

Flockton Church of England Voluntary Controlled First School

Inspection report

Unique Reference Number	107714
Local Authority	Kirklees
Inspection number	356223
Inspection dates	17–18 January 2011
Reporting inspector	Kathryn Dodd

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair	Mrs Linda Holdroyd
Headteacher	Mr Neil Cappleman
Date of previous school inspection	9 October 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in seven lessons or part lessons and four teachers were observed. They held discussions with staff, groups of pupils and with the Chair of the Governing Body. They observed the school's work, and reviewed documentation including a review of improvement plans, the systems for tracking pupils' progress, records demonstrating the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 14 questionnaires returned by parents and carers, 37 from pupils and seven from staff.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- Pupils' progress and attainment in writing.
- How well teachers use assessment information and how well pupils know their targets and what they must do to reach them.
- How well the curriculum is adapted to boost achievement in writing and to challenge the more-able pupils.
- The effectiveness with which school leaders, including the governing body, monitor the quality of provision, and how well this monitoring is used to inform improvement planning.

Information about the school

The school is smaller than average. Almost all of the pupils are White British. All pupils are taught in mixed-aged classes. Children in the Early Years Foundation Stage are taught alongside pupils in Year 1. The proportion of pupils known to be eligible for a free school meal is above average, as is the proportion that leaves or joins the school other than the usual time in Reception. The proportion of pupils with special educational needs and/or disabilities is below average. The school has been accredited with the Investors in Pupils Award, Financial Management Standards in Schools and has achieved Healthy Schools Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. In this particularly caring, safe and welcoming setting, pupils show good attitudes to learning and their behaviour is outstanding. Older pupils are wonderful role models for the younger ones. They are consistently thoughtful, very mature and enjoy encouraging one another to rise to their teachers' high expectations. Parents and carers are overwhelmingly supportive. They say that they feel, 'very privileged to have such a lovely school on their doorstep, where children learn in such a positive, safe and caring environment'.

From their usually broadly-average starting points, children make good progress in the Early Years Foundation Stage. After this successful start, pupils continue to learn well until the end of Year 5, where attainment is usually above average. In recent years, the proportion of pupils reaching and exceeding the expected levels of attainment by Year 5 has been rising, especially in mathematics. In English, however, attainment in writing lags behind that of reading, particularly the proportion of pupils reaching the higher levels of attainment both by Year 2 and 5. Progress in writing is inconsistent. This is because teachers do not always make effective use of assessment information to provide work that challenges pupils' thinking, particularly the more-able pupils. Furthermore, there are not yet enough opportunities for pupils to practise their writing skills through their work in other subjects. Good practices to involve pupils in understanding how they are getting on and their learning targets, including through teachers' marking, remain inconsistent.

The headteacher, staff and the governing body work successfully together to drive forward improvement. Staff take on board many additional responsibilities willingly and enthusiastically in order to share the workload. There is a very accurate, realistic and shared evaluation of the school's effectiveness. This includes carefully and regularly reviewing pupils' achievements, and pinpointing precisely any variance in performance of individuals or groups. This information, however, is not yet always used to influence monitoring activities, such as, reviewing the quality of provision in writing for example, or to fine-tune the necessary actions for improvement. Nevertheless, the positive impact of the leadership's efforts, which reflects in a clear trend of rising attainment, especially in mathematics, demonstrates that there is a good capacity to continue to improve.

What does the school need to do to improve further?

- Accelerate progress in writing to a consistently good rate, by
 - providing more opportunities for pupils to practise their skills as part of work in other curriculum subjects
 - making sure all pupils are clear about their precise learning targets and the next steps to attain them

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- ensuring that teachers make consistently good use of assessment information to plan activities to challenge pupils, particularly the more-able pupils.
- Improve the rigour with which senior leaders, subject coordinators and the governing body monitor the quality of provision so that the actions needed to drive improvement forward are identified even more precisely.

