

# Pocklington Community Junior School

65 Kirkland Street, Pocklington, York, YO42 2BX

**Inspection dates** 24–25 September 2013

<b>Overall effectiveness</b>	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

- Given pupils' starting points, attainment by the end of Year 6 is not as high as it should be for some groups of pupils, especially the most-able pupils.
- Achievement requires improvement because, overtime, pupils' progress across year groups and subjects has been inconsistent. For some pupils in Year 4, progress is too slow.
- Pupils do not make consistently good progress in mathematics and writing, particularly the boys.
- Teaching is variable in quality with not enough that is good and outstanding.
- Teachers' expectations of what pupils can achieve are not always high enough. For some pupils, particularly the most able, work is too easy. This means that pupils are not always fully engaged throughout the lesson.
- Teachers' questioning does not always allow pupils to deepen their understanding.
- In some lessons, pupils are not given time to act on the advice given by teachers in written or verbal feedback on how they can improve their work and move to the next level. Pupils sometimes wait too long for a teacher to check their work before they can move on to the next stage. This slows their progress.
- The progress of disabled pupils and those with special educational needs is variable. It is not quick enough in Year 4.
- Not all subject leaders take full responsibility for ensuring the quality of teaching is good and that pupils achieve well.
- Governors do not yet measure the impact of spending of the pupil premium funding on improving the achievement of eligible pupils.

### The school has the following strengths

- Leaders and governors are bringing about improvement. In the last two years, pupils' attendance and behaviour, the quality of teaching and attainment have all improved.
- Pupils behave well around the school. They work well together and feel safe because teachers look after them.
- The creative curriculum provides many and varied opportunities which promote pupils' social, moral, cultural and physical development.
- Most pupils make good progress in reading.

## Information about this inspection

- During the inspection, 15 lessons, and parts of lessons, were observed by inspectors. The majority of teachers were observed at least once and two lessons were observed jointly with the headteacher.
- Meetings were held with groups of staff, pupils, parents, three members of the governing body and a representative from the local authority.
- Inspectors took account of the responses to 11 staff questionnaires. They considered information from previous school surveys carried out with parents and pupils and the responses of 19 parents to the online questionnaire (Parent View).
- The inspectors reviewed work in pupils' books and listened to pupils read during lessons. They observed pupils moving around inside and outside the school and at different times in the day.
- They observed the school's work and considered a number of documents, including the school's own evaluation of its performance, the school improvement plan, minutes from governors' meetings and reports of external reviews of the school.

## Inspection team

Helen Gaunt, Lead inspector

Additional Inspector

John Ashley

Additional Inspector

## Full report

### Information about this school

- This is an average-sized junior school.
- The proportion of girls is just above the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families and those known to be eligible for free school meals) is below average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported at school action is below average, while the proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils entering or leaving the school part way through Key Stage 2 is very low.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Over the last two years there have been changes in the teaching staff at the school, including teachers leaving or joining the school, or changing classes.
- The school is one of 12 schools working in partnership in the Wolds cluster of schools.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring that pupils are given time to act on the advice given by teachers in written and verbal feedback
  - ensuring that the level of challenge and expectations of what pupils can achieve are always high, in particular for the most able
  - providing more opportunities for pupils to learn on their own, so that they are less reliant on adults telling them when to move on to the next stage of their learning
  - ensuring that all teachers develop their skills in questioning to match best practice and provide opportunities for pupils to deepen their understanding.
- Accelerate the progress made by all pupils, including those with special educational needs, by:
  - ensuring that the progress made by all pupils in Year 4 is at least good
  - continuing to develop teachers' skills in the teaching of mathematics
  - continuing to develop the thematic approach to writing so that boys are inspired to write.
- Improve the effectiveness of leadership by:
  - developing the roles of all subject leaders so that they are more accountable for improving the quality of teaching and pupils' achievement
  - ensuring that governors review more carefully the impact of pupil premium spending on the achievements of eligible pupils.

