

Wakefield Flanshaw Junior and Infant School

Flanshaw Road, Flanshaw, West Yorkshire, WF2 0AS

Inspection dates 15–16 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The leadership of the headteacher is good. She has developed a welcoming and inclusive school. Her commitment to the school, its pupils, staff and parents is strong. Staff morale is high.
- Despite the high number of staff changes over the last few years, the school's leaders have had a strong impact on raising the quality and effectiveness of teaching throughout the school.
- Pupils' achievement has risen steadily. Pupils' attainment in Year 2 is now above average in reading, writing and mathematics. In Year 6, pupils are working at above average standards in mathematics and at average levels in reading and writing. This is a significant improvement on previous years.
- Teaching is effective and improving strongly. Gaps in pupils' learning and achievement are closed rapidly because pupils' progress is checked closely and additional support provided where necessary.
- The early years provision gives children a good start to their learning. Leadership and teaching are good and ensure all children achieve well.
- Pupils who might be at risk of underachieving, including disabled pupils, those who have special educational needs and disadvantaged pupils, make good progress. By Year 6 many have caught up well with their classmates.
- The school's pastoral support systems are particularly good, with a high focus on supporting and promoting pupils' spiritual, social, moral and cultural development, whatever their background.
- Pupils enjoy school and are provided with an impressive range of opportunities to help them develop into mature young people. They are well prepared for the next stage of their education.
- Pupils behave well. They are polite, friendly and kind to others. They understand what bullying is and know to report any concerns immediately to staff. Pupils feel very safe and secure at school.
- Governance is improving strongly. Governors share a commitment to providing pupils with the best opportunities possible to prepare for the future. They hold leaders to account well and have a good understanding of how the school is performing.

It is not yet an outstanding school because

- Not all of the teaching supports pupils in making the best progress possible. Sometimes staff fail to ask questions that probe pupils' understanding or deepens their knowledge.
- On occasions the most able pupils are not challenged sufficiently in their reading and writing.
- Not all teachers insist on the same high standards of presentation and accuracy in pupils' written work.
- Attendance is below the national average.

Information about this inspection

- The inspectors observed teaching throughout the school; a number of observations were carried out jointly with the headteacher and the deputy headteacher. In addition, the inspectors scrutinised pupils' workbooks and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and one other governor, the headteacher, senior and middle leaders and subject leaders. The inspectors also had meetings with a representative from the local authority.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation. Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding were also taken into consideration.
- As there were only six responses to the online questionnaire (Parent View) the inspectors considered the views of a number of parents spoken with during the inspection and the school's own survey from 2014.
- The inspectors also took account of the 42 responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.

Inspection team

Rajinder Harrison, Lead inspector	Additional Inspector
Bimla Kumari	Additional Inspector
Sally Lane	Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- Children in the early years attend part time in the Nursery and full time in the Reception classes.
- The majority of pupils are of White British heritage.
- About 38% of pupils (above national average), are from various ethnic minority groups and from families where English is not the home language. The largest percentage are of Pakistani heritage. Very few pupils are at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is above average. (The pupil premium is additional government funding provided to support disadvantaged pupils including those who are known to be eligible for free school meals and those who are looked after by the local authority).
- The school has had a significant number of staff changes since its previous inspection.
- In 2014 the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has recently undertaken a review of governance to consider how governance can be strengthened.

What does the school need to do to improve further?

- To raise achievement further, improve the quality of teaching so that all pupils make even more rapid progress by ensuring that teachers:
 - have higher expectations of all pupils, including in the early years, but particularly the most able in their reading and writing
 - ask pupils more probing questions that strengthen and deepen their knowledge and understanding so that they are more confident in applying their previous learning when tackling new activities
 - insist on pupils checking their written work more carefully for errors in spelling, punctuation and grammar in all subjects so that it is always the best they can do.
- Improve attendance so that it is at least in line with the national average by:
 - raising expectations so that pupils and parents are aware of the vital importance of attending school regularly
 - rewarding good attendance more effectively
 - doing more to dissuade the minority of parents from taking family holidays during term time.

