

# Pool-In-Wharfedale Church of England Voluntary Controlled Primary School

## Inspection report

---

<b>Unique Reference Number</b>	108000
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336999
<b>Inspection dates</b>	6–7 July 2010
<b>Reporting inspector</b>	Margaret Farrow HMI

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Pedley
<b>Headteacher</b>	Mr M McDermid
<b>Date of previous school inspection</b>	29 November 2006
<b>School address</b>	Arthington Lane Pool-in-Wharfedale Otley LS21 1LG
<b>Telephone number</b>	0113 2843151
<b>Fax number</b>	0113 2037852
<b>Email address</b>	mcdermm03@leedslearning.net

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	6–7 July 2010
<b>Inspection number</b>	336999

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Introduction**

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Fifteen lessons were observed and eight teachers seen. Inspectors held meetings with groups of pupils, governors, the headteacher, deputy headteacher and staff. They observed the school's work and looked in detail at safeguarding and other policies, school development plans and assessment information regarding the current attainment and progress of pupils across the school. Eighty-one parent and carer questionnaires, 18 staff and 106 pupil questionnaires were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of actions taken to raise attainment and hasten pupils' progress
- the impact of the school's work on promoting pupils' enjoyment and well-being
- the impact of leadership and management across the school in raising attainment and improving pupils' progress.

## **Information about the school**

Pool-in Wharfedale is a popular, averaged-sized primary school; the number on roll is increasing year-on-year. Most pupils are of White British heritage and few are known to be entitled to free school meals. There are proportionately more boys than girls. A below average proportion of pupils have special educational needs and/or disabilities. The school holds a number of nationally recognised awards including Healthy Schools status and Activemark Gold. Since the last inspection there has been significant changes in staffing, including a change of deputy headteacher and for a short while, the school was led by an acting headteacher. A new headteacher has been in post since April 2010. A private pre-school group is based on the school site for children under the age of four. This setting is subject to its own inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school is performing satisfactorily and some aspects of its work are good. These include the extent to which pupils adopt healthy lifestyles, pupils' behaviour, personal, spiritual, moral, social and cultural development as well as the care, guidance and support provided to them. High turnover of staff over three years resulted in a decline in pupils' attainment but this is recovering and most pupils are making satisfactory progress from their starting points. The recently appointed headteacher has hastened the implementation of initiatives started around a year ago that were beginning to make a difference to pupils' progress and has developed new plans to ensure improvement comes at a faster pace. Although it is too early to see the full impact of these good plans, inspection evidence and accurate school self-evaluation show that there has been some improvement. For example, the proportion of pupils attaining higher levels is increasing and boys' writing, identified as a weakness in the last inspection, is beginning to improve.

Pupils generally enter Reception with skills and abilities that are at least in line with those expected for their age and, given their just above average attainment by the end of Year 6, make satisfactory progress overall. Due to carefully targeted support and care, pupils with special educational needs and/or disabilities make similar progress to their peers. Year 5 pupils have had a particularly disrupted time due to changes in staffing but, despite this, are making steady gains in their learning.

Throughout the school the quality of teaching is variable. Lessons observed during the inspection ranged from satisfactory to good. It is not consistently good enough to promote the best possible progress. Pupils' work is assessed regularly but this information is not always used well enough to pitch lessons at the right level for all pupils. Assessment information is used more effectively to target interventions for lower ability pupils, and this is making a difference to their enjoyment and progress. Marking, when used well, is informative and helps pupils to know how well they have done and what to do next but some teachers do not yet adhere to the school's policy. The satisfactory curriculum is enriched well by exciting out-of-school activities, visitors to school and after-school clubs. The curriculum in Reception is no better than satisfactory because it is not rich and varied enough to excite, challenge and interest all children. Although the use of the outdoor area is developing, it is not yet used as a seamless continuation of the curriculum indoors.

The headteacher has quickly developed a cohesive leadership team and melded a strong team of staff and governors on a shared and ambitious quest to excellence. Partnership with parents and carers is satisfactory but the headteacher is keen to develop outstanding partnerships through their increased involvement in school life and to place

the school firmly at the heart of its community. Self-evaluation involves contributions from staff and governors so that all have a good understanding of the school's strengths and priorities for improvement. Leaders are aware that more needs to be done to enable coordinators to help to drive these improvements. Priorities have been translated into good action plans to build successfully on previous strategies but have yet to lift all pupils' learning and progress from satisfactory to good. Given improvements made over the past year, the determined leadership and the strong focus on improvement from the whole school community, the school has satisfactory capacity to sustain improvement and offers satisfactory value for money.

