

Knottingley Church of England Voluntary Controlled Junior and Infant School

Primrose Vale, Knottingley, West Yorkshire, WF11 9BT

Inspection dates 16–17 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in the Early Years Foundation Stage make good progress from low starting points. Good progress continues throughout Key Stages 1 and 2. By the time pupils leave in Year 6 they reach broadly average standards in English and mathematics.
- Good teaching with high expectations for learning and good subject knowledge ensures pupils make good progress in lessons and over time.
- All staff have excellent relationships with their pupils, who show respect and respond well to the way teachers treat them. As a result, behaviour in lessons and around the school is nearly always good.
- The headteacher with good support from the deputy headteacher has set a clear future direction for the school and created a positive climate for learning. Staff are well managed. As a result, the quality of teaching has improved since the last inspection.
- The governing body is effective in challenging the work of the school. It manages the budget well and ensures all statutory requirements are met.
- Good leadership and governance have led to good improvement in the quality of teaching and pupils' achievement since the last inspection.

It is not yet an outstanding school because

- Teaching is not good in all lessons and not enough is outstanding.
- Occasionally, teachers questions do not challenge pupils to think hard enough and they do not give good feedback to pupils about how to improve or mark work well.
- Adults are not always used well enough in lessons to support learning. At times, there are too few opportunities for pupils to work in lessons by themselves.
- There are too few resources in the outdoor area of the new Reception class to stimulate children's learning.

Information about this inspection

- Inspectors observed 14 lessons, nine of which were joint observations with the headteacher or deputy headteacher. Inspectors also heard pupils read and made short visits to a number of other lessons.
- Meetings were held with staff, seven members of the governing body, two groups of pupils, and representatives from the local authority.
- Inspectors took account of the school's own survey of parents and nine responses to the online questionnaire (Parent View).
- They observed the school's work and looked at a number of documents including minutes of meetings of the governing body, the school's online self-evaluation, the school development plan, policies and procedures to promote safeguarding, records of behaviour, safety and attendance, data on pupils' progress, action plans and monitoring files.

Inspection team

Declan McCarthy, Lead inspector	Additional inspector
Peter Harrison	Additional inspector
Jennifer Firth	Additional inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The majority of pupils are White British and a small number speak English as an additional language.
- An average proportion of pupils are eligible for pupil premium funding, which provides additional funding for pupils known to be eligible for free school meals and children in local authority care.
- An average proportion of pupils are identified with special educational needs through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Classes are mainly organised as mixed-age classes in both Key Stage 1 and with a separate Nursery and Reception classes in the Early Years Foundation Stage.
- In 2012, the school exceeded the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The leadership team has been reorganised since the last inspection and the school will convert to Academy Status on 1 December 2012.
- The school has recently purchased a building which has been converted to house two Reception classes.

What does the school need to do to improve further?

- Establish consistently good teaching with a high proportion that is outstanding by:
 - ensuring teachers' questioning always challenges pupils to think more deeply
 - creating more opportunities for pupils to learn by themselves in lessons
 - ensuring pupils always know how to improve their learning in providing clear feedback, both in lessons and in comments in the marking of their work
 - ensuring all adults working in classrooms are deployed effectively to support pupils' learning
 - improving the quality of resources in the outdoor area for the new Reception classes by the end of July 2013.

Inspection judgements

The achievement of pupils is good

- Standards have been rising steadily in recent years and in 2011, Year 6 pupils reached broadly average standards in English and mathematics. The unvalidated test results for 2012 show that standards by the end of Year 6 are broadly average in English and above average in mathematics.
- Children enter the Nursery with skills that are well below those expected for their age. They make good progress so by the time they enter Year 1 their attainment has risen to below average.
- The school's accurate data show that pupils in Key Stage 1 build on the good start in the Early Years Foundation Stage and make good progress in reading, writing and mathematics.
- Pupils make good progress in developing their literacy and numeracy skills. In a Year 1 and 2 lesson, pupils developed good communication skills as they took it in turns to act out a scene from their story of *The Lighthouse Keeper*. In a Year 3 history lesson on the ancient Greeks, pupils were encouraged to use a variety of punctuation, vocabulary and sentence openers in writing about the Cyclops. In a Year 5 and 6 class pupils made good progress and deepened their mathematical thinking in using multiplication and division to solve word problems. The teacher made clear links between the written problem and mathematical notation.
- Achievement in reading is consistently good across the school because teachers ensure that pupils build up their reading skills year-on-year. Pupils acquire good phonic skills (linking letters and sounds) because the teaching of phonics in the Early Years Foundation Stage and in Year 1 is good. In Year 2, pupils read fluently and with expression reaching broadly average standards in reading. By the end of Year 6, pupils can infer meaning, make predictions and express opinions about the text. Reading records show that pupils read widely in school and at home.
- Parents rightly believe their children are making good progress. Disabled pupils, those with special educational needs and the few who speak English as an additional language make good progress in lessons because support for their learning is mostly good. Very occasionally, the progress of some pupils slows when adults miss opportunities to clarify any misunderstandings or make use of different resources to help them to grasp new ideas.
- Pupils eligible for pupil premium funding make good progress because staff provide a variety of approaches and extra resources to promote their learning.

