

Knottingley Church of England Voluntary Controlled Junior and Infant School

Inspection report

Unique Reference Number	108183
Local Authority	Wakefield
Inspection number	337034
Inspection dates	18–19 November 2009
Reporting inspector	James Kilner HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair	Mr Glynn Humphries
Headteacher	Mrs Julie Sandham
Date of previous school inspection	3 July 2007
School address	Primrose Vale Knottingley West Yorkshire WF11 9BT
Telephone number	01977 722480
Fax number	01977 722481
Email address	headteacher@knottingley-cofe.wakefield.sch.uk

Age group	3–11
Inspection dates	18–19 November 2009
Inspection number	337034

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 15 lessons, and held meetings with governors, senior leaders of the school and groups of pupils. Inspectors observed the school's work, and looked at the school's self-evaluation and planning documents, policy documents and pupils' work. They also scrutinised 33 questionnaires sent in by parents and carers, and questionnaires completed by staff and pupils.

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

- Whether learners are achieving as well as they can.
- The effectiveness of safeguarding procedures in ensuring that pupils are safe and feel safe.
- The degree to which the curriculum meets the needs and interests of all pupils.
- The effectiveness of leadership and management at all levels in ensuring that there is good capacity for sustained improvement.
- How well the teaching and the use of assessment meet the needs of all groups of pupils in helping them to learn and make the best rates of progress.

Information about the school

Knottingley Church of England Voluntary Controlled Junior and Infant School is larger than average size. Significant parts of its catchment serve areas identified nationally as experiencing social deprivation. The proportion of pupils eligible for free school meals is around average. The majority of pupils are of White British heritage, although there are a small number who speak English as an additional language. The proportion of pupils who have a statement of special educational needs is slightly above that found nationally, although overall the proportion identified with special educational needs and/or disabilities is below the national average. The Early Years Foundation Stage consists of a part-time Nursery class and a full-time Reception class. There have been substantial staffing changes since the last inspection.

The school has gained a number of nationally accredited awards, including Activemark, Investors in People, Basic Skills Quality Mark and the National Healthy Schools Standard.

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

Knottingley Church of England Voluntary Controlled Junior and Infant School is a satisfactory school. Some aspects of its work and outcomes for pupils are good. In recent years there have been a significant number of changes to the staffing which have been managed successfully. The headteacher demonstrates a passion for providing pupils with a stimulating, relevant, broad and balanced curriculum. Since 2008 the school has been a member of the Open Futures Partnership with a view to enhancing its approach to curriculum design.

The clarity of vision, shared by all, has resulted in a new curriculum recently being introduced. Well-organised arrangements for the care of pupils contribute greatly to their enjoyment and their feeling safe. The school has a high profile in the local community to which pupils contribute greatly through their fundraising, concerts and international links to charities in India and Afghanistan. Despite this, not all pupils have an understanding of the differing faiths and cultures in areas beyond their immediate locality.

Inspectors were not able to agree with the school's self-evaluation that its overall effectiveness is good. This is because pupils' attainment and their rates of progress are currently no better than satisfactory. Not enough pupils are making the expected rates of progress in their learning, particularly in Key Stage 1. The quality of teaching and the use of assessment are satisfactory. The school collects useful data on pupils' progress, but this is not used effectively enough to match pupils' work to their individual needs. The introduction of a more creative curriculum enables teachers to plan interesting activities which engage pupils in their learning. This is at an early stage of development in the school and has yet to show a direct impact on better academic outcomes for the pupils. The overwhelming majority of the small number of parents and carers who responded to the questionnaire fully supports the work of the school. A number of parents and carers expressed concerns over behaviour but the school are harnessing expertise within the governing body as well as involving the learning mentor should any poor behaviour arise.

Senior leaders monitor the work of teachers and provide helpful feedback on improving individuals' teaching skills. However, the broader picture of self-evaluation is currently only satisfactory as it does not focus enough on the effect of the school's provision on outcomes for pupils. As a result, some underperformance has not been fully recognised and tackled. Consequently, while the school's leaders and managers have an accurate view of the way in which they operate, they cannot fully gauge the level of their success. Governors are very supportive of the school and take an active role in challenging senior leaders. Statutory requirements are met and are satisfactory in all

aspects, including safeguarding of pupils. Appropriate training is in place to ensure that staff are up to date with current child protection practice. Currently, the work of governors in contributing to school improvement planning is underdeveloped. There is scope for them to take a more strategic role in monitoring the impact of the school's actions on outcomes for learners.

