitement. Pupils, including disadvantaged pupils and those with SEND, achieve exceptionally well.

Teachers are highly skilled and teach the curriculum consistently well. Right from the early years, teachers use their strong subject knowledge to select activities that meet the high standards set in the curriculum. They provide information clearly and teach subject-specific vocabulary precisely. The provision for pupils with SEND is personalised and adapted for individual pupils. Adults check pupils' understanding regularly. They adapt lessons to address any misconceptions quickly. Pupils practise what they have learned before. This enables them to deepen their knowledge and understanding. They become skilled mathematicians and can recall and apply number facts competently. Pupils develop a secure knowledge of the curriculum. Staff, across the school, have high expectations for handwriting and presentation of learning. Pupils' work across the curriculum is of a high quality.

The comprehensive reading offer inspires pupils to become enthusiastic, fluent and confident readers from an early age. Pupils quickly become successful readers because of the high-quality teaching and support that they receive. Well-trained adults teach the phonics programme consistently. Phonics lessons are dynamic and engaging. Adults capture pupils' interest in reading. Pupils are excited to read and enjoy reading to adults. They have secure reading knowledge, which is firmly embedded through strong routines and repeated practise.

The school has designed the early years curriculum skilfully to prioritise children's language and communication. Well-trained adults take every opportunity to expertly extend children's learning. Indoor and outdoor areas are well organised with activities that develop children's imagination. Adults establish strong routines to encourage independence. Children quickly build curiosity and resilience for learning. For example, during the inspection, one child showed determination when hiding the treasure from the pirates.

Pupils are highly motivated and demonstrate positive attitudes to learning. They benefit from learning in a caring, safe environment. Breaktimes and lunchtimes are pleasant, sociable times. Pupils conduct themselves respectfully and with maturity. Pupils enjoy spending time with adults and each other. They show respect, tolerance and understanding to adults and other pupils.

The school's vision to 'broaden pupils' horizons' is realised through the exceptional offer for personal development. Staff go the extra mile to make sure these opportunities are meaningful and provide lasting memories. Pupils know that the wealth of ambassador roles, including 'school councillors' and 'playground pals', make a difference. The school develops pupils' character in imaginative ways. For example, pupils in Year 6 plan an 'enterprise project', working together to create and sell products. Pupils choose to spend the funds raised on something that leaves a legacy at the school.

All members of the school community are dedicated to ensuring that all pupils succeed. Governors provide consistent challenge and support to ensure that the school strives for continuous improvement. Staff are overwhelmingly positive about the training and support that they receive from leaders. Parents and carers appreciate the commitment and dedication of the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in November 2018.

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 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	108212
Local authority	Wakefield
Inspection number	10322952
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair of governing body	Roger Burton
Headteacher	Clare Kelly
Website	www.daneroyd.com
Dates of previous inspection	20 and 21 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- There is a breakfast and after-school club run by the school on site.
- The school runs childcare provision for Nursery children before and after their Nursery sessions.
- The school has a Nursery for three-and four-year-old children.
- The school is part of Kettlethorpe Collaborative Partnership.

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 this evaluation of the school.

- The inspector met with the headteacher, deputy headteacher and the assistant headteacher, who is also the special educational needs coordinator.
- The inspector met with representatives from the governing body and a representative from the local authority.
- The inspector carried out deep dives in early reading, mathematics and history. 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 heard pupils read to a familiar adult.
- The inspector also discussed the curriculum in some other subjects, including modern foreign languages and writing.
- The inspector observed pupils' behaviour in lessons, 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.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record of recruitment checks; met with the designated safeguarding leads; 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.
- The inspector considered responses to Ofsted's online questionnaire for staff and pupils. They considered the views of parents and carers using Ofsted's online survey for parents and carers, Ofsted 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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