



Pocklington Community Junior School

Inspection Report

Unique Reference Number 117863
LEA East Riding of Yorkshire
Inspection number 280171
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Geoffrey Yates

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

Type of school	Junior	School address	65 Kirkland Street
School category	Community		Pocklington
Age range of pupils	7 to 11		York, East Riding of Yorkshire
Gender of pupils	Mixed	Telephone number	01759 302224
Number on roll	292	Fax number	01759 301460
Appropriate authority	The governing body	Chair of governors	Mrs Ann Hodgson
Date of previous inspection	1 September 2000	Headteacher	Mrs Carole Fulstow

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is an average sized school situated just outside the centre of Pocklington. An average proportion of children have learning difficulties and/or disabilities. Most children come from comfortable backgrounds and the proportion of children eligible for a free school meal is below average. A very small number of children are from minority ethnic backgrounds and none is at an early stage of learning English. Children start school with above average attainment. At the time of the inspection, two members of the teaching staff were absent.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school which gives satisfactory value for money. This matches the school's self-evaluation of its effectiveness. Whilst it has some good features, particularly in the children's personal development, there is also some underachievement. The teaching is satisfactory and children make satisfactory overall progress in English and most other subjects, but their progress is not good enough in mathematics. This is a very welcoming school and the children are a pleasure to be with. They enjoy school and feel safe and valued. The school works well in partnership with other schools. The governance is good. The leadership and management are satisfactory overall and the headteacher has guided the school well through a difficult time of staff absence. The school has made a satisfactory overall improvement since the previous inspection and there has been an improvement in children's behaviour. However, assessment of pupils' progress is still inconsistent and is not used well enough to ensure that all children do as well as they should. The school has the capacity to make the further necessary improvements.

not applicable

What the school should do to improve further

- Raise standards in mathematics and improve the children's basic arithmetic.
- Ensure that assessment is consistently used to set challenging work in lessons.
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Achievement and standards

Grade: 3

Achievement is satisfactory. The children make satisfactory overall progress and standards are average in Year 6. The 2005 national test results were above average in English, but fell to slightly below average in mathematics. Given their good attainment when they start school, the children should be doing better than this in mathematics. Standards in science and other subjects are broadly average. Children with learning difficulties and/or disabilities make satisfactory progress because their individual needs are clearly identified and they are given effective help.

The school has raised standards in English by matching the work well to children's abilities and giving them more writing to do, not just in English but also in other subjects. In mathematics, children's basic arithmetic is unsatisfactory and the teachers do not pay enough attention to this aspect of the subject. On the other hand, standards in information and communication technology (ICT) have risen since the previous inspection to the level found in most schools.

Personal development and well-being

Grade: 2

The children's personal development is good. Children are happy in school and proud of it. They participate enthusiastically in what the school has to offer and this is reflected in their consistently good attendance and punctuality.

Since the previous inspection, the school has worked to improve pupils' behaviour to the good standard now seen. Children clearly understand the need for rules because they draw up their own codes of conduct. The children understand the consequences of their actions and there is no bullying or racial harassment. They get on well with each other and feel safe.

Pupils' spiritual, moral, social and cultural development is good overall. Cultural development has improved, particularly through the development of links with China and South Africa. The school makes good use of the links it has established with the local community to promote cultural development. However, the school recognises that it needs to improve pupils' understanding of the cultural diversity of Britain.

Pupils make positive contributions to their school community and they use their initiative. Through the school council they are involved in decision-making and their views are considered and valued.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Children's behaviour is skilfully managed. Lessons are well organised, but often lack sparkle and the children are too passive. In the better lessons, the beginnings are exciting and grab children's attention. When children are expected to work independently they rise to the challenge and succeed. In numeracy lessons, pupils show an insecure understanding of basic arithmetic and there are insufficient opportunities for them to apply their skills to practical, real-life situations. In most subjects, the use of assessment to plan lessons is inconsistent. When it is used effectively, as in English, children's progress benefits.

