

CfBT Inspection Services
Suite 22
West Lancashire Investment Centre
Maple View
White Moss Business Park
Skelmersdale
WN8 9TG

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566934
Direct F 01695 729320
gtunnicliffe@cfbt.com



19 September 2008

The Headteacher
Wakefield Flanshaw Junior and Infant School
Flanshaw Road
Flanshaw
Wakefield
West Yorkshire
WF2 0AS

Dear Mr Appleby

Ofsted monitoring of schools with a notice to improve

Thank you for the help you and your staff gave when I inspected your school on 18 September 2008, for the time you gave to our phone discussions and for the information you provided before and during my visit. I would also like to thank the pupils and the chair of governors for giving time to meet with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 22 and 23 January 2008 the school was asked to:

- Raise teachers' expectations of what all pupils need to learn in order to accelerate their rate of progress
- Raise standards and achievement throughout the school in English, mathematics and science
- Develop a more effective partnership with parents and provide better opportunities to listen to their views and concerns, as well as those of pupils.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising pupils' achievement.

Due in some part to building commitments and staffing issues, there has been a faltering start to implementing actions designed to improve achievement and raise standards. However, all proposed actions are now fully in place. The school receives good quality support and challenge from local authority advisers and consultants. The school has been placed in the intensifying support programme, designed to raise teachers' expectations and improve standards, particularly for higher achievers.

The unvalidated 2008 national test and assessment results for Key Stage 1 and Key Stage 2 show improvements on previous years, and indicate that pupils make satisfactory progress. However, it is still the case that fewer pupils than those nationally and locally are achieving the higher levels in English, mathematics and science at both key stages.

This year, pupils are taught in mixed-year classes throughout Key Stage 1 and Key Stage 2. Lesson planning, in the main, follows a consistent format but does not always clearly indicate the specific objectives to be learned by pupils. As mixed-year classes contain a broad range of ages and abilities this means that the individual needs of pupils are not met consistently. As a consequence, while rates of progress have reached a satisfactory level, it is no more than this. The school recognises that if attainment is to improve, the learning needs of individual pupils must be met accordingly. Focused classroom observations conducted by the leadership team identify accurately strengths and areas for development in teaching and learning. When specific weaknesses are found the associate assistant headteacher acts as coach and mentor to individuals or groups of teachers. Where the quality of teaching and learning is improving pupils are enthusiastic and have a clear understanding of what they are to learn and how they will be assessed. All pupils are equipped with a range of individual and group learning targets designed to raise attainment. While all know where their learning targets are to be found in the classroom, relatively few understand how to achieve them. The school has a wealth of interactive learning technologies which are used successfully in a few, but by no means all, classes.

An effective pupil progress tracking system enables senior leaders to evaluate the impact of teaching on standards. Increased accountability for individual pupils' performance forms the basis for discussions between class teachers and the senior leadership team. Subject coordinators for English, mathematics and science now take a more proactive role in monitoring their subjects. They conduct classroom observations and work scrutinies to ensure greater accuracy of teacher assessments.

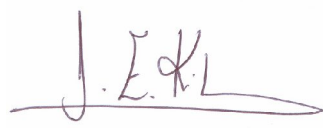
Parents now feel better informed, although are concerned that they were not consulted at the end of last term on the decision to introduce the mixed-year classes. They value the weekly newsletters. Despite variable content and quality, parents appreciate the recent introduction of the 'Teaching and learning' newsletters. These contain information on class topics and give ideas on how to help children at home. Overall, they feel their views are now being listened to and the points raised in their questionnaires are being actioned.

Pupils' views are sought through the school council. Most recently their ideas have contributed to improvements in playground facilities and site security designed to reduce vandalism.

The chair of governors has a good understanding of the issues faced by the school and presents an effective level of challenge and support.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in dark ink, appearing to read "J. E. K.", with a long horizontal flourish extending to the right.

Her Majesty's Inspector