

Tockwith Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121595
Local authority	North Yorkshire
Inspection number	380277
Inspection dates	25–26 April 2012
Lead inspector	Lindsay Hall

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Graeme Dent
Headteacher	M Lumley
Date of previous school inspection	17 September 2008
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Introduction

Inspection team

Lindsay Hall
James Kidd

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 15 lessons or part-lessons, taught by six teachers over a period of just over six hours. Two of the lessons were observed jointly with the headteacher. A phone discussion was held with the Chair of the Governing Body and meetings were held with a wide range of staff and pupils and informally with parents and carers. The inspectors observed the school's work, and looked at a wide range of documentation including the tracking of pupils' progress, evidence from the school's lesson observations, pupils' work, school development plans, and procedures relating to safeguarding and children's welfare. Inspectors also listened to pupils read in Year 2 and Year 6. They also analysed 74 questionnaires completed by parents and carers, together with 14 completed by staff and 85 returned by pupils.

Information about the school

This school is smaller than many primary schools, having six classes. It serves the village of Tockwith and a number of surrounding villages to the west of York. The proportion of pupils from minority-ethnic backgrounds is below average and very few pupils speak English as an additional language. The number of pupils known to be eligible for free school meals is well below average. The percentage of disabled pupils and those supported at school action plus or by a statement of special educational needs is also below that usually found. The school meets the current floor standards, which set the government's minimum expectations for attainment and progress. The school has a number of awards including Activemark, Artsmark Gold, the Eco-School Green Flag Award and Healthy School status.

The on-site Kidzone breakfast and after-school club and Tick-Tock Nursery are not administered by the governing body. Both of these aspects of provision are inspected and reported on separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Attainment is above average and pupils achieve well. Parents and carers appreciate all aspects of the school’s provision, particularly the impressive quality of care that their children receive. The school is not outstanding because teaching is good rather than outstanding and the more-able pupils are not always challenged sufficiently in their work.
- From broadly average starting points, pupils make good progress across the school, so that by the end of Year 6, attainment is consistently above average. However, there is an insufficient proportion of pupils reaching the higher National Curriculum levels at the end of Year 2 and Year 6, in English and especially in writing. Pupils with special educational needs make good progress overall because of the good quality of the support they receive from staff.
- The quality of teaching is good in all years and there are examples of outstanding practice. Parents and carers rightly see the good teaching as a key reason for their children’s good achievements. Relationships between pupils and between pupils and the adults who work with them are strong.
- Pupils enjoy school and their attendance is above average. They have positive attitudes to their learning. They report that they feel safe and parents and carers agree. Pupils’ spiritual, moral, social and cultural development is good. It is promoted through both the planned curriculum and the caring ethos of the school and contributes significantly to pupils’ good behaviour.
- Leadership and management are good. Staff and the governing body work well as a team. They are ambitious and show a good commitment to school improvement. School self-evaluation is detailed and accurate and contributes well to the effective management of pupils’ performance and to improving teaching. The curriculum is good. It provides pupils with exciting topics to explore. However, pupils have limited understanding of the range of different cultures and religions which are represented within the United Kingdom.

What does the school need to do to improve further?

- Further accelerate the rate of progress in English by:
 - giving more opportunity for extended writing across the curriculum
 - raising teachers' expectations of what pupils can achieve, particularly in Key Stage 1.
- Ensure a larger proportion of pupils attain the higher National Curriculum levels at both key stages by using assessment data more effectively as a tool to inform planning so that all lessons are matched closely to pupils' individual learning needs, especially those of the more able.
- Enable pupils to develop a good awareness of the richness and diversity of other cultures and religions which are represented within the United Kingdom as well as overseas.

Main Report

Achievement of pupils

Inspection evidence confirms the views of parents and carers that their children make good progress. Pupils agree, and are rightly proud of their good achievements. Most children enter the Early Years Foundation Stage with skills and knowledge in line with those expected for their age. Within this picture there are strengths and weaknesses. For example, children settle quickly and make independent choices. They work well together because their personal and social development is effectively developed and they show a good ability to recognise numbers and letters. However, in many instances, children joining the Reception class have limited understanding of the sounds represented by letters (phonics). Children make good progress in the Reception class and, by the time they move into Key Stage 1, almost all achieve or exceed the goals expected for their age. Reading and calculation are particular strengths but early writing skills are less well developed.