Outcomes for individuals and groups of pupils

2

Achievement is good. Pupils, including those with special educational needs and/or disabilities, make good progress. In lessons, pupils behave extremely well. They are very attentive and keen to learn. They work at a good pace, particularly when working alongside adults or collaboratively. They respond enthusiastically to teachers' questions. Learning occasionally slows when pupils work independently. This is because they are not always clear about what they are expected to learn or are insufficiently challenged. Although attainment is usually above average by Year 5, it can fluctuate widely from year-to-year, reflecting the very small numbers of pupils in each year group, and the higher than average proportion of pupils who join the school partway through their primary education. Even so, between Years 1 and 5, regardless of when they join, pupils make good progress from their previous starting points. In reading, pupils make progress at a consistently good and sometimes outstanding rate. Pupils talk enthusiastically about reading, which reflects in their often well-above-average levels of attainment. However, in writing, although progress is good, it is inconsistent, especially for the more-able pupils.

Pupils' enjoyment is reflected in their above-average attendance and in the enthusiasm with which they participate in, and talk about, all that is on offer. Pupils are proud of their school and contribute positively towards it. They willingly take on responsibilities, for example, being playleaders, and are knowledgeable about how to keep safe, showing concern for one another's welfare. Pupils enjoy the many opportunities they have to contribute to the local and wider community, such as, by growing produce in the community allotment and subsequently preparing it to eat for their lunch, or selling on to parents and carers. Through a well-established partnership with a nearby school, pupils develop a good understanding of the similarities and differences of diverse ethnic and religious backgrounds. Pupils' good understanding of how to lead a healthy lifestyle shows in the enthusiasm with which they participate in physical education lessons. They enjoy trying out the wide variety of sporting activities on offer, including with pupils in other schools. The confidence, ease and maturity with which pupils discuss their learning together, such as during a science investigation about freezing liquids and solids in Class 3, along with their good progress and excellent behaviour, demonstrate that they are well prepared to be successful at middle school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Effective classroom organisation and skilful use of computerised teaching boards, coupled with teachers' enthusiasm and very positive relationships all make a strong contribution to pupils' good progress. Sensitive deployment of support staff enables pupils with special educational needs and/or disabilities to make good progress. In mathematics, assessments of pupils' achievements are used very effectively to influence teachers' planning. This was seen, for example, in the skilful way pupils in Class 2 responded to very direct, fast-paced and challenging questioning which kept them continually on their toes. Targeted, booster activities for pupils who need to catch up, along with a well-developed programme of activities to challenge the more-able pupils, are all helping to raise attainment in mathematics. Regular opportunities to read alongside adults, including volunteer helpers, either individually or in groups help to develop their skills at a particularly good rate. Opportunities to take learning forward at this rate in writing are, however, sometimes hampered when pupils complete too many uninspiring work sheets, which are insufficiently challenging. The well-planned curriculum generally supports pupils' progress and captures pupils' interest, but does not provide enough opportunities for them to practice writing skills in other subjects. Effective partnerships beyond school help to extend the curriculum on offer, for example, in sport and ensuring pupils engage with others beyond their immediate community. Through activities such as debating topical local issues with local parish councillors, pupils develop the personal skills they need to become responsible young citizens of tomorrow.

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The way in which every child is cared for and nurtured is seen in the warmth and strong pastoral care that radiates from staff. Pupils are known extremely well by adults and pupils are confident that they feel safe. Well thought through arrangements for welcoming new pupils ensure they settle quickly into their new environment. Close partnerships with external support agencies mirror the school's commitment to helping pupils with additional needs and enables pupils with special educational needs and/or disabilities to make good progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

This caring school, which is firmly underpinned by Christian values, has a strong commitment to promoting good achievement. A strong emphasis is placed on the inclusion of everyone, with pupil welfare in firm view at all times. Efforts to promote equality of opportunity, particularly through the very rigorous interrogation and analysis of the data collected about pupils' attainment and progress help to influence improvement priorities. Significant improvements evident in mathematics, for example, clearly demonstrate that their efforts pay dividends. Leaders and managers, along with the governing body, have not always used all the information available to them, but are well aware that they now need to accelerate pupils' progress in writing to a consistently good rate. Safeguarding procedures, particularly the arrangements to ensure all staff and the governing body are well trained, are good.