Inspection judgements

The leadership and management are good

- The headteacher's strong leadership has led to pupils' achievement rising steadily since the previous inspection. She has created a positive climate for learning and engendered effective teamwork among the staff. Her expectations are high of both pupils and staff and so the school is improving rapidly.
- Changes in the senior leadership and revised leadership roles are supporting school improvement effectively. The deputy headteacher, phase leaders and subject leaders are leading developments in their areas of responsibility effectively so that all pupils have the opportunity to succeed in their learning.
- All leaders contribute to a culture where teaching and pupils' behaviour are good. Leaders and governors have an accurate and comprehensive view of each teacher's effectiveness. Staff have good opportunities to develop their knowledge and skills through appropriate training and support so that their practice improves. Leaders act as mentors to new staff so that everyone can succeed. Teachers are very clear that any application for pay awards will be reliant on their meeting the targets set for pupils' progress.
- Leaders and governors strongly promote equality of opportunity, foster good relationships and discourage discrimination, including the use of racist or homophobic language. As one pupil said, 'calling people names is like bullying. It hurts you'. In this highly diverse school community, pupils of all cultures and backgrounds thrive. However, equality of opportunity is not always evident in the provision for the most able pupils, who occasionally are not sufficiently challenged in their learning.
- Disabled pupils and those who have special educational needs often achieve well because the support for them is led and managed well. Parents are particularly appreciative of the way the school supports them and their children, particularly when challenges arise in their home life.
- The pupil premium is used successfully, especially to provide extra teaching or programmes of work, for example through, 'Rise and shine' and 'Early birds', to improve the achievement of disadvantaged pupils. Leaders keep a close eye on these pupils' progress, acting quickly when difficulties arise that slow their progress. The school's pastoral systems are highly effective in supporting these pupils and their families.
- The curriculum effectively supports pupils' academic and personal development and promotes their love of learning. It is vibrantly rich, with topics and projects that hold pupils' interest, such as designing ships that might stay afloat longer than the Titanic. Improvements in the provision for reading and writing have resulted in standards rising rapidly in the last year or two. The library and the school magazine are very popular among pupils and contribute well to their enjoyment of reading. A greater focus on investigation and practical application in mathematics has resulted in higher standards this year.
- The school has made a good start in developing its chosen method of assessment of pupils' achievement. The school is working in close partnership with other schools to secure consistency and accuracy.
- Visits and visitors enrich pupils' learning effectively. For example, activities such as the enterprise initiatives in Year 6 encourage pupils to develop their business skills, links with the Civic Society extend their cultural awareness and visits to the seaside help young children discover a world beyond school.
- The school uses its primary sport grant to improve the quality of teaching and widen pupils' experiences. Pupils now have more opportunities to participate in activities and sports such as multifit, cricket and dance, further swimming time and to compete in inter school events.
- The promotion of pupils' spiritual, moral, social and cultural development and British values, such as tolerance and respect, is very good. The school does not shy away from broaching serious issues that affect different communities and, as a result, pupils learn to understand and value diversity. This prepares pupils well for their future life in modern Britain.
- Pupils understand and value the democratic process. They know that school rules are there to ensure order in their daily lives at school and that voting for school councillors and playground buddies requires serious consideration to select the right people to represent them.
- Parents are very positive about the school and the improvements over time that have resulted in their children enjoying school more and achieving well.
- The local authority has provided effective support through reviewing the school's performance and supporting staff training. It has conducted a review of governance and advised as to how governance can be strengthened and carried out a financial audit to ensure funds are being used to maximum effect.
- Safeguarding procedures meet current requirements and are effective. The school takes good care of pupils and concerns are followed up promptly, with external agencies involved where appropriate.
- **The governance of the school:**
 - Over time, governors have improved their skills and are now holding the leaders to account for the quality of teaching and pupils' achievement more effectively. They have worked with the headteacher to successfully eradicate previous inadequate teaching. Recent changes to the governing body, including a

