

# Tockwith Church of England Voluntary Controlled Primary School

Southfield Lane, Tockwith, York, North Yorkshire, YO26 7RP

**Inspection dates** 17–18 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children in the early years are well prepared for their future education. They are keen to learn and make good progress.
- All groups of pupils achieve well and make good progress in reading, writing and mathematics. They take pride in their work and present it well.
- The quality of teaching is good overall. Teachers have high expectations and establish constructive relationships. Teaching assistants and other adults are deployed well to support good progress.
- Pupils are well behaved, polite and friendly. They feel safe and attend well.
- The curriculum is well planned to engage pupils and to promote their spiritual, moral, social and cultural development well. Pupils strive to achieve the school's values of creativity, friendship and persistence in all their work.
- The headteacher's persistence and ambition for the school is driving improvement. He is well supported and respected by an increasingly effective leadership team and committed governing body. As a result, the school has a strong capacity to continue to build on the good teaching and learning.

### It is not yet an outstanding school because

- Occasionally, pupils do not make the best progress they could during lessons. They do not always have time to reflect on their learning during the lesson and try things out for themselves.
- Sometimes, the guidance provided in teachers' marking does not help pupils to deepen their understanding and reasoning.
- The quality of pupils' handwriting is not consistently good in all their written work.

## Information about this inspection

- The inspectors observed teaching and learning throughout the school and also conducted several short visits to classrooms. They carried out a joint observation of teaching and learning with the headteacher. The inspectors also looked at a wide range of pupils' work and listened to several pupils read.
- Inspectors held discussions with groups of pupils, the Chair of the Governing Body and other governors, and a representative of the local authority. They also spoke to members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of the 72 responses to Ofsted's online questionnaire (Parent View), the results of the school's own consultations with parents and spoke to several parents during the inspection. They also considered the responses from staff to the inspection questionnaire.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use and impact of pupil premium funding, and records relating to pupils' behaviour and to safety and child protection.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is below the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The large majority of pupils are White British. There is a small proportion of pupils from Gypsy Roma families.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children attend the Reception class on a full-time basis.
- A higher proportion of pupils than usual do not start at the school in the early years.
- The school is part of the Star Learning Alliance partnership of local schools.
- There is an independently run pre-school, TickTock Day Care, which shares the school site. It is subject to a separate inspection and receives a separate report, which is available at <http://reports.ofsted.gov.uk>
- The headteacher was appointed to the school in September 2013 following the previous inspection.

