

Inspection of a school judged good for overall effectiveness before September 2024: Pool-in-Wharfedale Church of England Voluntary Controlled Primary School

Arthington Lane, Pool-in-Wharfedale, Otley, West Yorkshire LS21 1LG

Inspection dates:

3 and 4 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are happy in this welcoming school. Relationships across the school are warm and respectful, reflecting the school's positive culture and vision that pupils can 'believe and achieve'.

Pupils enjoy coming to school and their attendance is improving rapidly. Pupils are proud to represent their school in the community. The school choir has recently performed at the Otley Victorian Market and the civic service at the local church. The school provides events at which pupils can perform and show their talents.

The school is aspirational for what it wants pupils to learn. However, this vision is not being fully realised across all subjects. Pupils develop secure knowledge and skills in reading and mathematics and achieve well. However, their learning is less secure in some subjects in the wider curriculum.

Pupils are given opportunities to participate in a wide range of school clubs, including 'go wild', netball, choir and science club. These clubs are well attended. Pupils are eager and proud to hold positions of responsibility. They effectively and sensitively support younger pupils in their roles as 'pool pals', eco-warriors and digital leaders. Some pupils support other pupils' well-being in their role as 'Mindmate' ambassadors.

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

Reading is a priority at this school. Staff have benefited from training and confidently teach pupils to read. Pupils are taught phonics using a sequenced programme. This starts as soon as pupils start school. Pupils read books that ensure they gain a secure knowledge of the letters and sounds they need to learn. Any pupils who need further help with reading are identified and supported. Adults think carefully about the books and stories they use. This exposes pupils to a wide variety of texts to develop their love of reading. Over time, pupils achieve well in phonics, despite an uncharacteristic drop in 2024 outcomes. The school knows why this happened and has taken swift action to address this.

In mathematics, the youngest children understand important concepts, such as counting, addition and shape. Older pupils understand equivalent fractions and have quick recall of their multiplication tables. This is because teachers are clear about what pupils need to learn. Lessons are designed to build sequentially on what pupils already know. Teachers make sure that pupils understand and use the correct vocabulary. This helps pupils to explain their thinking.

In other subjects, the important knowledge the school want pupils to know is not mapped out clearly enough. The curriculum in these subjects is in the early stages of development following recent changes. The school does not check consistently enough what pupils have understood and remembered in these subjects. The school knows there is more to do to secure sustainable improvements to the development and oversight of these subjects.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. However, on occasions the tasks that pupils are set do not align well enough with what they need to learn. For some pupils, the resources they need to support their learning are not readily available or used. This means that some pupils with SEND do not achieve as well as they could.

Most pupils have positive attitudes to learning. They are keen to learn and are proud of their work. However, there is some variation in how well letter and number formation are taught. Errors in these important foundational areas are not consistently addressed.

Pupils behave well in lessons. Pupils who need extra help and guidance with their behaviour get the help they require. For example, at playtimes, staff help pupils to make the right choices so that they are able to meet the school's high expectations. Pupils learn about what makes a healthy and good relationship and what is right or wrong. This helps them make informed choices. The school's actions to improve the attendance of pupils are proving successful. More pupils now come to school on time and ready to learn.

The school teaches pupils how to stay safe by addressing themes, such as road and river safety. Partners, including the police and Leeds University, broaden pupils' understanding of the world and of possible next steps in life. Despite knowing about people with

different needs, pupils do not have a secure understanding of different world faiths or fundamental British values, such as democracy or tolerance. Consequently, pupils are not as well prepared for life in modern Britain as they could be.

After a period of change, the school is addressing the concerns of some parents by building more positive relationships. Parents and carers have confidence that the school will address their concerns in a timely manner.

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 in the wider curriculum, the school has not identified clearly enough the important knowledge and skills that pupils need to learn. This makes it difficult for pupils to build secure knowledge over time. The school should work with teachers to better map out the important information that pupils need and to check how well this knowledge is learned.
- The school does not ensure that the learning needs of some pupils with SEND are met well enough. This means that these pupils do not achieve as well as they could. The school should ensure that teaching is better adapted to support the learning of pupils with SEND.
- Foundational skills in letter and number formation are not taught to consistent effect. Errors in these areas are not consistently addressed. The school should set clear expectations for pupils' letter and number formation and help pupils to meet these expectations.
- Pupils do not have a secure understanding of different faiths, cultures or British values. They are not aware of the British values and the similarities and differences associated with world religions and the beliefs others may have. The school should ensure that pupils develop their knowledge and understanding of British values and different cultures, faiths and religions in order to better prepare them for life in modern Britain.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in January 2019.

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	108000
Local authority	Leeds
Inspection number	10315543
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair of governing body	Joanne Pellow
Acting Headteacher	Claire Taylor
Website	www.pool-in-wharfedale-leeds.co.uk
Dates of previous inspection	22 and 23 January 2019, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England Voluntary controlled school within the Diocese of Leeds. The next inspection of the school's religious character is likely to take place by 2029.
- The school does not currently use any alternative provision.
- The school runs a breakfast club overseen by the governing body.
- The school offers an after-school club which is run by a separate provider.
- Since the last inspection, a deputy headteacher has joined the school. At the time of this inspection, the deputy head was the temporary acting headteacher.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector met with the acting headteacher, the acting assistant headteacher and other subject leaders. The inspector also spoke with members of the governing body, a representative of the diocese and a representative from the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in a range of situations, including at breaktimes, at lunchtimes and in lessons. The inspector also spoke to pupils about behaviour and bullying. The inspector spoke with leaders, teachers and pupils about the school's programme of personal development.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered the responses from parents to Ofsted's Parent View. This included the comments submitted via the free-text facility as well as the views of parents met at the school. There were no responses to Ofsted's online pupil and staff surveys.

Inspection team

Nicola Shipman, lead inspector

Ofsted Inspector

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