

# Inspection of Croftlands Infant School

Oakwood Drive, Ulverston, Cumbria LA12 9JU

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Inspection dates: 28 and 29 November 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are happy to attend Croftlands Infant School. They enjoy playing with their friends at playtimes. Children in the early years, including two-year-olds, settle into school life well. They trust the staff to care for them, including when they need comfort or reassurance.

The school is ambitious for all pupils to achieve well. This includes pupils with special educational needs and/or disabilities (SEND). Pupils enjoy learning and try their best. They typically achieve well. This means that when pupils leave the school at the end of Year 2, they are ready for their next steps in education.

Pupils behave well in lessons and around school. They learn to treat each other with respect as soon as they join the school in the early years. Pupils are polite to adults. The school is a calm and friendly place to learn and play.

Pupils enjoy a broad range of opportunities and experiences that enrich the curriculum. This includes donating food to the local foodbank and raising funds for charities. Pupils also benefit from educational trips and visits, such as a visit to a castle, canoeing on a lake and singing in a music festival.

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

The school has made considerable improvements to the curriculum since it was last inspected. In most areas, the important knowledge that pupils should learn and the best order in which to teach this are identified clearly. This is similar in the early years, where the essential knowledge that children should learn in readiness for key stage 1 is typically well thought through. However, in a small number of subjects and areas of learning, the key knowledge that children and pupils should gain is not as clear. This means that teachers do not routinely place the right emphasis on the knowledge that the pupils need for future learning. This sometimes prevents pupils from developing a detailed understanding and making connections with what they have learned before.

In most subjects, teachers take every opportunity to check what pupils know and can remember. Teachers then use this information to shape future teaching. They choose appropriate activities to help pupils to learn curriculum content. However, assessment strategies to check pupils' knowledge and understanding in a few subjects and areas of learning are underdeveloped. On occasion, teachers are uncertain if pupils have gained the knowledge that they should before they introduce new learning. This leads to gaps in some pupils' learning, which prevents pupils from building on what they know.

Reading is prioritised across the school. Pupils enjoy listening to adults reading interesting books to them at story times. Staff receive appropriate training to deliver the early reading programme effectively. As a result, children in the provision for

two-year-olds develop their early language well, while pupils in Reception and key stage 1 gain a secure knowledge of phonics.

There are effective processes to identify the additional needs of pupils with SEND. Pupils with SEND are well supported to follow the curriculum. Teachers make appropriate adaptations to their teaching to ensure that pupils with SEND achieve well.

The school has high expectations for pupils' behaviour. The school rules help pupils to understand what is expected of them. Pupils try their best to live up to these expectations. They relish the praise that they receive for behaving well.

The school has thought carefully about pupils' personal development. Pupils learn about road safety and the differences between people, such as different families. This gives pupils the age-appropriate knowledge they need to stay healthy, safe and prepared for life in modern Britain. Older pupils who act as school councillors are keen to contribute their ideas about how to improve their school. They proudly told inspectors that they regularly seek the views of other pupils at playtimes and meet each week to discuss their ideas.

The school communicates effectively with parents and carers. For example, it provides regular online updates about how to support learning at home and helpful information about online safety for young children. This helps parents to feel confident when supporting their children's learning at home.

The school is considerate of staff's workload and well-being. For example, it considers how best to implement new initiatives without overburdening staff. Governors are also mindful of the well-being of staff across the school. They provide support and challenge to ensure that pupils receive a high-quality education. They are committed to their roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

While pupils are safe at this school, inspectors found some shortcomings in the safeguarding arrangements. The school, including governors, does not ensure that all staff have up-to-date training in some aspects of safeguarding. In addition, procedures for safer recruitment checks occasionally lack rigour. This makes it difficult for the school and governors to evaluate the effectiveness of their safeguarding practices.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects and areas of learning, the school has not identified clearly enough the most important knowledge that children in the early years and pupils

in key stage 1 should learn. This means that teachers do not emphasise and revisit some important ideas and concepts. Consequently, in these subjects, pupils do not develop the detailed knowledge that they do in others. The school should ensure that subject curriculums set out the important knowledge for pupils to learn.

- In a small number of subjects, the school's approaches to checking on pupils' knowledge and understanding are underdeveloped. On occasion, this stops teachers from being certain that pupils have gained the knowledge that they should before they introduce new learning. The school should determine how best to check that pupils have learned the intended curriculum. It should also ensure that teachers are suitably equipped to use assessment strategies with confidence and accuracy, ensuring that gaps in pupils' learning are identified and tackled quickly.
- The school does not make certain that some staff have up-to-date training on some aspects of safeguarding. In addition, the school's safer recruitment checks lack rigour. This makes it difficult for the school and governors to evaluate the effectiveness of their safeguarding practices. The school should ensure that it systematically develops staff's safeguarding knowledge. It should also make sure that its safer recruitment procedures are thorough and that there is a full and accurate record of checks undertaken.

## 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

<b>Unique reference number</b>	112197
<b>Local authority</b>	Westmorland and Furness
<b>Inspection number</b>	10255978
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	162
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Stephens
<b>Headteacher</b>	Joanne Procter
<b>Website</b>	<a href="http://www.croftlandsinf.cumbria.sch.uk">www.croftlandsinf.cumbria.sch.uk</a>
<b>Dates of previous inspection</b>	8 and 9 March 2022, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new chair of governors has been appointed.
- The school has provision for two-year-old children.
- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors 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 lead inspector also observed some pupils read to a familiar adult.

- Inspectors also discussed the curriculum in some other subjects and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors spoke with pupils in meetings and around the school at lunchtimes and breaktimes.
- Inspectors observed pupils' behaviour in lessons and at breaktimes.
- Inspectors reviewed a range of documents, including leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke with some parents during the inspection.
- Inspectors reviewed the responses to the online surveys for staff. There were no responses to Ofsted's online survey for pupils.

### **Inspection team**

Victoria Burnside, lead inspector

His Majesty's Inspector

Nicky Corfield

Ofsted Inspector

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