What does the school need to do to improve further?

- Raise attainment and ensure consistent rates of progress throughout the school, but particularly in Key Stage 1, in English and mathematics, by:
 - more effective use of assessment by teachers to plan activities which more closely match individual pupils' needs
 - developing the more creative curriculum to extend opportunities for pupils to develop their literacy and numeracy skills across all subjects
 - focusing classroom monitoring and evaluation more directly on outcomes for pupils.
- Link school self-evaluation and school development planning more closely to identify more accurately priorities for improvement linked to measurable outcomes for pupils, and ensure that governors have a greater role in monitoring the identified outcomes for pupils.
- Re-establish the previous strong links between the school and communities beyond the immediate locality, ensuring regular evaluation of the impact on pupils' understanding of Britain's diverse society.
- 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

As a result of good provision in the Early Years Foundation Stage, pupils enter Key Stage 1 with skills which are broadly average. End of Key Stage 1 results indicate underachievement over a number of years, with few pupils attaining the higher Level 3 in reading and in mathematics. Inspection evidence indicates that achievement has now rallied and is more consistently satisfactory overall. Although progress throughout Key Stage 2 has been variable over the last three years, it is also predominantly satisfactory. There are some variations in rates of progress and standards across classes, especially in writing and occasionally in mathematics. For example, in Year 6, pupils' progress is more rapid as a result of clear guidance as to how to improve their work. Pupils with special educational needs and/or disabilities and those learning English as an additional language are well supported by trained assistants and are now achieving as well as their peers.

Pupils enjoy school, feel safe and know which of the adults to go to should they have a problem. Older pupils who are members of either the 'Sunshine Squad' or Befrienders

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

and are all fully trained in strategies to ensure that playtimes are happy and good fun. Anti-bullying week formed part of the curriculum during the inspection, delivering a powerful message to pupils about the dangers associated with their use of modern technologies, such as mobile phones.

Pupils make a valuable contribution to the local community through activities such as concerts and fundraising for local, national and international charities. They have a good understanding about how to live a healthy lifestyle with many enjoying a range of physical activities both during and after school. Pupils' behaviour is good, making a positive contribution to their learning. Their attendance is average. They are welcoming and very positive about their lives at the school. Their opportunities to undertake enterprise activities and to participate on the school council, together with their sound understanding of basic skills, equip pupils satisfactorily for the next stage of their education.

While pupils' spiritual, moral and social development are good, their cultural understanding is less well developed. There are frequent and meaningful opportunities for pupils to reflect on life. For example, a group of children in the Early Years Foundation Stage 1 class concentrated during circle time when expressing their feelings and kept silent as a candle was lit. In the past the school had forged links with a school serving a more diverse community and some of the older pupils remember this experience. However, this link is no longer available and, consequently, most pupils' understanding in this respect is less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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

The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In lessons, pupils show an interest in their learning and make progress which is broadly in line with their ability. Teachers adopt a range of teaching styles to capture pupils' interests. In particular, teachers' subject knowledge, allied to the effective use of new technologies, including information and communication technology (ICT), sustains pupils' engagement. Consequently, pupils waste little time in commencing their work and are keen to do well. In the majority of lessons, however, teachers' use of assessment is not as effective as it could be in ensuring a close match of tasks to the needs of individuals and groups. Marking is undertaken regularly and work corrected methodically. However, teachers do not consistently guide pupils to the higher levels in their work.

In the small minority of lessons which were good or outstanding, teachers' feedback and marking did inform pupils of the next steps in their learning, which accelerated their progress.

The school is in the process of introducing a more creative curriculum. To support this approach, the school makes good use of visits and visitors to develop pupils' wider understanding of the world as well as their personal and social skills.

Pupils appreciate the opportunity to be involved in sporting, artistic and technological pursuits, both at the start of and beyond the school day. Although the new curriculum has been embraced by pupils, parents and carers, and staff, it is still in its early stages in having an impact on improved outcomes for pupils.

The school has well-organised arrangements for the care of pupils which contribute to their feeling safe and their enjoyment of school. Strong relationships between adults and pupils are at the heart of the ethos of the school. This extends to ensuring that all pupils, irrespective of circumstance, are well cared for, and that the majority of parents and carers appreciate the unstinting efforts the school puts into this aspect of its work.