Teachers generally make good use of the available resources. Teaching assistants provide good support when they are available. In some lessons support is not provided, although needed, and the rate of progress for the class as a whole is hindered.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements and is satisfactory overall. It is adapted well to meet the needs of different groups of pupils. Provision for English is good, but the school recognises that the mathematics curriculum needs urgent action. Where

assessment is used effectively to plan lessons, pupils' progress benefits. Since the previous inspection, planning for ICT has improved and standards are higher.

The school's success in achieving the Healthy School award has led to an enriched curriculum. A full programme of personal, health and social education is well planned to equip children with the awareness needed to cope with changes and dangers in their lives. The range of visits, including theatre visits and visits to Eden Camp, is effective in fostering children's interest in and commitment to learning. After school activities are popular and help the children's social development. The school choir is an asset – it is a delight to hear and the quality of singing is excellent.

Care, guidance and support

Grade: 3

The overall quality of this aspect of the school's work is satisfactory. This is a safe school and child protection procedures are good. Teachers and other staff care for the children well and support them effectively. The staff are alert to signs of distress or anxiety in the children. Good relationships between staff and children help them to feel secure and settled. The children's behaviour is monitored well. Whilst the personal care of children is good, the overall provision for children's care, guidance and support is only satisfactory because the monitoring of academic progress in subjects is inconsistent. As a result, children are not always clear about what it is best to do next to improve their work.

Leadership and management

Grade: 3

Overall, leadership and management are satisfactory. Whilst steps have been taken to improve the effectiveness of subject leaders, some of them still do not have a clear overview of children's learning in their subjects. The use of assessment information is inconsistent and progress in addressing this issue, which was highlighted in the previous report as a weakness, has been unsatisfactory. The management of mathematics is unsatisfactory.

The school's self-evaluation is useful and accurate, but not fully complete. Nevertheless, the senior staff have a good understanding of the school's strengths and matters for improvement.

The headteacher, with the support of the deputy headteacher, has shown decisive leadership in tackling difficult staffing matters and ensuring a consistent approach to the management of children's behaviour. This has created an ethos in which everyone feels valued, cared for and respected. The staff know the children well and treat all of them equally and fairly. The school seeks the views of parents and children and acts on them. Professional development courses have improved the skills of teachers and support staff.

Governance is good and has improved since the previous inspection. The governing body is led well and strongly supports the headteacher in all she tries to do. Governors

are fully involved in decision-making. Their involvement in the curriculum has had a positive influence, for example, on improving standards in English. Governors monitor financial planning closely and support the headteacher effectively in her efforts to address the school's budget problems.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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14 October 2005

Dear Children

Thank you for helping during the inspection. We would like to tell you about our findings. You will not be surprised to know that we really enjoyed being with you, talking to you, your headteacher and adults who work with you. The list below shows some of the things we liked about your school.

You have worked really hard to improve your reading and writing skills and are better at using computers than pupils in your school a few years ago.

You like your headteacher, teachers and other members of staff, especially when they make learning fun.

You are well behaved and get on well with each other.

It is very pleasing to see you choosing healthy meals at lunchtimes.

The people who are in charge of your school (school governors) are good at what they do and really make sure that your school continues to do well.

All the adults in school work very hard to care for you.

You enjoy the visits you make to different places, the sports and clubs after school, and the chance to learn to play musical instruments.

We have asked your teachers to look at two things to make your work even better.

To help you learn your tables and other number facts better, and then to use them quickly and accurately to work out answers to mathematical problems.

To make sure that any information they have about your learning is used to make the work you are asked to do even more challenging.

We really enjoyed visiting your school and meeting members of the school's council. We were all very impressed with how good the school choir sounded. We have never heard 'Shine Jesus Shine' sung better.

Yours truly,

Geoffrey Yates

Lead Inspector (on behalf of the inspection team)

Annex B