Pupils in Key Stage 1 build well on this good start and their attainment in writing and mathematics is broadly average by the end of Year 2. Pupils read competently for their age because teachers ensure they know how to build sounds into words. However, a smaller proportion than found nationally, of more-able pupils, reach the higher National Curriculum levels in writing and mathematics because lessons are not always sufficiently challenging and teachers' expectations are not high enough.

Progress accelerates in Key Stage 2 and by the end of Year 6 attainment is consistently above average in reading, writing and mathematics. However, the proportion of more-able pupils reaching the higher levels, particularly in writing, has been slightly below average over time. Pupils' reading is fluent and competent and they use higher order reading skills, such as prediction and inference to enhance their comprehension of a range of texts. Pupils have very positive attitudes to learning and are keen to be actively involved. For example, there was a hive of activity in Year 3, as pupils used chronological skills and their knowledge of key events between 1918 and 1954, to draw up a timeline. Pupils collaborate well, and work independently with concentration and perseverance. This was evident when pupils in a

Year 5/6 class entered into intensive discussion in small groups to convert their research notes on 'The Great Exhibition' into an explanation text.

Disabled pupils and those who have special educational needs learn well and make good progress because of the expertise of staff and the commitment to give these pupils all the support they need. Teachers regularly include them in discussions and ensure they play a full part in the classroom.

Quality of teaching

As a result of teaching that is mainly good with some outstanding practice, pupils, including disabled pupils and those with special educational needs, achieve well over time. 'Our teachers make learning exciting and interesting.' was how a Year 6 pupil explained why everyone enjoys school and makes such good progress. Pupils are highly motivated and keen to learn. In the best lessons, exciting content is matched by challenging tasks and good opportunities for pupils to develop their knowledge and skills. Teachers' subject knowledge is secure, time is used to good effect and presentations are lively, allowing pupils to achieve well. Good quality questioning helps pupils to think for themselves and promotes interesting vocabulary. For example, in a Year 2 English lesson, the teacher made very effective use of the interactive whiteboard to encourage pupils to reflect on a poem, to discuss their feelings with a partner and to present accounts about the different characters. This resulted in all pupils making good progress. However, pupils' work shows that in some year groups, teachers are not planning sufficient opportunities for pupils to write at length in literacy sessions or other subjects.

Marking is detailed and fully informs pupils about the next steps they need to take to be successful in their work. Pupils know their targets and what they must do to improve and this has been supported by the recent introduction of individual 'Target Books' which has helped them consolidate their good progress. Teachers are increasingly using a wealth of assessment information to plan lessons. However, in some lessons, activities do not match closely enough to the pupils' learning needs. As a result opportunities are lost to provide suitable challenge for the more-able pupils.

The use of teaching assistants is good and they are an effective part of the teaching team, helping to establish good relationships between adults and pupils. Homework is used well to extend learning and to involve parents and carers in their children's work. Overall, lessons provide good opportunities to promote pupils' spiritual, moral, social and cultural development. The school has strong links with a school in Zambia but pupils have limited knowledge about the range of cultures and religions within the United Kingdom. The vast majority of parents and carers who completed inspection questionnaires agree with inspection evidence that teaching at the school is good and that they could readily approach staff with any concerns. One parent commented, 'My child loves coming to school, she is thriving, learning and having the best possible start in life.' Inspectors endorse this view.

Behaviour and safety of pupils

Pupils are very proud of their school and have a high regard for their classmates and for the adults who work with them. They enjoy supporting each other and comment, 'Everyone is included here and if we find things difficult we help each other.' Indeed, members of the school council suggest ways of improving the school and 'buddies' in Years 5 and 6 are proactive in their support for Reception children and for pupils in Year 1. They engage well

and sometimes exceptionally well with their learning in class and their behaviour in lessons and around school is good overall and on occasions outstanding. They enjoy the well-planned assemblies, often delivered by pupils themselves, and their singing in the after-school choir too is a joy to behold.