new Chair of Governors, have resulted in effective partnership with senior and middle leaders so that governors are kept fully informed about the quality of teaching and pupils' achievement. School development plans are focused on the right priorities and regular pupil progress meetings ensure governors have a clear picture of pupils' progress. Governors are involved in decisions regarding teachers' pay and ensure that pay awards are linked to pupil' achievement. Governors know how additional funding for disadvantaged pupils is helping these pupils achieve well. They have made good use of the primary sports funding and know the impact this has had on pupils' achievement and their health and well-being.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils value learning and so try hard in lessons. Lessons are hardly ever interrupted owing to poor behaviour but occasional lapses do occur when teaching does not hold pupils' attention fully, particularly when it lacks sufficient challenge. On these occasions, a few lose concentration and become chatty, but quickly settle when better engaged.
- Behaviour typically in lessons and around school is good. A few pupils do present challenging behaviour but staff manage such incidents firmly and effectively, giving pupils time to reflect on their actions and make the right choices so that they can return to their learning.
- Relationships between pupils are very good. They work with each other sensibly, and most respond well when working in groups on projects such as, 'Design a healthy drink to sell at the tuck shop'. Teachers have high expectations of all pupils to cooperate with others. Older pupils buddy up with younger ones for reading activities and look out for each other at break-times.
- Pupils are polite and courteous. They show respect to others, particularly those who need additional help with their learning. There is a strong sense of harmony and mutual regard among all groups of pupils.
- Pupils have numerous opportunities to take on responsibility, for example as librarians and school councillors. They are very proud of such roles and Year 6 pupils are encouraged to set a good example to younger ones by conducting themselves well and working hard.
- Pupils value the recognition they receive for their good deeds and effort but are also fully aware of the sanctions when behaviour is less than acceptable. As they explained, 'The rules are fair for everyone'.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe at school, for example when playing outside, because they say the school grounds are secure and that staff are always out there to look after them. Parents are very confident with the way the school looks after their children.
- Pupils are very knowledgeable about the dangers of social media and internet websites. For example, they explained very clearly that you should not share personal details with people on line and younger children were very aware of 'stranger danger', and to report any concerns to staff straight away.
- The school is vigilant in promoting pupils' well-being outside school. Pupils are knowledgeable about how to stay safe on the roads and at home and that, for example learning to swim is important, 'to stop you drowning if you fell into the river or the sea'.
- Pupils say that bullying is rare in school because, 'It is not allowed and it is cruel'. They are confident that if they had any concerns or worries they could go to teachers because, 'they will help you sort it out'.
- Although pupils' attendance is improving, it is still below the national average. Despite the school's efforts, there are still a few families who take their children on holidays in term time and a few pupils are absent too frequently at other times. The school has appointed a member of staff from September to work on raising attendance among these pupils and families.

The quality of teaching is good

- Leaders ensure that all teachers follow a consistent approach to the teaching of reading, writing and mathematics. They provide successful additional activities to support those pupils who need extra help with their learning because of specific needs. All these factors have resulted in achievement rising steadily.
- Teaching is consistently good and improving strongly because leaders carry out regular and rigorous checks and provide support and training to those staff who need to improve their practice.
- Teachers work together to plan lessons that build on pupils' previous learning and generally match work to

the needs of different ability groups effectively. Occasionally, the level of challenge is not always high enough for the most able pupils. They sometimes complete the same activities as others before moving on to harder work. This is particularly so in pupils' written work. In mathematics, the level of challenge is generally higher and hence standards in mathematics are now above average.

- The best teaching has a lively pace and expectations are high that pupils will work productively and accurately. Teaching assistants are well briefed and support different groups of pupils effectively. There are occasions where they could be deployed to support the most able pupils to help them achieve more.
- Teachers make it clear what is expected of pupils but occasionally, staff provide too much guidance as to how pupils should set about tackling tasks successfully. This limits pupils' capacity to work out for themselves the best approach they might take.
- Generally, teachers ask searching questions to assess pupils' understanding before moving on to new learning. Occasionally, opportunities are missed to probe more deeply to help pupils consider what they already know and apply this knowledge when tackling new learning. For example, in a mathematics lesson, the most able pupils did not have sufficient opportunity to consider how they might conduct the research they needed to design their healthy drink or how they might present this information graphically.
- The teaching of reading has improved significantly in the last two years because the teaching of phonics, (letters and the sounds they make), is good from the early years through to Key Stage 2. In addition, in Key Stage 2, teachers plan effective reading activities for pupils to discuss their texts and explore new vocabulary so that their confidence in reading flourishes. Pupils say they enjoy reading at school and at home.
- The introduction of a new method of teaching writing this year has had a significant impact on pupils' confidence to write at length and apply their skills in other subjects. Pupils in Key Stage 1, who have had the benefit of good phonics teaching, generally write accurately and teachers encourage them to sound out words to check their spelling. These timely reminders are less evident in Key Stage 2, where pupils, while enjoying a good range writing activities, are sometimes less accurate in their spelling, grammar and punctuation.
- Teachers' assessments are generally accurate and reliably inform subsequent planning. During activities where pupils work on their own or in groups, staff assess pupils' progress closely and intervene appropriately where pupils are less confident. They are not as good at ensuring that those who are learning quickly move on to harder work more rapidly.
- Marking is a strength, particularly in literacy and numeracy. Teachers explain clearly what pupils are doing well and how they might improve next time. They give pupils time to consider the feedback they receive and correct their work. Occasionally, this does not happen and the same mistakes persist.