Leaders forge effective partnerships with parents and carers and others beyond school. Staff, for example, value the many partnerships established within local schools which helps to extend their professional development and to share good practices. Parents and carers play an active role, including as volunteer helpers. Staff successfully enlist their support to extend learning opportunities at home, such as, by providing ideas for learning outdoors. The governing body makes an effective contribution. It has a clear understanding of the school's strengths and weaknesses, offering good support and constructive challenge. It knows that its next step is to extend its involvement in monitoring the quality of provision, particularly in areas such as writing. The school makes a good contribution to community cohesion. Pupils learn in a very harmonious school community and very good links are established within the immediate locality and further afield. Opportunities for pupils to learn about global issues are now developing at a good rate.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Learning gets off to a good start and children make good progress from their varying starting points. By the start of Year 1, the proportion of children reaching and exceeding the nationally expected levels is often above that expected, and, in recent years, has been increasing. Warm and caring relationships between adults and children, along with a vibrant learning environment ensure that children feel happy and safe. Good attention is given to meeting the welfare needs of children. Children's personal, social and emotional development is good. They receive continual encouragement from teachers and support staff to behave well and show good attitudes to learning. Adults provide a good range of interesting and practical activities, often cleverly linked to a theme, such as 'pirates' or 'jungles', which contribute well to children's enjoyment of learning. Adults regularly assess and record children's small steps in achievement. They use this information with increasing effectiveness to provide activities and boost learning where it is most needed, such as in writing. Occasionally however, progress slows when children sit together for too long on the carpet listening to their teacher or when the activities provided are not challenging enough. Leadership and management are good. Since the previous inspection, they have successfully extended the opportunities for children to learn in the area outside the classroom and beyond, such as regular 'welly walks' in the village and within their allotment. Leaders know their next steps are to increase the proportion of children reaching the higher levels of development, particularly in writing.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who returned questionnaires are extremely supportive of all aspects of the school's work. They acknowledge, 'the care and support their children receive from staff'. Parents and carers of pupils who have transferred from other schools appreciate, 'the very warm welcome from everyone'. They recognise, rightly, the strong links forged within the local community and are pleased that the school develops a, 'good sense of self' for their children. Inspectors endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flockton Church of England Voluntary Controlled First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 14 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	64	5	36	0	0	0	0
The school keeps my child safe	10	71	3	21	0	0	1	7
My school informs me about my child's progress	7	50	7	50	0	0	0	0
My child is making enough progress at this school	8	57	6	43	0	0	0	0
The teaching is good at this school	9	64	5	36	0	0	0	0
The school helps me to support my child's learning	8	57	6	43	0	0	0	0
The school helps my child to have a healthy lifestyle	10	71	4	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	43	7	50	0	0	0	0
The school meets my child's particular needs	6	43	7	50	0	0	0	0
The school deals effectively with unacceptable behaviour	6	43	6	43	0	0	1	7
The school takes account of my suggestions and concerns	9	64	4	29	0	0	1	7
The school is led and managed effectively	10	71	3	21	1	7	0	0
Overall, I am happy with my child's experience at this school	12	86	2	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 January 2011

Dear Pupils

Inspection of Flockton Church of England Voluntary Controlled First School, Wakefield, WF4 4DH

Thank you for the very warm welcome you gave us when we inspected your school. We really enjoyed being part of your school community and finding out your views. You go to a good school. By Year 5, your attainment is usually above that expected for your age and you make good progress. I was particularly pleased to:

- see your excellent behaviour
- hear how quickly you settle in when you join from another school
- find out about how much you know about the similarities and differences of children beyond your local community and hearing how much you enjoy taking part in 'twinning' activities with them
- see your mature approach when interviewing the parish councillor. Your knowledge of the reasons for and against whether a bypass should be built around your village is impressive.

I have asked that some improvements be made. These are to make sure that:

- you all make good progress in writing by giving you more chances to practise your skills, making sure you are all clear about what you need to do to reach your targets and by making sure that you are always given work that makes you think really hard
- staff and members of the governing body improve the way that they find out how well you learn in lessons so that they can plan even more carefully how you might learn even faster.

All of you can help by always checking what you have to do to reach your learning targets and by making sure you all tell your teacher if you find your work too easy.

I send my very best wishes to you all for a bright and successful future.

Yours sincerely

Mrs Kathryn Dodd

Lead inspector

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