

# Pool-in-Wharfedale Church of England Voluntary Controlled Primary School

Arthington Lane, Pool-in-Wharfedale, Otley, West Yorkshire, LS21 1LG

## Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Progress is not consistently good and overall requires improvement. It is not good because children enter the Reception class with skills that are typical for their age and leave at the end of Year 6 with average standards, having made expected progress during their time in the school.
- Teaching is not yet leading to all pupils achieving well because not enough is consistently good.
- Activities in lessons do not always challenge pupils or systematically develop their independence and thinking skills.
- Not all subject leaders are well informed about the quality of teaching in their subjects and consequently their understanding of achievement is limited.
- Lesson observations do not always have a sharp enough focus on how well pupils are learning.
- School development and subject action plans do not always contain small steps of progress against which the school can measure its success.
- Communications with parents do not ensure that parents are sufficiently aware of the work of the school.

### The school has the following strengths

- The headteacher and deputy headteacher, along with the governing body, have worked hard to secure improvements in the quality of teaching which is improving pupils' progress.
- Leaders have recognised the difference between pupils' progress in English and mathematics and have been successful in bringing about recent improvements seen across the school.
- The school provides a happy, caring and supportive atmosphere. Pupils feel safe. Attendance is above average. The vast majority of parents agree that their child is happy in school.
- Thorough systems have been implemented to track pupils' progress, ensuring that assessments of pupil progress and attainment are accurate.

## Information about this inspection

- The inspectors observed 15 lessons or parts of lessons taught by eight teachers. One of these was a joint observation with the headteacher. In addition, inspectors observed sessions where small groups or individuals were working.
- Discussions were held with members of the governing body, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum-planning. Work in pupils' books and displays around the school were examined.
- The inspectors listened to groups of pupils read.
- Inspectors took into account evidence from the school's accident and behaviour logs including exclusion records, evidence about how well pupils attend, self-evaluation documents and the school's development plan. Inspectors also considered other school documents and policies, some of which are available on the school's website.
- When making judgments, inspectors took into account 66 responses to the on-line questionnaire (Parent View) and the school's own survey of the views of parents. They also considered the responses of 20 staff who returned the Ofsted inspection survey.

## Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

# Full report

## Information about this school

- Pool-in-Wharfedale Church of England is a smaller than average sized primary school.
- There is a higher proportion of boys on roll than is average.
- Very few pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils whose parents are in the armed forces and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- There are very few pupils from minority ethnic groups, none of whom speak English as an additional language.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- The school runs a breakfast club for pupils, which is well attended.
- Pool Pre-School Group, based on site, is run by a private provider. This was not included in this inspection and is inspected separately.

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

- Increase the proportion of good and better teaching by:
  - sharing the existing strong practice throughout the school
  - ensuring that teachers know what represents good learning
  - reducing the amount of time pupils spend listening to the teacher so that pupils can organise their own activities and direct their own learning to a greater extent
  - ensuring that teaching assistants are always used as effectively as they are in the best lessons
  - raising expectation and challenge for all pupils
  - ensuring that marking in all subjects guides pupils to the precise next steps to take to move their learning forward.
- Raise attainment in all subjects and accelerate progress for all pupils by:
  - making it very clear to pupils how well they are achieving and what they need to do to achieve the next level in learning
  - ensuring that pupils, particularly in mathematics lessons, do not spend most of their time listening to explanations from teachers, or completing easier tasks, before moving on to more challenging activities
  - building on pupils' basic literacy skills as pupils move from year to year so that they become more accurate in their reading and writing
  - providing more opportunities for children in the Early Years Foundation Stage to develop their skills through well planned and purposeful outdoor activities across all areas of learning.
- Improve leadership and management at all levels by:
  - ensuring that subject leaders are well informed about the quality of teaching in their subjects
  - checking that when teaching is observed there is a sharp focus on the impact that teaching is having on pupils' learning
  - ensuring that school improvement and subject action plans make it very clear how success is to be measured to check that actions are improving pupils' progress