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

- Raise attainment and hasten the rate of pupils' progress, particularly in writing by:
  - ensuring assessment information in all classes is always used to inform planning so work is consistently matched to their needs
  - providing more opportunities in all subjects for pupils to develop and hone their writing skills
  - immediately reducing the dependence of worksheets in some classes
  - developing an exciting and interesting curriculum for children in Reception both indoors and out
  - eradicate the inconsistencies in marking so that it is always informative and enables pupils know how well they are doing and what they need to do to next
  - ensure all teaching interests and challenges pupils to achieve their best.
- Improve leadership and management by:
  - developing the role of coordinators in monitoring and evaluating the impact of the school's work by observing lessons, reviewing planning and pupils' work
  - developing partnerships with parents, carers and community groups to achieve the school's vision that it is placed at the heart of the community.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Outcomes for individuals and groups of pupils**

**3**

Pupils say they enjoy school and this is seen in their above average attendance and in their good attitudes to learning; their achievement is satisfactory. Inspection evidence, leaders' lesson observations and scrutiny of pupils' books show that pupils' attainment is at least average and, due to improvements in teaching and assessment, pupils make satisfactory and sometimes good progress in their learning. Pupils report they are taught how to stay safe well and say there are few incidents of bullying in the school because everyone usually gets along well together. Where any problems arise they are confident that adults will sort them out quickly. A minority of pupils and parents and carers believe

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

that behaviour is an issue. Inspectors found behaviour to be good and sometimes outstanding, both in lessons and as pupils work and play in the sprawling and well-supervised school grounds. Pupils are polite, friendly, considerate and caring of one another. They have a very strong sense of right and wrong and value assemblies that help them to reflect on moral, cultural and religious issues. They particularly appreciate the interactive 'open the book' assemblies, where parents and carers come to act out a part of the bible story. Pupils have a good understanding of how to lead healthy lives; indeed some think the school meals are too healthy! They say they enjoy the range of sporting activities available and some would like more physical education (PE) lessons. A strong sense of community encompasses the school and pupils have many opportunities to contribute to it. Leaders are aware that opportunities for pupils to contribute to the wider community are more limited. Pupils grow into confident, articulate and willing young people with good team working skills and the ability to consider carefully, and respect, the views of others. Such personal qualities, good attendance and support for transitions into secondary school help them to be well prepared for the next steps in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

## How effective is the provision?

Good relationships between adults and pupils typified all lessons observed. Good lessons captivate pupils' interest, helping them to make good progress. In such lessons teachers encourage pupils to discuss what they are learning or solve problems in groups or pairs, and pupils welcome such opportunities. Good use of questioning helps teachers to understand what pupils know and then move learning on briskly. Target-setting has been effectively developed over the past year and teachers are setting increasingly challenging targets for improvement. Although most pupils are aware of their targets, in lessons that are satisfactory rather than good, planning fails to take full account of pupils' current progress so lessons are not always pitched to their individual needs. Consequently, progress for some slows. It also slows when pupils spend too much time on the carpet listening to the teacher. Some teachers make too much use of worksheets and this limits opportunities to develop pupils' thoughts, writing skills and creativity. The curriculum is rightly being adapted to make it more interesting and engaging, particularly for boys, as part of the strategy to improve their writing. Information and communication technology skills are developing well. For example, in one lesson observed, pupils in Year 5 made good progress in using a computer programme to independently animate a scenario on-screen. Good partnerships with local secondary schools enrich the curriculum and enable pupils to gain from high quality sports coaching and, for Year 6 pupils, to learn Spanish from an expert teacher. Literacy is being developed across subjects to improve pupils' writing but this is not in place in all classes. The school rightly prides itself on the good support, care and guidance offered to pupils. Every effort is taken to enable all to make the most of their time in school. Effective partnerships with a range of agencies successfully support vulnerable children in times of need.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The leadership team was strengthened last year with the addition of a temporary assistant headteacher and the recent addition of the special educational needs coordinator. Pupil progress meetings between the leadership team and staff are helping to hold staff to account more effectively for pupils' outcomes. Alongside the significant changes in staffing over recent years, the governing body has undergone similar