The achievement of pupils is good

- Children make good progress in the early years. The good teaching in Key Stage 1 builds well on children's early learning, especially in reading, writing and mathematics.
- This year's national phonics screening for Year 1 shows pupils achieved the levels expected for this age. This is because the teaching of phonics is strong and pupils have a secure grounding in basic reading skills.
- Pupils in Years 1 and 2 make good progress because teaching is consistently good, especially in the teaching of phonics, reading and mathematics. Standards in reading, writing and mathematics are above average this year, again an improvement on 2014.
- Progress in Key Stage 2 is good for all subjects and pupils achieve well.
- In 2014, at the end of Year 6, standards in writing were well below average. The school has worked hard to improve provision and as a result, standards in writing have improved significantly and are now average. An increasing number of pupils are working at the higher Level 5 than was the case in 2014.
- At the end of Year 6, standards in reading are average but an increased number of pupils have attained the higher Level 5 this year compared with 2014. Reading has improved significantly since 2013, when standards were below average. This improvement is largely due to the increased focus on reading throughout the school and greater emphasis on promoting pupils' comprehension skills so that they read more purposefully. As pupils have gained in confidence and are proud of their achievement, they read with interest and enthusiasm, using expression effectively to make their reading more exciting.
- Standards in mathematics are above average because the teaching of mathematics is particularly strong. Pupils' calculation and number skills are developed systematically. Pupils build successfully on this firm foundation through a range of practical activities, investigations and problem solving tasks that encourage them to apply their skills. Activities to promote pupils' mental agility in calculating answers quickly and

accurately in their heads, have increased pupils' confidence with their multiplication tables and their ability to handle numbers more proficiently.

- The progress of disabled pupils and those with special educational needs is generally good depending on the nature of the need and pupils' personal circumstances. A few have significant gaps in their learning owing to extensive disruptions in their schooling but pupils receive good support to help them catch up. Individual support is highly effective in making sure these pupils are fully included in all class activities and this results in pupils trying their best and achieving well against their starting points.
- Pupils supported through the pupil premium funding achieve well throughout the school. From their starting points that are generally lower than that of others in the school, pupils start to catch up quickly from the early years onwards. At the end of 2014, disadvantaged pupils in Year 2 were only one term behind their classmates in reading, writing and mathematics. At the end of Year 6, in 2014 most of these pupils attained at the same levels as their classmates in reading, writing and mathematics. The gap has closed entirely between these pupils and others in the school and compared with all pupils nationally. Most attain average standards in reading and writing and above average standards in mathematics. They achieve well because support for them is good.
- The few pupils who speak English as an additional language achieve well because they receive the necessary specialist language support to learn English quickly. They catch up with their classmates rapidly, particularly if they join in the early years or Key Stage 1, as is the case generally.
- The most able pupils achieve well generally, and particularly so in mathematics. A few are capable of more in reading and writing, but are not always challenged sufficiently, and this stops some of them achieving the higher levels in English of which they are capable.

The early years provision

is good

- In the warm and welcoming early years environment, children settle quickly, develop a strong love of learning because that is what staff promote and achieve well. Children's natural curiosity and interest is aroused by the exciting range of activities staff plan for them. From their low starting points on entry to the school, children make good progress and are prepared well for Year 1.
- Children trust the staff that work with them and want to please them. Children feel safe and secure because they receive the support they need to make them feel comfortable in their learning. They listen well and try hard. They form good relationships with others and know that class routines apply to all and are there to help them achieve well. Progress in their personal development is good as a result.
- Children continue to enjoy learning and try their best when they manage their own time and choose activities. Independence is promoted effectively and children are eager to explain what they are learning to others. As one said confidently, 'phonics is about reading by yourself. If you make the right sounds and say them in the right way then you can read'.
- Children enjoy books and read words and sentences clearly by the time they complete the Reception Year. They write words and simple sentences accurately and many write confidently without any support. A range of well-planned number activities, including counting games, number rhymes and simple calculations help children explore mathematics in a fun way. They recognise simple regular shapes and know that some things are heavier than others. The most able are not always challenged sufficiently to achieve more, particularly those who have been in the school since the nursery.
- The outdoor area is imaginatively designed to tempt children to explore the world around them, enacting familiar stories, singing songs, reading and writing and discovering the wonders of nature in the garden. Children extend their physical skills successfully by navigating climbing frames and riding wheeled toys.
- Teaching is consistently good and much improved since the previous inspection. Staff rightly give high priority to children's language and communication skills. Any children new to learning English particularly, receive good personal support to help them catch up quickly with their classmates and join in everything.
- Leadership and management of the early years are good. Effective teamwork enables staff to plan activities at the right level for most children and staff check closely what children do each day and how well they achieve. Detailed records and observations inform the next steps for each child and parents are kept fully informed of their child's progress. Links with home are encouraged before children start school and this fosters good relationships with parents.

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	108216
Local authority	Wakefield
Inspection number	456109

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	T Caulton
Headteacher	Jean Moyser
Date of previous school inspection	6 October 2011
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