## Inspection judgements

### The achievement of pupils

### requires improvement

- When pupils join the school, their attainment in English and mathematics is usually broadly average. When they reach the end of Year 6, it is also usually broadly average. From pupils' previous starting points, this represents the expected rate of progress over time. Pupils, particularly the most-able and disabled pupils and those with special educational needs do not achieve well overtime. This is because the quality of teaching is variable.
- The rate of progress pupils make in different subjects is also variable. In the last two years, pupils' progress has been better in reading than in writing and mathematics. Most pupils make good progress in reading. Their reading skills develop at a good rate because they get plenty of opportunities to practise reading regularly, such as when they complete work as part of other subjects. They are able to sound out unfamiliar words and encouraged to use dictionaries to check spellings.
- The school rightly identified that progress in mathematics and in writing, particularly for the boys, required improvement and have put in place a range of different teaching methods aimed at improving pupils' skills in these subjects. Current school data and inspection evidence shows that progress in mathematics and in writing, for most pupils, is now improving. In 2013 in writing, for example, an above-average proportion of pupils in Year 6 made the expected rate of progress from their previous starting point. Nevertheless, some boys still lack the motivation and enthusiasm to write.
- More pupils across the school are making better than expected progress from the start of a year to the end. However, this better progress has yet to be sustained over time and the progress of pupils in Year 4 particularly remains too slow.
- The achievement of the most-able pupils requires improvement. The activities they are given in lessons do not challenge them to show what they are capable of and so that they make good progress from their higher starting points. Sometimes, these pupils are not fully engaged throughout the lessons.
- The achievement of disabled pupils and those who have special educational needs, although improving, is still too variable and requires improvement. This is particularly the case in Year 4 in reading and writing because the quality of teaching is not as strong. However, there is good liaison with external agencies to ensure that pupils are provided with appropriate and additional support matched to their specific needs and this is helping to improve the achievement of this group, particularly those at school action plus or with a statement of special educational needs.
- Pupils who are supported through the pupil premium funding make progress in line with that of other pupils in the school. In Year 6 in 2012, the attainment of pupils known to be eligible for free school meals in English and mathematics was about two terms behind non-eligible pupils. This is similar to the gap between these groups of pupils nationally. Inspection evidence and school data shows this gap across the school is steadily closing. The attainment of eligible pupils is now comparable with others in the school. The school is working diligently to give all of its pupils equality of opportunity to succeed.
- Pupils enjoy a range of lunchtime and after-school games and tournaments, which are funded, in part, by the additional money provided to primary schools to increase participation in sport. Pupils say they enjoy these opportunities, which also contribute to developing their social and team skills.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, over time, there has not been enough good or better teaching to ensure pupils make good progress across the school. The school's checks on the quality of teaching show that there is now more good and outstanding teaching. Pupils' progress is improving as a consequence.

- A small amount of outstanding teaching was observed during this inspection and there was none that was inadequate. The majority of teaching seen in lessons observed was good but this has not yet resulted in pupils' sustained good achievement.
- Teaching requires improvement because teachers' expectations of what pupils can achieve are not always high enough. Some teachers do not provide pupils with tasks that challenge them enough, particularly the most able. When this is the case, pupils are not fully engaged throughout the lessons.
- Often, pupils are not given enough opportunity to get on with their work without adults telling them what to do next and time is wasted when they could be making more progress. Although the quality of teachers' marking and written feedback is improving, and 'response time' is provided at the start of some lessons, pupils do not always have enough chance to act on the advice given by teachers in written and verbal feedback. This slows down their learning.
- Provision for developing pupils' writing skills is improving. The curriculum, having been reviewed, now includes a more thematic approach so that learning topics are matched to pupils' interests. For example, a project on the sinking of the Titanic, which included activities across all curriculum subjects, proved very successful in encouraging more boys to begin to write more and creatively. However, this approach is relatively new and has yet to impact fully. Even so, pupils' writing achievements are now displayed in all areas of the school and pupils are very proud of their work.
- Teaching is improving. All teachers have received training so that they can teach mathematics more effectively. Teachers now make much better use of the information they collect from assessing pupils' mathematical skills. Teaching now provides greater focuses on developing pupils' mental calculations skills and pupils are now provided with more opportunities to use and apply their skills by solving mathematical problems. There is an element of competition, which pupils enjoy and which motivates them to succeed. School data shows that more pupils are now making good progress in mathematics.
- Teachers plan a range of learning activities which interest learners and, in the better lessons, provide a range of tasks that are matched to the abilities of different groups. The best teaching is characterised by work that is matched closely to the needs of each pupil in the class. In these cases, questioning encourages pupils to think for themselves and deepens their understanding.
- Over the last two years, the role of teaching assistants has been redefined and teachers and teaching assistants now work more closely together. Teaching assistants now provide effective support for pupils and are quick to address misconceptions when they arise. Disabled pupils and those who have special educational needs are involved in activities alongside their fellow pupils because work is adapted to enable them to do so, and support is always on hand. Help from teachers and teaching assistants enable those pupils known to be eligible for the pupil premium to achieve, at least, in line with other pupils.

