

Inspection of Pocklington Church of England Voluntary Controlled Infant School

Maxwell Road, York YO42 2HE

Inspection dates: 17 and 18 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy coming to school and feel safe. They are polite and behave well. Pupils have positive attitudes to learning and are respectful of each other. Pupils know about different types of bullying and say that bullying is rare. Pupils are confident that if they have a problem, they can tell a trusted adult, and it would be dealt with swiftly.

Leaders recognise that the curriculum in some subjects needs to improve. There have been significant changes to subject leaders, and many are new to role. Subject leaders have produced curriculum plans that identify what pupils will learn over time. However, in many subjects, these plans have only been implemented recently. As a result, pupils have not had time to learn important subject knowledge. Some pupils do not achieve as well as they should.

Pupils have the opportunity to take part in extra-curricular activities, such as tennis and hockey. However, pupils comment that they would like a wider variety of clubs and more opportunities to go on school visits. Although school councillors have been elected, there are limited opportunities for pupils to develop responsibilities and leadership skills.

What does the school do well and what does it need to do better?

Leaders have ensured that reading is a priority. They have thought carefully about the books that are read to pupils. Pupils can talk about stories they enjoy. Pupils in Year 1 talked enthusiastically about their 'spotlight author' books.

Children learn to read as soon as they start in Reception Year. Leaders have carefully considered their approach to the teaching of reading. Staff receive regular training to deliver the school's phonics programme effectively. Leaders carry out regular checks to see how well pupils are doing. Pupils receive extra help if they start to fall behind. The books that pupils read are well matched to the letter sounds they are learning. This helps the pupils to become more confident when they read. Pupils use their knowledge of sounds well to tackle words they have not read before.

Although many subject leaders are new to their roles, they are passionate about their subjects and have ambition for all pupils to achieve well. They have identified what they need to do to further improve the curriculum. However, they acknowledge that they have not carried out thorough enough checks to ensure that subject plans are being taught effectively. As a result, leaders do not have a clear picture of the overall quality of the curriculum.

Leaders recognise that they have not fully developed effective assessment systems for checking what pupils learn. As a result, they do not have an accurate enough

understanding of what pupils know and can do. This means that leaders and teachers are unable to identify if some pupils have gaps in their knowledge and are at risk of falling behind. Pupils struggled to recall artists they had studied and topics previously taught in history.

Children in the early years sometimes lack focus and sustained concentration on activities. This is because some activities are not engaging or do not have a clear purpose. Activities for children in Reception do not build on what they already know from Nursery. Plans identify activities and the broad outcomes that leaders want children to achieve. However, leaders and teachers are not clear about the knowledge and skills they want children to learn and how this builds over time.

Leaders have ambition for pupils with special educational needs and/or disabilities (SEND). There are effective systems and procedures for identifying pupils with SEND. Pupils with additional needs are supported well in class. Leaders use established programmes to support pupils with social and emotional mental health needs.

Pupils behave well and enjoy coming to school. Leaders and staff have created a caring and respectful environment where pupils feel safe. Staff have high expectations of pupils' behaviour. Routines are embedded, which enables a positive learning environment.

The personal, social, health and economic (PHSE) curriculum teaches pupils about kindness and respect. Pupils are encouraged to be good citizens. Pupils are taught about different religions and cultures. However, pupils are unable to recall what they have learned in the past. Leaders recognise there have been limited opportunities for pupils to develop their knowledge, talents and interests, such as by taking part in school visits.

There have been significant changes to the governing body. Many governors are new to the school. In the short time they have been in post, they have gained a good overview of the school's strengths and weaknesses. They are keen to support the school on its journey of improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training. This helps to ensure that staff are alert to potential risks and signs of harm. There are clear systems in place for identifying families and pupils requiring support. Records show that leaders take timely actions to ensure that pupils are kept safe. Leaders work with local agencies to provide additional support for vulnerable pupils and their families. Leaders make the necessary checks on the suitability of any adults working at the school.

Pupils say they feel safe in school. They know who they can talk to if they have any worries and are confident that adults will listen to them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not carry out thorough enough checks to see how well the curriculum is being taught. This means that they do not have a clear picture of how effectively teachers are implementing the planned curriculum so that pupils know and remember more. Leaders should carry out thorough checks on how well subjects are being taught and use this information to further improve the quality of curriculum delivery.
- Leaders have not established effective assessment systems to check what pupils know and remember. As a result, leaders do not know how well pupils are learning the intended curriculum. Leaders need to develop effective systems to check what pupils know, remember and can do.
- The curriculum in the early years does not precisely identify the knowledge and skills children will learn. This means that some children do not secure the fundamental building blocks they need to prepare them for Year 1. Leaders need to ensure that curriculum plans identify the most important knowledge and skills children need to acquire so they are prepared for future learning.
- Leaders have not provided pupils with a wide range of opportunities to develop their talents and interest. Pupils have had limited opportunities to participate in visits to develop their understanding of the world and cultures around them. Senior leaders should strengthen the school's offer so that the curriculum extends beyond the academic and provides for pupils' wider development.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117987
Local authority	East Riding of Yorkshire
Inspection number	10242139
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair of governing body	Helen Savory
Headteacher	Lynn Bartram
Website	www.pocklington-infants.org.uk
Date of previous inspection	24 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including the chair of the governing body and other members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics, history and art. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- The inspection team evaluated responses from parents to Ofsted's online survey, Parent View.
- The lead inspector spoke to representatives from the local authority and the Diocese of York.

Inspection team

Ruth Beckett, lead inspector

Ofsted Inspector

Steve Kernan

Ofsted Inspector

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