

# Pocklington Church of England Voluntary Controlled Infant School

Inspection report

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<b>Unique Reference Number</b>	117987
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	339120
<b>Inspection dates</b>	6–7 May 2010
<b>Reporting inspector</b>	Andrew Swallow

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nigel Laws
<b>Headteacher</b>	Mrs Gillian Campbell
<b>Date of previous school inspection</b>	13 December 2006
<b>School address</b>	Maxwell Road Pocklington York YO42 2HE
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<b>Email address</b>	Pocklington.head.infants@eastriding.gov.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons and observed eight teachers. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Questionnaires from 48 parents and carers were analysed.

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

- the quality of teaching across Years 1 and 2 and its impact on pupils' learning and progress
- the standards of the more able pupils in writing and mathematics
- the accuracy of the school's self-evaluation in relation to learning, progress and achievement, and the school's overall outcomes
- arrangements to promote community cohesion beyond the school
- the impact of leadership and management on driving improvement, given the significant and recent changes in staffing.

## Information about the school

This is a smaller than average size school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. A lower than average proportion has special educational needs and/or disabilities. Since the last inspection, the number of pupils on roll has fallen and there has been a reduction in the number of staff. A new headteacher has been appointed.

The school's external accreditations include national Healthy Schools, Basic Skills, Activemark and Eco School Green Flag awards.

**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 is a satisfactory school. It has experienced major changes in staffing and a significant fall in pupils' numbers since its last inspection. The recently appointed headteacher has effectively managed these changes, introducing new arrangements which are already having a positive effect and driving the school forward. Senior leaders and governors share the headteacher's enthusiasm and determination to raise standards. Leaders' and managers' evaluation of the quality of the school's work is accurate and a good range of partnerships with external organisations ensure a satisfactory capacity for further improvement.

This school is a warm and friendly place in which to learn. Procedures to ensure the safety of all pupils and staff are outstanding. The quality of care, guidance and support, particularly for the most vulnerable children, is good. As a result, pupils feel very safe in school, show very positive regard for each other and have an excellent understanding of risks and how to deal with them. Most are well behaved, attend very regularly, and are happy in their learning. The regular links with parents and carers ensure good communication. Consequently, they speak very highly of the school, make approving comments about its welcoming nature, and feel that it 'continually strives to improve.' Children get off to a good start and make good progress in the Early Years Foundation Stage, where they are encouraged to cooperate and learn together, from the onset, sharing ideas and developing their thinking. Pupils' attainment in reading and writing is broadly average, but above average in mathematics by the end of Year 2. Currently, attainment in mathematics in Year 2 is not as high as in previous years. Opportunities across the curriculum are currently missed to reinforce pupils' key skills. A range of visits and visitors to the school enrich pupils' learning experiences, but actions to promote community cohesion on a wider scale are not yet fully embedded or evaluated. Teaching is satisfactory in Years 1 and 2, but not as strong as in the Early Years Foundation Stage. This is because there are not enough opportunities planned for pupils to learn from each other and some lessons are over-directed by teachers. Techniques to assess daily how well pupils are learning and to shape carefully what they need to do next, are inconsistently used.

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

- To improve pupils' standards in writing in Years 1 and 2 to above average.
  - Raise the quality of teaching and learning in Years 1 and 2 to at least good by:
  - providing more opportunities for pupils to share ideas with each other and to

- develop their own thinking
- developing teachers' questioning skills so that pupils are stimulated and challenged in their learning
- reducing inconsistencies in teachers' assessments and marking, and improving the quality of information shared with pupils about how well they are doing and their next steps in learning
- ensuring that all teachers have sufficiently high expectations and provide activities to stretch all pupils.
- Refine the curriculum to incorporate key themes, across all subjects, to reinforce pupils' basic skills, especially writing.
- 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**

The vast majority of pupils are keen to learn and they achieve satisfactorily. When provided with the opportunities, they cooperate effectively in pairs and groups, willingly ask questions and offer ideas. They work productively when they are actively involved in practical and meaningful tasks that capture their imagination and that match their particular needs.