The quality of teaching is good

- Teaching is nearly always good across the school. Teachers plan a good range of free choice and staff-led indoor and outdoor learning activities to stimulate children's learning and enjoyment in the Nursery. This is less well developed in the new Reception area as the school rightly recognises that there are insufficient resources for outdoor learning.
- Excellent relationships with pupils, consistently good management of their behaviour are promoted through the judicious use of praise and encouragement to build up pupils' self-confidence and the close adherence to school rules. As a result, this promotes pupils' spiritual, moral and social development well as they learn to listen carefully, show respect, follow instructions, take turns and try hard to complete tasks.
- Teachers know their subjects well as a result of good training and this ensures that pupils acquire new knowledge and skills quickly. For example, as a result of effective training in mathematics, teachers focus on developing pupils' use of their numeracy skills to solve problems. As a consequence, pupils' achievements have improved.
- Lessons are usually brisk and lively and in the best lessons, enthusiastic and dynamic teaching enthuses pupils, as was seen in a lively drama lesson at Key Stage 1 about the seaside, intended to promote their communication skills.
- Teachers develop pupils' skills in communication, reading, writing and mathematics well. Pupils

wrote imaginative poetry in their topic work during anti-bullying week and in their projects for respecting others. In lessons, teachers usually ask pupils to use full sentences in speaking and writing, paying particular attention to punctuation, the accuracy of spellings, choice of words and opening sentences in topic work.

- Teachers use information about what pupils already know and can do in planning lessons. This information is generally used well to match work and tasks set to pupils' different levels of ability. Although the quality of feedback to pupils in lessons and in comments in the marking of pupils' work is usually good, on occasions, pupils are not always clear about how to improve their learning. For example, overly broad comments such as, 'Challenge yourself' are used too readily to indicate to pupils the next steps in their learning, without showing pupils exactly how to make the desired improvements.
- In a few instances, there are missed opportunities to challenge pupils' thinking through sharply focused and probing questions, for example, by encouraging the use of multiplication for checking the accuracy of the solution to a division problem.
- The teaching of disabled pupils and those with special educational needs is generally good. Tasks and resources are usually matched well to their level of ability and teaching assistants simplify into smaller steps and use additional resources effectively to promote learning. Very occasionally adults are not deployed effectively enough as they sometimes miss opportunities to clarify misconceptions pupils may have. Sometimes there is too much 'teacher talk' with limited opportunities for pupils to learn by themselves.

The behaviour and safety of pupils are good

- Pupils say how much they enjoy school and they have positive attitudes to learning. They are courteous and polite to visitors and show great respect for the staff.
- They demonstrate a good understanding of how to stay safe by handling equipment properly, using the internet and mobile phones safely and by moving safely around the school. Parents agree that their children feel safe in school. Children in the Nursery and Reception classes quickly settle into their routines and respond well to the orderly learning environment which enables them to feel safe and secure.
- Older pupils receive well-conceived training and coaching to act as friends in the playground. As a result, pupils' behaviour in the playground is good. Older pupils become aware of how to identify and support other pupils who may feel lonely, sad or upset in school.
- Pupils have a good understanding of different types of bullying as seen, for example, in their written work during anti-bullying week and confirmed in discussion with them. They are kind towards one another and say that, on the rare occasions when bullying occurs, it is dealt with quickly and effectively by staff. Parents believe that any bullying is dealt with effectively.
- Attendance has risen steadily in recent years and is broadly average. Exclusions are rare as are recorded incidents of unacceptable behaviour.

The leadership and management are good

- The strong leadership of the headteacher with good support from the equally visible deputy headteacher has led to high staff morale, a strong ethos for learning and a whole-staff commitment to improving the school.
- The good appraisal of teachers' work by senior leaders, for example, through regular checks on lessons have eliminated weak teaching and ensured that most lessons are at least good with some that are outstanding. The headteacher has established clear links between teachers' performance and salary progression. The school has an accurate view of itself and uses its self-evaluation well to raise attainment and improve the quality of teaching.
- The headteacher provides effective training and support through, for example, a strong link with an outstanding school to provide examples of outstanding teaching and in using pupil

premium funding to reduce the rate of unauthorised absence. As a result, teachers' expectations of pupils have been raised and reluctant pupils are rapidly re-engaging with learning.

- Leaders with particular responsibilities, such as for subjects, make checks on teachers' lesson planning and pupils' work as well as using information about pupils' progress to set clear goals for improvement.
 - Leaders promote pupils' spiritual, moral, social and cultural development well, through its core values of care and respect for others, strong links with the local parish church and local community and the wide range of opportunities across the school to develop and awareness of diversity and times for reflection. This was seen, for example, in a Key Stage 2 assembly, when pupils compared Christian and Chinese stories of creation with the help of a Chinese teacher.
 - The curriculum is relevant to the needs of all pupils with its strong emphasis on promoting literacy, numeracy and information and communication technology (ICT) skills across different subjects. Good opportunities for enrichment include a wide range of visits including residential experiences, after-schools clubs for ICT, the performing arts and sport that are well attended. The well-conceived programme of personal, social and health education has a suitable focus on supporting the emotional well-being of pupils whose circumstances make them more vulnerable.
 - **The governance of the school:**
 - Governors challenge school leaders effectively through their questioning and focused visits to obtain a first-hand view of the school's work.
 - Governors have overseen good improvements in the quality of teaching and ensured that the pupils premium funding is used wisely.
 - Governors visit the school regularly and ensure all statutory requirements are met, particularly for safeguarding.
 - The governing body has ensured the school's budget is managed effectively.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108183
Local authority	Wakefield
Inspection number	400968

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	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	296
Appropriate authority	The governing body
Chair	Glynn Humphries
Headteacher	Julie Sandham
Date of previous school inspection	18 November 2009
Telephone number	01977 722480
Fax number	01977 722481
Email address	headteacher@knottingley-cofe.wakefield.sch.uk

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