

Wakefield Flanshaw Junior and Infant School

Inspection report

Unique Reference Number	108216
Local Authority	Wakefield
Inspection number	324724
Inspection dates	16–17 March 2009
Reporting inspector	Keith Bardon

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	315
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Rev Susan Macbeth
Headteacher	Mr David Appleby
Date of previous school inspection	22 January 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Flanshaw Road Flanshaw Wakefield West Yorkshire WF2 0AS

Age group	3–11
Inspection dates	16–17 March 2009
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Introduction

When Wakefield Flanshaw Junior and Infant School was inspected in January 2008, it was given a notice to improve and asked to address issues related to pupils' achievement and standards. It was subsequently visited in September 2008, when it was judged to be making satisfactory progress.

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves a disadvantaged area a short distance from the centre of Wakefield. While most pupils are White British, a little over a third are from a range of minority ethnic backgrounds, with pupils of Pakistani heritage making up the largest group. Across the school as a whole, approximately one pupil in fifteen is at an early stage in learning English. A small proportion of pupils are from refugee and asylum seeking families. The proportion of pupils with learning difficulties and/or disabilities, including those who have a statement of special educational need is a little above average. Early Years Foundation Stage provision is made up of Upper and Lower Foundation Stage classes. The school has achieved a number of awards including, Healthy School, Activemark and Investors in People. A Breakfast Club is available to pupils in term time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement.

Wakefield Flanshaw is a satisfactory and steadily improving school. Senior staff have worked closely with the local authority to address key areas of weakness and to raise expectations of what the school and its pupils can achieve. As a result, standards are rising and pupils of all ages are making faster progress. Standards are below average and pupils' achievement is satisfactory. The number of Year 6 pupils attaining the expected level for their age has increased and is approaching the national average. Standards in English have risen faster than in mathematics because the teaching is more effective and better developed. This is particularly evident in the work of more able pupils who write much better than they calculate.

The school is making a concerted effort to include parents and carers in their children's learning but this is very much work in progress. Parents' views of the school are mostly positive and some have recognised the benefits the improvements are bringing to their children's education. Pupils' enjoyment of school varies with older pupils generally less enthusiastic about their lessons than younger ones. A new curriculum has been introduced to improve matters and help raise attainment. While this is still at an early stage of development, the early signs are promising and pupils' interest and engagement in learning are increasing.

Pupils' personal development is satisfactory. They gradually gain in confidence but a minority lack self-esteem which slows their progress. Pupils have responded well to the school's initiatives to improve attendance and current figures are above average. They show good understanding of what constitutes a healthy lifestyle and most participate readily in physical exercise. Behaviour in and around school is satisfactory. Pupils have confidence in staff to deal with the small amount of antisocial behaviour which does occur and generally feel safe in school. Most respond well when given responsibilities and carry out tasks they are given sensibly and with care. Opportunity to work with pupils from other schools is providing pupils with important life experiences but weaknesses in basic skills may prove a disadvantage for some in the future.

An intensive programme of professional development has been implemented to improve teaching and learning. Some teachers have responded better than others. Consequently, while there has been satisfactory improvement in the quality of teaching overall, inconsistencies remain and across the school as a whole, pupils' progress is uneven. Staff pay due attention to pupils' care and welfare. Some features, such as the support provided for pupils who arrive with very little English are good. Pupils' progress is checked and analysed carefully but other aspects of academic guidance, such as target-setting for pupils, are at an early stage of development.

Senior staff and governors have a realistic view of the school's performance and plans for development address the school's most pressing needs. Well considered initiatives have been instigated to improve the school's effectiveness but many require further development. The school's capacity to improve in the future is satisfactory. Teachers with year group and subject management responsibilities lack leadership experience. This limits the contribution they are able to make to school development and decision making. Governors provide good support for the school and their ability to challenge it to do better is increasing, particularly now that more parents have become involved.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Many children enter the Nursery with skills and knowledge below those expected for their age. They make satisfactory progress in the Early Years Foundation Stage. By the time they enter Year 1, children's attainment is broadly average for their age, but below average in writing and calculation. Regard for children's welfare is satisfactory and they make steady progress in their personal and social development. Children enjoy working with friends, sharing and taking turns. Most behave well and their independence gradually increases as they learn new skills and grow in confidence. Learning and development are satisfactory and steadily improving. A good range of resources, including access to large outdoor apparatus, enhances activities, but the links between indoor and outdoor learning are not always made well enough. There is a satisfactory balance of teacher-led and child-initiated activities but limited opportunities for children to solve simple problems to form their own ideas. Leadership and management are satisfactory and have improved. There is clear evidence of successful developments in both provision and resources. A well-structured assessment system is in place to track children's progress and aid activity planning, but records of achievement do not yet provide a succinct overview of what children know and understand. The recently appointed Early Years Foundation Stage leader has evaluated the successes of recent initiatives but has yet to use this knowledge fully to increase the pace of improvement.