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

- Build on the already good and improving teaching, in order to accelerate pupils' learning further, by:
  - allowing pupils to reflect on their learning within lessons and try to work things out for themselves
  - ensuring pupils consistently apply to all subjects the high standards of handwriting of which they are capable
  - ensuring marking and guidance to pupils regularly helps them to deepen their learning and strengthen their reasoning in all subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher has a clear vision for the school's development. He has created a new and effective senior leadership team which is rapidly driving forward further improvements. As a result, the quality of teaching and pupils' learning and behaviour are good and improving. The school has a strong capacity for increasing success.
- The school's view of its work is accurate and precise. Senior leaders ensure it is securely based on assessments of pupils' achievement and other aspects of their learning and development. The school improvement plan has appropriate priorities, which are central to the work of all leaders and governors.
- Middle leaders are effective in their roles and contribute well to school improvement. They are fully involved in monitoring and evaluating the quality of work in their areas of responsibility. Some staff are new to their roles but are already having a clear impact on further improvement because of the training and support they receive. As a result, although achievement and the quality of teaching are not yet outstanding overall, the school is well placed to address the remaining inconsistencies in the quality of teaching and learning.
- The school is developing and trialling new procedures to assess pupils' progress following recent changes to the national curriculum. These procedures are already contributing to raising pupils' achievement.
- Staff morale is high. Teachers, teaching assistants and support staff appreciate the good procedures for staff training and development.
- Parents are very impressed with the effective leadership of the headteacher and his team. This is evident in their commitment to supporting homework and many other aspects of pupils' work. Responses to Parent View and the school's own consultations are positive.
- The local authority provides effective support, sometimes in liaison with consultants from the diocese, through regular reports, specific training and the partnerships with other schools through the Star Alliance.
- The school tackles any issues of discrimination and fosters good relations extremely well. It promotes equality of opportunity successfully. The school has a strong relationship with the local Gypsy/Roma community, which has a positive impact on the attendance and achievement of this group of pupils.
- Staff are held fully accountable for the progress their pupils make. They are required to fulfil stringent criteria, linked to pupils' achievement, to reach the next salary level.
- The curriculum is rich and well-planned throughout school, including in the early years. The development of literacy and numeracy skills are central to pupils' learning. Pupils have strong opportunities to develop their skills in music, art, humanities and many other subjects. This is evident in the quality of singing and instrumental work and the many opportunities for pupils identified with a gift or talent.
- Primary school physical education and sport funding makes a significant contribution to pupils' health and physical well-being. Specialist staff provide skilled support to teachers and pupils. A high proportion of pupils of all ages and abilities participate in team games and other sporting activities.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils are well prepared for life in modern Britain through collective worship and work in many subjects. This is very evident in the pupils' knowledge and understanding of different faiths and cultures represented in British life and the tolerance and care they show to others.
- Statutory safeguarding requirements are met and procedures are effective. Staff are well trained and vigilant in child protection.
- **The governance of the school:**
  - The governing body is well led and managed. Governors are passionate about the school and make a good contribution to the school's improvement. Members' skills are closely matched to the roles they undertake on the governing body.
  - Since the previous inspection, the governing body has reviewed many aspects of its work and has been reconstituted to improve its efficiency. In particular, the reduction in the number of committees contributes to a sharper knowledge of pupils' achievement and procedures to match resources closely to pupils' needs.
  - The governing body is well informed through detailed reports from the headteacher that are linked to the school improvement plan. Governors make their own frequent and systematic checks on the school's work with senior and middle leaders. They take good advantage of training opportunities through, for example, joint work with the Star Learning Alliance. They make good use of improved procedures to measure and analyse pupils' achievement to hold leaders increasingly to account.
  - Governors are well informed about the quality of teaching in order to support decisions as to whether

teachers should be rewarded with salary increases and to review targets for the headteacher. They are clear about the steps the school takes to address any aspects of underperformance.

- The school's policies and the website are updated regularly and the governing body ensures statutory requirements are met. The governing body, alongside staff, pupils and parents, has developed the school's values of creativity, friendship and perseverance, which underpin much of the school's work and the improvements being made.
- Finances are well managed by ensuring close scrutiny of all aspects of budget planning and raising challenging questions on, for example, the use and impact of specific spending, such as the pupil premium and sport funding.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Teachers have high expectations for good behaviour. Consequently, classrooms are calm and orderly. Very occasionally, pupils are not as engaged as they could be when teaching does not fully challenge them.
- Pupils enjoy their school and are eager to talk about their experiences. Pupils are polite and friendly towards each other and their teachers.
- The school keeps detailed records of the few incidents of poor behaviour and responds to them in a robust and well-considered manner. There are few exclusions. The school has had good success in supporting pupils who have emotional and social difficulties, and in helping them to improve the management of their own behaviour.
- Pupils work well with others. They work hard and take pride in their work and their appearance. They increasingly assess their own work and do so accurately. They take pride in fulfilling their roles as school councillors, eco-warriors and lunchtime monitors.
- The school uses primary sport funding for outdoor activities at lunchtimes and after school. This effectively contributes to pupils' good behaviour and their personal and physical development.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents agree. Leaders and the governing body are well trained and vigilant in ensuring pupils learn in a safe and secure environment.
- Attendance is broadly average and improving. There are rigorous procedures to improve attendance, including effective use of pupil premium funding, and to support pupils who start the school at times other than in the early years.
- Pupils understand risks and dangers in their everyday life. They are well informed about different types of bullying including racist, homophobic and cyber bullying. Well-planned acts of collective worship, special days and studies in several subjects reinforce pupils' knowledge and understanding. The pupils express their understanding well.
- Pupils rightly feel that there are few incidents of bullying and know what they would do should any occur. They are tolerant of the views and beliefs of others, and staff and the governing body work well to promote this.
- Pupils are well prepared for the potential dangers they may meet in later life. For example, they receive regular first-aid training. Personal and social education, including activities undertaken with the emergency services such as the fire service, teaches pupils how to avoid the dangers of drugs and alcohol misuse as well as fire safety and other concerns.

