

Inspection of Pocklington Church of England Voluntary Controlled Infant School

Maxwell Road, York, East Yorkshire YO42 2HE

Inspection dates:	13 and 14 May 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pocklington Church of England Voluntary Controlled Infant School is highly nurturing. Pupils benefit from the caring atmosphere throughout school. They know they are safe and belong here. This helps them to be happy and confident individuals.

The school has raised the ambition of the curriculum and has made recent improvements to it. In the early years and in reading, these changes, alongside the development of staff expertise, are having a positive impact. However, in other subjects, improvements are still at an early stage and have not yet had the intended positive impact on pupils' learning. This means pupils are not prepared well enough for Year 3.

The school supports all pupils to develop their talents and interests. The school has ensured that pupils with special educational needs and/or disabilities (SEND) are included and know they are valued as part of the school community.

Pupils behave well. They play and work well together. They learn to treat others with kindness and respect. Staff know pupils well. Relationships between staff and pupils are delightful. The personal, social and health education provision teaches pupils how to manage friendship issues and stay safe online.

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

Children make a positive start to their education in the early years. The school has carefully considered the early years curriculum and learning environments to help children learn effectively. Staff know the skills and knowledge that children need to be ready for the next stage in their learning. Children are highly engaged in the learning opportunities provided for them. They happily join in with the familiar songs, rhymes and stories shared by staff. Staff skilfully extend children's language through high-quality interactions. The outdoor areas are thoughtfully designed to meet the needs of the children, allowing plenty of opportunities for them to apply newly taught skills. Children leave the Reception Year well prepared for Year 1.

Reading is a priority across school. Children who attend in the Nursery Year are well prepared to start phonics in Reception. This helps them get off to a flying start with learning to read. There is a meticulous approach to checking pupils' progression through the reading curriculum. Staff are expert in teaching children to read, and pupils who need additional help receive timely and effective support. The school fosters a love of reading. As a result, pupils are keen to discuss books they are reading in class and at home.

In some subjects, curriculum development is at an early stage. The school has introduced a more ambitious curriculum overall. However, in some subjects, the school has not clearly identified the essential knowledge and skills that pupils need to be well prepared for the next stage of their education. In these subjects, the curriculum is not broken down into sequential steps. This lack of clarity is particularly evident in key stage 1, where staff are unsure how best to deliver the curriculum to build pupils' knowledge securely over time. In addition, staff do not know what they should be checking pupils know and can

do. Too often, assessment is ineffective because it focuses on the wrong aspects of learning or does not address pupils' misconceptions.

Pupils with SEND work towards the same curriculum end points as their peers. Staff understand these pupils' needs well. Leaders have recently improved the provision for pupils with SEND and this is helping some pupils to make better progression through the curriculum. Pupils with complex SEND needs receive timely support that helps them access their learning. However, for some pupils with SEND, the school does not provide staff with the precise information they need so that they can support these pupils effectively in lessons. This hinders these pupils' learning and means they do not achieve as well as they should.

Pupils' behaviour in school is good. The school's behaviour management approach has a positive impact on pupils' behaviour and conduct in lessons. Staff regularly praise pupils, who respond well to staff's caring manner. Most pupils attend school well. Pupils enjoy coming to school.

The school provides a variety of clubs and educational visits that develop pupils' experiences and character. The school provides sensory areas and quiet spaces for reflection time. This helps pupils to regulate their feelings during the school day.

The school is dedicated to creating a nurturing environment, but it has not made sure that its policies and improvement strategies are implemented effectively enough. This means that the overall quality of education that pupils receive is not good enough. Governors are aware of their statutory duties. They are supportive, but the rigour of their challenge to leaders is variable. Staff workload and well-being are well managed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not broken down into clearly defined, sequential steps. As a result, staff are unclear about the key knowledge and skills that pupils need to be successful in the next stage of their education. The school should ensure that all subject curriculums are carefully sequenced and broken down into manageable steps so that staff can build pupils' knowledge effectively over time.
- Teachers do not consistently check what pupils know and can do. This means they are unable to identify and address gaps in learning or misconceptions effectively. The school should improve its systems to check what pupils know and can do so that staff accurately check pupils' understanding and use this information to inform teaching.
- Some pupils with SEND do not receive precise support. This means that the school does not remove barriers to their learning to help them be successful in the work that

is set for them. The school should ensure that pupils with SEND receive precise support that meets their individual needs and enables them to succeed.

- Leaders do not effectively evaluate the impact of the changes they have introduced. As a result, they do not always know which actions are improving the quality of education. The school should ensure that staff implement its improvement strategies and agreed policies effectively and in a timely manner so that pupils can achieve well across the curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117987
Local authority	East Riding of Yorkshire
Inspection number	10379356
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	264
Appropriate authority	The governing body
Chair of governing body	Adam Copley
Headteacher	Lynn Bartram
Website	www.pocklington-infants.org.uk
Dates of previous inspection	17 and 18 January 2023, under section 5 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of York. The school's last section 48 inspection, for schools of a religious character, took place in February 2020. The school's next section 48 inspection is due to take place by the end of 2025.
- The school provides a before-school club.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including representatives from the governing body, local authority and diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met the special educational needs and disabilities coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors considered the responses to Ofsted's pupil survey and staff survey. They also considered responses to Ofsted Parent View, including any free-text comments.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Kate Hall

His Majesty's Inspector

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