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

change. This had a detrimental impact on their ability to challenge the school's actions when standards fell. A more stable governing body has emerged from the turbulence. They have quickly gained the tools to challenge and support the school more effectively. Candid, monthly reports prepared by the headteacher for governors keep them well informed of the impact of the school's work and what is happening to improve areas of weakness. For example, the headteacher and deputy headteacher quickly ascertained that safeguarding procedures needed improvement. As a result, appropriate staff and governors have been trained in child protection and safeguarding, policies have been updated and governors are taking action to improve school grounds. Safeguarding arrangements now meet current requirements. Leaders work hard to promote equality and tackle discrimination and take proactive action to make sure the most vulnerable pupils have the same opportunities as others. Theme weeks such as 'Spirit Alive', with its multicultural dimension and 'Fair Trade Fortnight', promote pupils' understanding about diversity and valuing differences well. In partnership with the Otley Family of Schools', an anti-racist charter is also being developed. However, because pupils' attainment and progress could be better, particularly boy's writing, this area of the school's work is judged satisfactory, rather than good. The school's promotion of community cohesion is also satisfactory. Pupils have a good understanding of cultural diversity across the world through assemblies, religious education, theme weeks and their financial support to a young person in Africa. Leaders are aware that more needs to be done to enable pupils to better understand the diversity of the United Kingdom and to mix with children from different backgrounds. Links are being developed with a school in Leeds to provide such opportunities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good, improved induction procedures and partnerships with parents and carers ensure that children feel safe in this secure and friendly environment; they settle in quickly and develop their self-confidence successfully. Children work and play together harmoniously and they are well behaved. They make satisfactory progress against their starting points and reach above average levels in all areas of learning. Children develop a good understanding of healthy living and they enjoy planned activities that develop and reinforce good hygiene practices. Opportunities for them to make choices and develop their independence skills are more limited. Teaching is no better than satisfactory because a significant amount of time in some lessons is spent on formal teacher-directed activities. Children thoroughly enjoy using the interactive whiteboard to make interesting drawings when they can choose activities. Leadership and management are satisfactory. The team works effectively together to provide children with a happy and productive time. Welfare requirements and safeguarding arrangements are secure and the environment has improved as a result of actions taken by the leader. More robust systems for checking what the children know, understand and can do are developing. Although adults are involved in observing and assessing children's progress, information from assessment is not always used well enough to plan individual's next steps for learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Approximately 40% of parents and carers responded to the inspection questionnaire. Most parents and carers are very supportive of the school, particularly in terms of their children's enjoyment, how well the school keeps their children safe and the way the school prepares their children for the future; inspectors agree. Some parents and carers made additional comments, with a balance of positive and negative. Of the negative comments received, some mentioned the quality of teaching and disruption to teaching in the Year 5 class. The body of the report comments on this and on pupils' behaviour. There were no other common themes but individual concerns were discussed with the school where they would not breach parent or carer's confidentiality. The school is committed to tackling those issues where relevant.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pool-In-Wharfedale Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	48	37	46	5	6	0	0
The school keeps my child safe	33	41	43	53	4	5	1	1
The school informs me about my child's progress	22	27	51	63	6	7	1	1
My child is making enough progress at this school	26	32	39	48	12	15	3	4
The teaching is good at this school	26	32	42	52	9	11	3	4
The school helps me to support my child's learning	24	30	41	51	11	14	2	2
The school helps my child to have a healthy lifestyle	34	42	40	49	7	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	46	35	43	8	10	0	0
The school meets my child's particular needs	21	26	44	54	13	16	2	2
The school deals effectively with unacceptable behaviour	23	28	43	53	11	14	3	4
The school takes account of my suggestions and concerns	27	33	42	52	9	11	2	2
The school is led and managed effectively	20	25	45	56	6	7	2	2
Overall, I am happy with my child's experience at this school	29	36	40	49	9	11	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## **Common terminology used by inspectors**

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 July 2010

Dear Children

Inspection of Pool-In-Wharfedale Church of England Voluntary Controlled Primary School, Otley LS21 1LG

Thank you for making the inspection team so welcome when we visited your school and for those of you who spoke to us each day. We were impressed with how polite, friendly, articulate and caring you are. It is good to know that you feel safe in school and think you are encouraged to live healthy lives; indeed some think school meals are sometimes too healthy! You enjoy the range of sporting activities available and some of you would like even more PE lessons. Although a few of you and your parents and carers have concerns about behaviour, we could see you are well behaved and sometimes exceptionally so. Despite the good things we found out, there are some things that are not as good so we have judged the school as satisfactory overall. Looking at your progress in lessons, your books and information the school has about how well you are doing, in the past you have not all been making the progress you should. Although recent actions are improving matters and you are making better progress, this is not fast enough to make sure you all achieve your best. To help your headteacher and governors improve the school we have asked them to:

- make sure staff are more involved in checking how well actions being taken to improve the school are making a difference
- raise attainment, particularly in writing, by making sure lessons are always interesting, of high quality and matched to your individual needs
- make sure marking always helps you know how well you are doing and what to do next
- develop the curriculum in Reception so that children can learn equally well outside and inside
- work with parents and carers to develop good partnerships with them and make sure the school is at the heart of your local community.

Once again, many thanks for your contribution to the inspection and on behalf of the team, I wish you every success as you move through school and into the future.

Yours sincerely

Margaret Farrow

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**