Inspectors agree with those parents and carers who completed the questionnaire, who expressed positive views about how well teachers and teaching assistants care for their children, ensure their safety and promote their typically good behaviour. One spoke for many with the words, 'The school is a real family and is so welcoming to the children and to their families. It looks after our children really well.' Pupils' comments confirm the accuracy of these views: they feel safe in school and say that bullying is a rarity. Indeed, they have a good awareness of the nature of bullying in all its forms. They add that the school teaches them how to recognise unsafe situations and how they can keep themselves and their classmates secure. Moreover, ensuring pupils' emotional well-being is a major strength of the school, and staff place considerable emphasis on promoting pupils' self-esteem and confidence in what they achieve. Pupils, therefore, feel both valuable and valued and have the utmost confidence in their peers and the adults who work with them. As a result their attendance is above average and very few are late to school.

Leadership and management

The commitment of the headteacher and senior leadership team to achieve the best for the pupils is strong and widely shared. Parents and carers are very positive in their praise of the experienced headteacher and teachers. Over the years, the highly skilled headteacher has developed a strong sense of team spirit. Leaders and managers, including the governing body, have an accurate picture of the school's strengths and weaknesses and the school development plan is aptly focused on raising standards. The governing body has a secure committee structure and offers good challenge and support to the school in equal measure. The headteacher and senior leaders are rigorous in their approach to monitoring the quality of teaching and learning and effective in using the findings from this to improve teaching quality. Staff are dedicated and keen to improve their practice and willingly participate in training. All are ambitious for the future, which demonstrates the school's good capacity for further improvement.

The broad and balanced curriculum meets pupils' needs and interests well and is developing pupils' basic literacy and numeracy skills successfully. It is especially good at promoting pupils' spiritual, moral, and social development, as well as nurturing pupils' self-confidence. Pupils have a good range of opportunities to work together, take responsibility and perform leadership roles, for example by organising the technology to be used in assemblies and being playground buddies to the younger children. The curriculum is complemented effectively by many extracurricular activities and visits. It is, however, not quite as good in promoting pupils' cultural awareness. The school has good partnerships with a range of external organisations to extend the opportunities for pupils, both in their work and in their personal development. Good examples include the links with the 'Sports partnership' and collaboration with a wide range of agencies to provide additional support for individuals where needed.

The school engages well with parents and carers and works effectively to ensure that all groups of pupils, including those with special educational needs and disabled pupils, make similar progress to others. This shows it is successful in promoting equal opportunities for pupils of all abilities and backgrounds to achieve as well as each other. The school also

strives to ensure that discrimination against any group is avoided at all times. The school's arrangements for safeguarding meet requirements and all necessary policies are implemented effectively.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 April 2012

Dear Pupils

Inspection of Tockwith Church of England Voluntary Controlled Primary School, York YO26 7RP

Thank you for making us so welcome when we visited your school and for completing the questionnaire. It was good to talk with you and to see your work. You told us that you go to a good school and we agree.

Here are some of the school's strengths.

- You make good progress as you move from the Reception class to Year 6.
- The curriculum is good, you work hard and enjoy your lessons.
- You behave well, are responsible and work and play well together, which makes the school a happy place.
- Teaching is good and all the adults are good at helping you when you find things difficult. They provide good care so that you are safe and happy in school.
- Your headteacher and senior staff run the school smoothly and know how to make your school even better.

The headteacher and your teachers are always looking for ways to improve. To help, we have asked them to do the following things.

- Help you make even faster progress in your learning by asking you to write more in lessons.
- Make sure the work you are given is not too easy so that more of you can reach the higher levels at the end of Year 2 and Year 6.
- Help you understand more about all the different cultures and religions of people who live in the United Kingdom and in other countries.

We wish you all the best and are sure you will continue to work hard and enjoy your learning.

Yours sincerely

Lindsay Hall
Lead inspector

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