What the school should do to improve further

- Improve the quality of teaching and learning and ensure that the work provided enables all pupils to make consistently good progress in all classes and lessons.
- Raise achievement and standards in mathematics, particularly those of more able pupils.
- Increase the capacity of year group and subject leaders to make a full and effective contribution to school management and development.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards in Year 6 are below average. This is better than at the time of the last inspection and represents satisfactory improvement. A more rigorous approach to the raising of standards is having the desired effect, but it is early days and improvement in some subjects is better than in others. Standards in mathematics lag behind those in English because the programme of development is not as well advanced and the teaching in this subject is less effective. In recent times, the proportion of Year 2 pupils attaining the expected level for their age in reading and writing has been particularly low. Here, also, there are clear signs of improvement with more pupils reaching average standards than in the past, building successfully on the improvements that are now coming through from the Early Years Foundation Stage. Pupils from minority ethnic backgrounds and those who speak English as an additional language are included fully in lessons and maintain a similar rate of satisfactory progress to other pupils. Pupils who join the school with little or no English receive good support and integrate well, quickly becoming effective learners. A careful restructuring of support for pupils with learning

difficulties and/or disabilities has provided better opportunities to learn and these pupils now make satisfactory progress.

Personal development and well-being

Grade: 3

Most pupils know right from wrong and relate well to each other and to adults. While the behaviour of most pupils is good, a small but significant number need regular help to behave well. Pupils say that some bullying does occur, but that it is always dealt with effectively by staff. Pupils who serve as monitors, such as 'fit-bods', show initiative and fulfil their duties responsibly. The active school council has helped provide a quiet area in the playground and is busy planning further improvements. Spiritual, moral, social and cultural development is satisfactory. Pupils readily engage in collaborative work and 'talking partners' and their social development is good. However, opportunities for pupils to learn about a range of cultures are limited, restricting their understanding of the wider world. Attendance is rising and is above national levels because the school promotes it well. Pupils understand the importance of keeping safe. They have a good understanding of how to lead a healthy lifestyle, as indicated by the school's Healthy School and the Activemark awards. Pupils steadily develop confidence and feel valued because their efforts and achievements are rewarded as in the popular 'wow' assemblies. They regularly show their understanding of the needs of others by raising funds for different causes, such as when a pyjama day is held in support of 'Comic Relief'. Workplace skills are satisfactory, although pupils have limited experience of enterprise and business initiatives.

Quality of provision

Teaching and learning

Grade: 3

Most lessons start productively with teachers sharing their intentions with pupils to provide a focus for learning. Although these lesson objectives are generally clear and relevant, on occasions, the wording is too complex and pupils are not given or do not have sufficient knowledge and understanding to achieve them. Teachers give clear instructions, check carefully that they have been understood and in the best lessons allow pupils to indicate how confident they feel about what they have learned. Most lessons are planned thoroughly but the scope of what is asked of pupils is, at times, quite narrow which results in a lack of challenge for some, often the more able. Teachers make good use of interactive whiteboards to aid pupils' learning but do not always provide enough practical equipment when pupils are working individually. Most lessons are organised well and progress at an appropriate pace. Occasionally, teachers misjudge when pupils are ready to move on and do not allow enough time for discussion and consolidation of ideas. Good relationships in most classrooms create a pleasant atmosphere for learning. Pupils generally respond well, listen carefully to teachers and try hard but older pupils, in particular, quickly become distracted when lessons fail to engage and stimulate.