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

- Pupils behave well when playing outside on the playground or when moving around the school. Pupils repeatedly show respect for adults and other pupils. They get on well with one another and their positive attitudes ensure the school is calm and purposeful. Pupils are keen to learn and respond well to their teachers' instructions.
- In good lessons, they display high levels of enthusiasm. Where teaching is not good, pupils' attention can occasionally wander. However, adults ensure that they are quickly brought back on task.
- In conversations with inspectors, pupils said that there is little bullying and that if it occurs, it is dealt with quickly and effectively by teachers. The school's records confirm this and show that pupils' behaviour over time is good.
- Pupils say they feel safe and very well cared for in school. They know that they can always talk to an adult if they are worried about anything. They say that teachers are very supportive and know them well. They appreciate the extra help they get in small groups or in one-to-one

sessions to help them improve.

- Behaviour has improved over the last two years because leaders have developed a new behaviour policy, which is consistently applied by all teachers. Pupils understand the consequences of negative behaviour and enjoy the rewards they receive for positive behaviour.
- A wide range of additional support is provided for vulnerable pupils of all ages and pupils with specific learning difficulties. The emotional literacy and support assistant provides counselling and support for individuals and small groups of pupils. This helps to ensure these pupils enjoy their learning experiences, develop good social skills, grow in confidence and work productively in lessons.
- Responsibilities are given to pupils to develop their leadership skills. In school, they work supporting younger pupils, help the school to run smoothly and fundraise for a wide range of charitable causes. Pupils speak positively about 'Peacemakers', older children who support younger ones, and the 'Friendship' bench.
- Parents are very supportive of the school, say that behaviour is good and their children feel safe.
- Attendance has improved and is now above average and this is helping to improve pupils' achievement. There have been no exclusions for the past two years as a result of improvements in behaviour.

## The leadership and management

## requires improvement

- Leadership and management requires improvement. Although subject leaders are starting to develop their knowledge and skills in their areas of responsibility, they do not all ensure that agreed actions aimed at bringing about improvement are carried out at a quick enough rate in order to ensure pupils' achievement is consistently good.
- Since the previous inspection, the headteacher and the governing body have taken significant steps to drive improvement in teaching. They have improved the checks made of the school's work and developed the skills of senior leaders so that they now evaluate accurately the quality of the school's provision.
- The school improvement plan confirms that the school has the correct priorities, which focuses rightly on improving the quality of teaching to good.
- Although initiatives aimed at improving the school are proving increasingly effective, some initiatives are too recent to be embedded well enough to raise pupils' overall achievement so that it is consistently good. Aspects of teaching have improved. However, senior leaders are fully aware that the quality of teaching is still held back because the roles of subject leaders in checking its quality are still developing. Nevertheless, recent successes in improvement, not only in teaching and pupils' achievement but also in pupils' attendance and behaviour clearly indicates the capacity in the school for further improvement.
- Following the last inspection, the local authority, at the request of the headteacher, provided support focused on improving the quality of teaching. This support has been beneficial, particularly in improving the procedures for assessing what pupils know and can do. The level of support is now gradually reducing.
- Staff morale is high. All staff are ambitious to raise pupils' achievement and for the school to be good.
- Leaders actively seek the views of parents. Responses to the many surveys carried out by the school, including the views expressed by those parents who responded to the online questionnaire, show that the vast majority of parents are extremely satisfied with the school.
- **The governance of the school:**
  - The governing body has been strengthened since the previous inspection and is fully aware of the school's recent performance because, not only are governors provided with lots of information, they are able to understand and explore the school data, ask many pertinent questions and spend time in the school with staff. Governors contribute fully to the school's own evaluation of its performance. They use this knowledge to hold leaders to account for the performance of teachers and ensure that pay is linked to performance. The governing body

fulfils its statutory duties, including ensuring that safeguarding procedures comply with national requirements. Governors do not fully evaluate the impact of the pupil premium funding on outcomes for eligible pupils and cannot, therefore, be fully confident that it is having effect.

## 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>	117863
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	425811

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>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Hodgson
<b>Headteacher</b>	Carole Fulstow
<b>Date of previous school inspection</b>	13 February 2012
<b>Telephone number</b>	01759 302224
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