These are the grades for the quality of provision

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

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

How effective are leadership and management?

Under the guidance of the headteacher, the school is in the process of introducing a more creative curriculum through the Open Futures initiative. Already there are indications that pupils enjoy this approach. Governors are totally committed to the work of the school and their partnership is strong. However, self-evaluation does not consistently present an accurate view of strengths and weaknesses nor does it identify the steps needed to bring about improvement. Consequently, the school's current capacity to improve, together with its value for money, is satisfactory. Equality of opportunity and a commitment to eliminating any form of discrimination is at the forefront of the school's vision. Intensive support from trained assistants ensures that pupils who have recently arrived in the country and those with special educational needs and/or disabilities now make similar progress to their peers. While pupils have an understanding of differing world faiths and cultures and enjoy strong links with the local community, the school's contribution to community cohesion is less well developed. Arrangements for safeguarding pupils are satisfactory, documentation has recently been updated and a programme of appropriate training is in place. Partnerships with parents and carers are strong. For example, attendance at concerts and fundraising is high and parents and carers appreciate the many opportunities to meet with staff as their children enter and leave each phase of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start in the Early Years Foundation Stage with levels of skills below those expected for their age. Recent changes to the leadership of the Early Years Foundation Stage have been successfully managed. All adults are skilled at making accurate assessments on children's progress. This ensures an effective mix of child-initiated learning and adult-led sessions so that children make good progress and the majority enter Year 1 having achieved the expected early learning goals. Effective teaching of phonics has led to marked improvements in children's communication skills. Planned activities allow children to reflect upon and express their feelings to one another. Care and support are good; parents and carers appreciate the many opportunities to discuss their children's progress. Good use is made of the outdoor areas to develop children's physical and social skills. The curriculum ensures that children enjoy their learning and there is the opportunity for some children to continue to experience the early years curriculum in Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Despite a small number of parents and carers responding to the questionnaire, the overwhelming majority who did are positive about the way the school cares for and educates their children. Their positive comments about care and support were confirmed by the inspection team. Some expressed concerns about behaviour, but inspectors are satisfied that the school has appropriate strategies to deal with poor behaviour should it arise.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Knottingley Church of England Voluntary Controlled Junior and Infant 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	55	13	39	2	6	0	0
The school keeps my child safe	16	48	16	48	0	0	0	0
The school informs me about my child's progress	12	36	19	58	1	3	1	3
My child is making enough progress at this school	13	39	17	52	2	6	0	0
The teaching is good at this school	14	42	18	55	1	3	0	0
The school helps me to support my child's learning	13	39	17	52	3	9	0	0
The school helps my child to have a healthy lifestyle	9	27	22	67	2	6	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)	13	39	16	48	2	6	0	0
The school meets my child's particular needs	12	36	19	58	1	3	0	0
The school deals effectively with unacceptable behaviour	15	45	11	33	6	18	1	3
The school takes account of my suggestions and concerns	11	33	20	61	0	0	1	3
The school is led and managed effectively	14	42	15	45	2	6	0	0
Overall, I am happy with my child's experience at this school	13	39	17	52	2	6	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



20 November 2009

Dear Pupils

Inspection of Knottingley Church of England VC Junior and Infant School, West Yorkshire, WF11 9BT

Thank you for the very warm welcome you gave to us when we came to inspect your school. It was good to talk to so many of you. Here is what we found out.

- Your school provides you with a satisfactory education and some of the aspects are good.
- You are encouraged to have good manners and be polite and you succeed in achieving this well.
- Children in the Nursery and Reception classes get off to a good start and achieve well.
- You feel safe and are well cared for by all the adults in the school.
- You all enjoy the new creative curriculum which is making your lessons more exciting and fun.
- You contribute much to life in your local community.

We have asked your headteacher, teachers and governors to make your school even better by:

- using information about your progress so that you have opportunities to do better in English and mathematics and making sure that the new curriculum helps you to use those skills in all subjects
- looking more closely at how successful their plans are helping you to succeed, particularly the leaders
- re-establishing the links to communities outside Knottingley where there is a wider variety of cultures and faiths.

You all clearly enjoy your life at school and we know that you will continue to make it even better.

Yours faithfully

James Kilner

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. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.