Most children start school with average skills. They make particularly good progress in the Early Years Foundation Stage where the learning environment is stimulating and staff constantly provide opportunities for independent and thought provoking activities. Across Years 1 and 2 all groups of pupils make overall satisfactory progress, although there is some variation between classes, largely due to inconsistencies in the quality of teaching. Effective action has been taken recently to arrest the decline in writing over time. Teachers' latest assessments, and the work seen in lessons and pupils' books, indicate that standards are now average, although there is still scope to improve handwriting and basic punctuation. Outcomes achieved by boys are much better than in previous years, largely because of carefully chosen themes that engage their interest. For example, all pupils were motivated during the inspection by images of space and discussions about early space missions involving animals. The more able pupils also achieve satisfactorily, largely due to more rigorous procedures for checking on their progress, and subsequent activities of a more challenging nature. Not as many Year 2 pupils are attaining Level 3 in mathematics as in previous years. This is due mainly to the nature of the cohort which has a larger than usual proportion of pupils with additional needs. Pupils with special educational needs and/or disabilities make satisfactory progress. They generally receive appropriate support from teachers and teaching assistants which enables them to understand and learn the skills being taught. Across the school pupils are happy learners and are proud to talk about what they accomplish. They say: 'Our teachers make us feel special and we all get on well

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

together.' A very high proportion behaves well and attends regularly. Pupils enjoy looking after each other and feel very safe indeed. They are very confident they can always find someone to help with a problem. They have a good understanding of how to keep fit, take part enthusiastically in sporting activities, although their lunch choices do not always reflect their knowledge about what constitutes healthy eating. Pupils' satisfactory spiritual, moral, social and cultural development is evident in their mature attitudes, influential roles as school councilors and members of the 'gardening gang.' However, their cultural and creative awareness, especially their reflections about the lives of people from different backgrounds and ethnicities, is not as well developed as it might be.

*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>1</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

The quality of teaching is satisfactory. For the most part, teachers create a supportive environment that ensures all pupils feel involved and cared for. Where learning is at its most effective, stimulating opportunities for pupils to talk and work together develop good understanding. This is because pupils are engrossed in practical tasks that are

<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.

relevant to everyday experiences. Learning is challenging and well trained teaching assistants work effectively alongside pupils with specific and additional needs. However, in some lessons teachers talk for too long, provide too much information and do not challenge pupils sufficiently to work things out for themselves. Consequently, pupils' attention wanders and the pace of learning falls. In a small proportion of lessons, expectations are not high enough, activities are dull and do not stretch pupils. The school has recently improved the quality of marking and the regularity with which assessment information is gathered about individual pupils. This is used well by some, but not all, teachers, to share with pupils what they need to do next and to plan the future steps in their learning.

The curriculum is satisfactory with an increasing range of visits and visitors into school to extend what is on offer. For example, all children have recently enjoyed watching Indian dancers and listening to African drummers. However, clear links across topics for pupils to practice their literacy and numeracy skills, are not yet embedded. The satisfactory range of out-of-school activities, such as dance, sport and music, are popular, helping to enrich pupils' overall experiences. Excellent opportunities to garden and to grow vegetables enhance pupils' understanding of the importance of living healthily and environmental issues. The curriculum to promote pupils' social and emotional development is a strength. Pupils' use of information and communication technology to research, present and record is somewhat limited.

Arrangements for the care, guidance and support of all pupils are well organised and effective, making a good contribution to their development. Procedures for promoting good behaviour and regular attendance are very effective. The school intervenes sensitively to provide additional support for children and families when needed. Clearly targeted support has positive outcomes for more vulnerable pupils.

*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 recently appointed headteacher has high aspirations for all learners and sets a clear direction for the school. She has managed well a period of significant uncertainty, and is now refocusing the work of the senior leadership team on improving the quality of teaching and learning in order to raise achievement and standards. There are appropriate procedures in place to monitor and evaluate the school's work. These include scheduled lesson observations, scrutiny of pupils' work, regular feedback to

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governors about all aspects of the school's performance and a thorough analysis of attainment and progress for all groups of pupils.

Procedures to safeguard pupils are outstanding. They include rigorous arrangements for recruiting all staff, providing a secure site, and for assessing and eliminating risks. Support provided by key agencies is of a high quality. Governors and staff receive regular and good quality training, particularly on child protection issues. The school integrates issues about safety into the curriculum extremely well so that pupils develop an excellent understanding of how to keep themselves safe.

The good links with the community, local authority and other outside agencies, enhance the school's work. In particular, meetings with local schools have helped to strengthen the accuracy with which teachers mark pupils' work. Links with parents and carers are good. They are kept well informed about pupils' progress and behaviour, through meetings, questionnaires and regular newsletters. In order to ensure the equality of opportunity the school has recently improved the quality of information about the performance of different groups of pupils and their participation in school life. Measures introduced have helped to raise the attainment of underachieving boys and of the more able pupils in English.