- improving communication with parents so that they are better informed about the positive work the school is doing to improve learning for their children.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children join the Reception class with skills and abilities that are in line with those typical for their age in most areas of learning. Appropriate indoor activities and targeted support ensure that children make expected progress, so that they join Year 1 at the levels expected for their age. Outdoor activities, however, do not offer opportunities that are sufficiently purposeful and well planned to enable children to develop all their different skills.
- In 2012 pupils' national test results at the end of Key Stage 2 were average. Progress and attainment in English was slightly stronger than in mathematics. This has been the case over the last two years. However, a focus by the school with a review of its policy and practice has led to school tracking of pupil progress showing some improvement in mathematics across the school that has yet to reflect on the standards pupils reach.
- Progress requires improvement although rates are accelerating across most year groups in reading, writing and mathematics. However, teaching does not always challenge pupils enough and some could make more progress.
- Attainment is average by the time pupils leave school. In mathematics more are reaching the level expected, but are not always pushed on quickly to harder work that allows them to apply their skills. In writing, many are now making good progress but there is some inconsistency in their accurate use of basic skills as these are not always built on systematically year on year.
- Pupils enjoy reading. The teaching of letters and sounds (phonics) is effective and gives younger pupils the confidence to tackle unfamiliar words. Older pupils talk knowledgeably about the books they have read and their favourite authors. They read with adults in school and at home and particularly enjoy the times in the week spent with their 'reading buddies.' However, less fluent readers do not always adjust mistakes they make so that they can make sense of what they are reading.
- Pupils improve their progress when they know how well they are achieving and what they have to do to reach the next level. This is not the case in all classes and limits their progress.
- Disabled pupils and those who have special educational needs make similar progress to that of their classmates. They receive additional support in lessons and in small groups, enabling them to keep up with their peers.
- The pupil premium money is used well to support the very small number of pupils who are eligible for the funding, providing extra support for these pupils. Adults work with them on an individual and regular basis. Consequently, there is little difference to the standards reached and progress made by those pupils who are entitled to free school meals in comparison to their fellow pupils.

### The quality of teaching

### requires improvement

- Although there are improvements in the proportion of better lessons, teaching is variable across the school and overall requires improvement.
- Many lessons are good, but, often, activities do not always match the needs of pupils of different abilities and therefore pupils do not always achieve as well as they could. This is particularly true in the case of mathematics, where pupils are often required to work their way through easier questions, instead of moving on quickly to activities that will really make them think.
- In some lessons, learning is slowed down by pupils listening for too long especially during the start of lessons. In these cases, classroom assistants are not always deployed well to work with groups who may need extra support or challenge instead of remaining with the rest of their classmates. This is particularly true in some mathematics lessons, where pupils who quickly complete the task are left waiting until all pupils have worked out the answer.

- Expectations of what pupils can do are sometimes not high enough. As a result, teachers often offer too much guidance and leave little room for pupils to develop independence in their own learning. In writing, for example, pupils can sometimes be told the number of sentences to write, instead of expecting as much as pupils can complete in the time available.
- In the Early Years Foundation Stage, support from adults and well planned activities indoors develop their skills and knowledge appropriately. However, outdoor activities are more limited and children are not routinely offered activities that enable them to develop skills across all the areas of learning.
- Teachers regularly check pupils' understanding in lessons and when they mark their books. However, the guidance and advice given to pupils to help them to improve is not consistent across all subjects. In some books comments are often made about what pupils have done well and what to do next. In other books work is merely ticked, offering pupils no explanation as to what is good or what could be better.
- Where teaching is good, expectations are high and there is no wasted learning time. Pupils of all abilities have sufficient time to reinforce and extend what they are learning and there is a brisk pace to lessons. Pupils have lots of opportunities to work in groups or discuss their work with a partner and explain their thinking. Skilled questioning by the teacher and other adults also checks pupils' understanding and explores further to make pupils think.