## **The quality of teaching** is good

- Teachers establish very positive relationships with their pupils and have high expectations for their success throughout the school. Classrooms are orderly and stimulating. As a result, all groups of pupils are keen to learn and aim to do their best.
- Staff make good use of accurate assessments of pupils' progress to set clear targets for them to achieve. Teachers use their knowledge of pupils' achievement well to challenge all groups of learners. This is a good improvement since the previous inspection, particularly for the most-able pupils.
- Teaching assistants are deployed well throughout school. They bring skilled support to pupils of all abilities and particularly those who have special educational needs. They also make a strong contribution to the

progress made by pupils who do not start at the school at the usual starting points. There have been good improvements to the training and development of teaching assistants so that they make a full contribution to planning and assessment, including in the early years.

- Teachers question pupils effectively to build on pupils' understanding and recall of facts. For example, skilful questioning in Year 2 ensured pupils used accurate knowledge and vocabulary in their writing about Hindus.
- Teachers help pupils develop positive skills for contributing to their own learning. In particular, they increasingly promote their ability to be critical about their own work and resilient in tackling difficult ideas.
- The teaching of literacy is good. Phonic (letters and the sounds they make) skills are taught well from the early years onwards. Teachers encourage pupils to listen carefully and articulate sounds accurately. Their love of reading is strongly promoted throughout the curriculum, such as in their research in history, geography and science. Writing skills are increasingly well taught.
- Teachers expect pupils to write for a wide range of purposes and accurately apply their very good knowledge of grammar and punctuation skills. Pupils largely acquire a handwriting style from the early years but do not consistently use it.
- The teaching of mathematics is good throughout school. Teachers make good use of a well-planned programme of study to ensure pupils' calculation skills are developed well and regularly applied in mathematical problem-solving calculations. This has improved well since the previous inspection.
- Occasionally, pupils do not make the best progress they could during lessons. They do not always have time to reflect on their learning during the lesson and appropriately try things out for themselves. For example, sometimes adults intervene too soon before pupils have time to see whether they can fulfil the task without help. Occasionally, too much is covered in a short period of time.
- Marking and feedback are used well overall to celebrate pupils' achievement and particularly in writing to help them reach the next level. However, this is not fully consistent across all pupils' work, particularly in mathematics. For example, comments are sometimes not precise enough to help pupils deepen their understanding further. Expectations that pupils will respond to the suggestions made are inconsistent.
- Pupils do not always transfer their good handwriting skills into their written work in other subjects.