Curriculum and other activities

Grade: 3

The curriculum provides a satisfactory range of activities to promote learning and meet pupils' needs. The school has begun to change the way the curriculum is organised. More effective use is being made of cross subject links and practical experiences provided to help pupils acquire

important skills. For example, Year 2 pupils solve number problems using items from the local supermarket and through role-play, Year 3 pupils begin to appreciate the real problems many inhabitants of Africa face. While these improvements are enlivening pupils' experiences and increasing their interest in learning, they are still at an early stage of development and not yet having maximum effect. A well structured letters and sounds programme is helping to raise standards in reading, writing, and speaking and listening. However, there are still too few opportunities for pupils to write in other subjects to help raise standards in English. Personal, social, health education and citizenship are firmly embedded in the school's work and make a positive contribution to pupils' personal development. Visits and visitors such as authors and artists, and a range of after-school activities including sport, art and science, extend pupils' experiences satisfactorily. While teachers use interactive whiteboards regularly, other opportunities for pupils to use computers to help their learning are regularly missed.

Care, guidance and support

Grade: 3

Child protection, health and safety procedures and systems for safeguarding pupils' welfare meet current requirements. The committed pastoral support staff, along with other colleagues and outside agencies are effective in helping pupils from difficult backgrounds settle into school life. This supports their learning and that of other pupils. The school is working hard to forge positive and constructive links with parents, who are largely supportive of the school, but progress is a little slower than staff would like. Staff take care to ensure all pupils, including those from refugee and asylum seeking families are included fully in all the school has to offer. Teaching assistants ensure that pupils with learning difficulties and/or disabilities and the increasing number who speak English as an additional language are well supported and are able to participate fully in lessons. Good attendance is promoted rigorously and innovative schemes have successfully improved pupils' punctuality. Academic guidance is satisfactory and developing, but approaches are inconsistent. Pupils' involvement in assessing their own work to help them understand what they must do to improve is at an early stage of development. They have targets in English and mathematics to help steer their learning, although some do not understand them well enough. Teachers' marking acknowledges pupils' effort and achievement but does not always help them to reach the next step in their learning.

Leadership and management

Grade: 3

Working with common purpose, the senior leadership team of headteacher, deputy headteacher and assistant headteacher has moved the school forward and enabled it to make satisfactory improvement since it was last inspected. They share a realistic view of the school's performance and recognise that the raising of standards remains their primary objective. Changes have been made, but the impact of development is not yet fully evident in pupils' achievements and in the quality of teaching and learning. Raising aspirations and improving the practice of some teachers is taking time and to some extent the legacies of past weaknesses are still being felt. Many teachers have readily taken on new responsibilities for leading year groups and subjects. They are keen to carry out their roles effectively but lack experience and their understanding of how to act strategically on the information they are gathering is limited. The school's capacity for future improvement is satisfactory. Contribution to community cohesion is satisfactory but rather narrow. The school has taken carefully considered steps to involve and support the local

community but has few links with the wider community. Measures to promote inclusion and eliminate discrimination are satisfactory. The school provides equal opportunities for pupils from a wide range of home and cultural backgrounds, including those arriving partway through their primary education from various parts of the world. The governing body is led purposefully by the conscientious chair of governors. Governors' understanding of how to challenge the school to do better is developing well but they are quite heavily dependent on senior staff for their overview of the school's performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Wakefield Flanshaw Junior and Infant School, Wakefield,

WF2 OAS

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Wakefield Flanshaw Junior and Infant is a satisfactory school and better than it was a year ago when it was last inspected. I could see from your work and from the records the school is keeping on your achievements that your progress is speeding up and this is very encouraging. There is still some way to go to make up lost ground but I feel confident that the school will continue to improve in the future. I noticed that you often do better in English than in mathematics and this is something I have asked the school to look into. You can play your part by learning as many number facts as you can and having the confidence to tackle problems even when the solution is not immediately clear.

The progress you make is satisfactory, but is better in some lessons than in others. In the most enjoyable lessons the content is interesting, the learning objective is clear and you are set challenging tasks which encourage you to work hard. However, this is not always the case and I have asked the school to make sure that all lessons are taught well so that you make good progress all of the time. You can help by always trying to do your best even when you find the work hard. I am sure teachers will help if you get stuck.

Most of you behave well. You clearly get on well with each other and with the staff and this gives the school a pleasant atmosphere. I am particularly impressed with your good attendance and punctuality. Well done and keep it up!

Many of the teachers who are leading year groups or subjects are quite new to their responsibilities and I have asked the school to find ways to help them gain more experience. Thank you once again for a very enjoyable two days and best wishes for the future.