#### **The behaviour and safety of pupils** are good

- Pupils have good attitudes to learning and are keen to learn. They generally enjoy their lessons. Behaviour in and around school is good. Only at times when lessons are less engaging do some pupils become fidgety.
- Pupils are polite, well mannered and work well with each other in lessons and at playtimes. Pupils say that behaviour has improved. They are aware of the rewards and sanctions that the school has in place in the behaviour policy.
- Pupils say they feel safe and enjoy school. This is shown in their above average attendance. Pupils have a good understanding of how to keep themselves safe, for example when using the Internet, as a result of the school's teaching and visitors to school.
- Pupils say that bullying is not a problem. They are also confident that should it happen it will be dealt with swiftly. The school council have been very active in raising awareness of bullying and even the youngest pupils are able to talk about the different forms it can take, such as cyber-bullying and name-calling.
- The school promotes good levels of spiritual, moral, social and cultural development. Daily assemblies, offering prayer and reflection times reinforce the school's values. Pupils know the difference between right and wrong and celebrate and appreciate the different traditions and religions through taught lessons and fund-raising.

#### **The leadership and management** require improvement

- The headteacher is ably assisted by his deputy and the governing body in the quest for improvement. Although leadership and management require improvement leaders have clearly identified the strengths of the school and where the weaknesses lie.
- Plans to improve the school contain appropriate actions to be taken to bring about the necessary improvements, but they do not clearly identify small steps of progress that may be met along the way, in order to demonstrate the advancement the school is making towards its goals.
- The monitoring of pupils' progress is much sharper than in the past. Regular meetings between staff and senior leaders analyse pupils' progress and plan support where it is most needed. Teachers now have a greater accountability for the progress of their pupils and are providing

swifter intervention to address any underachievement.

- Senior leaders have improved the quality of teaching by regular observations of lessons. Written feedback to teachers does not always, however, have a sharp enough focus on how well the teaching is influencing the learning of pupils. As a result, improvements are not always made and overall teaching requires improvement.
- Subject leaders are not always informed fully about teaching in their subjects. This limits their understanding of achievement in their subjects and their ability to play a full part in the improvement of the school.
- Teachers have undertaken training through the 'family of schools' to which the school belongs. This has enabled teachers to visit other settings and share practice. However, the school has not always capitalised on the strong practice that exists within the school, or shared discussions with staff on what constitutes good or even better learning. Consequently, teachers are not confident that their style of delivery is ensuring at least consistently good learning for pupils.
- Reviews of teacher performance are closely aligned to the Teachers' standards and are used well to support the school's priorities and are linked appropriately to teachers' progression along the salary scale. Teaching assistants are also involved in the process of review and are offered training and support as a result of discussions.
- The school provides opportunities for parents to be involved in their child's education through meetings and newsletters. However, parents' concerns are not always allayed by being given enough information about the positive changes that are being made in school and the difference this is making to their child's learning.
- The school meets the needs and interests of pupils and adequately promotes pupils' basic skills in reading, writing, information and communication technology and mathematics. However, these skills are not always built on in a systematic way to ensure that pupils gain in accuracy as they move through the school. After-school activities, visits and visitors, and a residential visit for older pupils enhance provision and contribute well to pupils' strong spiritual moral, social and cultural development.
- The local authority adviser visits the school regularly and has recently arranged support from another local school.
- Given the improvements the school has made, for example, in teaching and the more rigorous systems for ensuring accurate assessment of pupils' progress, the school is well placed to further improve.
- **The governance of the school:**
  - The governing body has an accurate view of where the school is, including an overview of pupils' progress and the quality of teaching. They have links with teachers in school and are regularly updated by subject leaders. An open day gives them the opportunity to visit classes, look at books and chat to pupils. Governors are both supportive and challenging in equal measure and are increasingly able to hold the school to account. They ensure that all staff, including the headteacher, are set targets closely linked to pupils' progress and whole-school priorities. Governors are very aware of the link between the achievement of these targets and salary progression. They ensure that the pupil premium funding received is used appropriately, for example, in providing extra support for the small number of pupils eligible for the funding. They have several sub-committees including one solely devoted to improving communication with parents, formed as a response to one of the school's recent surveys. The governing body ensures that the school meets safeguarding requirements and that equal opportunities are promoted and discrimination is not tolerated.

## 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

<b>Unique reference number</b>	108000
<b>Local authority</b>	Leeds
<b>Inspection number</b>	400958

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Frisby-Shaw
<b>Headteacher</b>	Mark McDermid
<b>Date of previous school inspection</b>	6 July 2010
<b>Telephone number</b>	0113 284 3151
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