### The achievement of pupils

is good

- Pupils' progress compares positively with national expectations. The results of National Curriculum tests are at least average and steadily rising overall after a slight dip in writing following the last inspection. In particular, the proportion of pupils who reach the higher levels is growing. The evidence from this inspection shows that about a half of pupils in the current Year 6 are working at standards above those normally expected for their age.
- Pupils of all abilities achieve well overall in reading, writing and mathematics throughout the school. The headteacher and senior staff rapidly address any dips in achievement and promote high expectations. The few remaining inconsistencies in the quality of teaching and learning mean that achievement is good overall but not outstanding.
- Pupils read well. The results in the Year 1 national checks on phonic skills are above average and rising. Pupils, including the less able, use these skills effectively to identify unfamiliar words and read with fluency. Pupils take a keen interest in books. They make good use of the school library. By Year 6, pupils describe in depth the strengths of different authors and how they make them feel. They have good comprehension skills and the ability to understand the underlying meaning in the text. Pupils of all abilities read with expression, fluency and enthusiasm.
- Pupils' writing skills have improved well. Pupils write for a wide range of reasons in different subjects. They increasingly spell accurately and make good use of punctuation. They have a particularly good knowledge of grammar which they use to good effect to make their writing lively and engaging. Work is largely well presented. However, they do not consistently make progress in developing a fluent handwriting style.
- Pupils achieve well in mathematics overall. They build on their knowledge of number facts, such as number bonds and multiplication tables, to use these skills successfully in written calculations and to solve real-life problems.
- Disadvantaged pupils also make good progress overall and achieve at least as well as their peers. In 2014, the proportion of disadvantaged pupils in Year 6 was too small to be statistically significant and to enable comparison with non-disadvantaged pupils in the school and nationally. This was also the case in the two previous years. The school's own progress data, individual case studies and other inspection evidence show disadvantaged pupils achieve well and there is no significant gap between the achievement of

disadvantaged pupils and that of other pupils.

- Disabled pupils and those who have special educational needs achieve well from their individual starting points. The school has well-established procedures to rigorously assess and support pupils' learning needs. Staff ensure that they are prepared well for their future learning through thoroughly developing their literacy and numeracy skills and applying them in a range of subjects.
- Pupils who join the school at times other than early years make good progress. Their learning needs are speedily assessed when they start and steps are taken to address gaps in their education.
- The most-able pupils achieve well overall. They retain facts effectively and make good use of their skills in a range of subjects. They are mature, persistent and systematic in their work. For example, in Year 6 they thoroughly enjoy using their logical ordering skills and knowledge of square numbers and their roots to solve complex number patterns.

### The early years provision

is good

- The early years is well led and managed. The quality of teaching is good and procedures to assess children's progress are effective.
- Children's starting points are now generally typical for their age. Although sometimes below in reading and writing skills, children make rapid progress in these areas and, by the end of the Reception Year, they are well prepared for their next stage of learning in Year 1. Children of all abilities achieve well and their good level of development is increasingly above national figures by the end of Reception.
- The classroom is bright, stimulating and well organised. For example, the highly imaginative role play based on their studies of Christianity encourages development in a wide range of areas. These include aspects of reading, writing, music and art.
- Relationships are very strong. Staff engage positively and constructively with parents from the start of children's learning to prepare children for school and to settle them in to their new surroundings. Staff also liaise closely with other pre-school providers, particularly the onsite independent pre-school. This ensures the staff build an accurate knowledge of children's individual starting points and enables them to move quickly to eliminate any gaps in their learning.
- Teachers make accurate assessments of all aspects of children's achievement and use these to plan future learning. Staff question children closely to secure and extend their knowledge and understanding.
- Literacy and communication skills are taught effectively, particularly phonic skills. They practise reading, writing and letter formation both individually and with adults. They imaginatively apply their skills, for example, by independently writing birthday cards to the fairy characters in their fantasy role play. Very occasionally, opportunities for writing in all areas of their work, such as construction, are not fully established.
- Disadvantaged children in the early years achieve well and make good gains in their early language and communication skills. When needed, the school makes effective links with educational and health agencies, such as speech therapists, to provide early support to children with special educational needs.
- The most-able children make good progress because they make rapid gains in key skills such as phonics, comprehension, addition and subtraction. For example, children showed their well-developed understanding of number and mental calculations to 20 and beyond in dice games.
- Children of all abilities work and play very well together and concentrate on their activities. Their behaviour and safety are good. They feel very safe and are cared for well. Their spiritual, moral, social and cultural development is promoted extremely well and they are curious about the world around them.



## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	121595
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	461890

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>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Victoria Megginson
<b>Headteacher</b>	Justin Reeve
<b>Date of previous school inspection</b>	25 April 2012
<b>Telephone number</b>	01423 358375
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