The governing body carries out its statutory duties satisfactorily and governors play an increasingly direct part in the life of the school through links to curriculum areas. They are very supportive of the headteacher and staff. Nevertheless, their role in challenging the school and in helping to set a strategic direction is less effective. This is because a number of experienced governors have recently retired to be replaced with new governors. The strong sense of community within school is extended by effective charity work and good links with the local church. However, the school recognises that it does not yet sufficiently draw on the rich and divergent backgrounds of people, nationally and internationally, to promote an understanding of the importance of cultural, religious and socio-economic harmony.

*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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>1</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

The majority of children enter the Early Years Foundation Stage with skills and abilities that are similar to those seen in pupils of a similar age. By the time they enter Year 1, children's all round development is securely in line with national expectations and, for many, beyond, demonstrating the good progress they make.

Home visits and effective information for parents and carers help children to make a confident start. Good welfare arrangements and very supportive relationships ensure children feel very safe and secure and settle quickly. The stimulating indoor environment ensures that children have a variety of interesting and creative activities which sustain their interest, help to develop their self-esteem and provide pleasure in learning new skills. However, outdoor provision is not of the same high quality.

Nonetheless, across the provision as a whole, children play well, independently of adults, becoming active and inquisitive learners. Staff are very well led and work effectively as a team. They intervene well to boost children's learning, support their language development and get them thinking for themselves. They are particularly astute in observing, noting and recording children's key developments. Information on children's starting points and outcomes throughout the Reception Year are incorporated well in pupils' individual 'my learning journey' logs, and rigorously used to check progress and plan consistently for worthwhile activities.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A very large majority of parents and carers is overwhelmingly positive about almost all aspects of the school's work. They confirm that their children enjoy school and are well cared for. A very small proportion of questionnaires expressed concerns, notably about the effectiveness with which the school tackles misbehaviour. However, inspectors found little misbehaviour and no evidence to substantiate other concerns. The school's own regular surveys of parents, carers and pupils provide significantly positive feedback.

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They typically comment on how well children are cared for and support one another with which inspectors concur.

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

Ofsted invited all the registered parents and carers of pupils registered at Pocklington Church of England Voluntary Controlled 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	65	14	29	2	4	0	0
The school keeps my child safe	37	77	10	21	1	2	0	0
The school informs me about my child's progress	23	48	24	50	1	2	0	0
My child is making enough progress at this school	25	52	22	46	1	2	0	0
The teaching is good at this school	30	63	16	33	0	0	0	0
The school helps me to support my child's learning	31	65	17	35	0	0	0	0
The school helps my child to have a healthy lifestyle	30	63	17	35	1	2	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)	26	54	16	33	0	0	0	0
The school meets my child's particular needs	27	56	20	42	0	0	0	0
The school deals effectively with unacceptable behaviour	23	48	18	38	5	10	0	0
The school takes account of my suggestions and concerns	24	50	20	42	3	6	0	0
The school is led and managed effectively	29	60	17	35	0	0	0	0
Overall, I am happy with my child's experience at this school	33	69	13	27	2	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.

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## 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.**



10 May 2010

Dear Pupils,

Inspection of Pocklington Church of England Voluntary Controlled Infant School, York, YO42 2HE

Thank you for the friendly welcome you gave the inspectors. We appreciated all the help you gave us. This letter tells you what we found out.

Pocklington is a satisfactory school that enables you to reach average standards. You get off to a really good start in the Early Years Foundation Stage where you learn particularly well. There are many other good features. In particular, the inspectors agree with many of you and your parents and carers who told us how kind the adults are and how much you enjoy school. You behave very well and get on really well together. Many of you set a good example by keeping active at break and lunchtimes and by eating fruit and vegetables as snacks. We were really impressed by the work of the 'gardening gang.' All the adults take good care of you, including those of you who need extra help. These things happen because your headteacher and governors work hard to improve what is happening in school.

One reason for our visit was to see what your school could do better. We have asked your headteacher, governors and teachers to work on the following things:

- to improve standards in writing for pupils in Years 1 and 2
- to make sure that all teaching is good by providing practical and interesting activities for you to enjoy
- to ensure that there are regular opportunities for you to practise your reading, writing and mathematical skills in all subjects.

You can all help your teachers by continuing to attend every day, reaching your targets and supporting each other. I wish you every success in the future.

Yours sincerely,

Dr Andrew Swallow

Lead Inspector

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