

# Wilberfoss Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	117998
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	379513
<b>Inspection dates</b>	14–15 February 2012
<b>Lead inspector</b>	Robert Jones

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maureen Macleod
<b>Headteacher</b>	Rachel Hatter (Acting)
<b>Date of previous school inspection</b>	12 June 2009
<b>School address</b>	Storking Lane Wilberfoss York YO41 5ND
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## Introduction

### Inspection team

Robert Jones  
David Matthews

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspection team observed teaching in 18 lessons taught by eight teachers. Meetings were held with members of staff, a member of the governing body and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at a range of documentation, including monitoring and evaluation records, minutes of governing body meetings, pupils' work and records relating to behaviour and attendance. The inspection team received and analysed 142 parental questionnaires and others completed by staff and pupils.

## Information about the school

This is a smaller-than-average primary school serving a largely rural area to the east of York. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are from White British backgrounds. Fewer pupils than average speak English as an additional language or come from minority ethnic groups. The proportion of disabled pupils and those with special educational needs is average. In 2011, the school met the government's floor standard which sets minimum expectations for attainment and progress.

A playgroup and a before- and after-school club are housed on the school site. These are not managed by the governing body of the school and are subject to separate inspections. Their reports can be found on the Ofsted website.

At the time of inspection, the assistant headteacher was filling the role of acting headteacher due to the absence of the substantive headteacher on health grounds.

The school holds the Artsmark and has achieved Healthy School status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key Findings

- This is an outstanding school with many significant strengths. Its sustained success is the result of the dedication of all staff, a palpable sense of shared vision, the deep care and support provided for all groups of pupils and a constant drive to raise achievement.
- Achievement is outstanding. Attainment in all subjects has been, and continues to be high. All groups of pupils make outstanding progress from their starting points. By the time they leave school, pupils are well developed, confident readers, are able to write well in a variety of styles and have excellent mathematical skills.
- The quality of teaching is outstanding. Some is inspirational. Teachers use highly innovative approaches alongside more traditional techniques to ensure pupils receive the very best attention to their needs. The support provided from teaching assistants is first-rate. As a result, pupils of all abilities thrive.
- Pupils feel exceptionally safe in school. They are well mannered, considerate towards each other's needs and highly respectful of all adults. The behaviour of all groups of pupils, including those pupils whose circumstances potentially make them vulnerable, is exemplary. In turn, the pupils' spiritual, moral, social and cultural development is exceptional.
- Leadership and management are outstanding. The acting headteacher has built on the considerable successes of the substantive headteacher and has driven improvements apace. All staff share her ambition and as a result, constantly re-evaluate their practice to ensure outcomes for pupils are consistently outstanding. Members of the governing body offer good support, although they have limited information on the achievement of pupils currently in the school, which is limiting the challenge they are able to offer the school on matters relating to achievement.

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

- Improve the quality of information provided to members of the governing body so that they are better able to hold the school to account on achievement by:
  - ensuring that data are provided on the attainment and progress of pupils currently in the school rather than solely on pupils who have left the school
  - providing information on achievement broken down by different groups of pupils.

## Main Report

### Achievement of pupils

In all subjects, pupils' attainment has been consistently high. In mathematics, it is particularly high. This is because pupils develop and use mathematical skills right across the curriculum and see mathematics as a highly useful skill which is also fun. Throughout the school, pupils play games and use the outdoor area to develop their number skills. In lessons, pupils make outstanding progress. Learning in a cross-curricular way is a particularly strong feature of the school. It results in pupils learning essential skills of teamwork, cooperation, speaking, listening and numeracy while enjoying learning a great deal. After school, a group of pupils played the fantasy game 'Warhammer'. Pupils worked out mathematically the chances of one 'army' beating another. Additionally, they collaborated as teams, discussing battle strategies. Some pupils constructed the fantasy figures and were able to talk about the different glues and paints they needed to use, depending on the materials they were made from.

Reading is promoted extremely well. At the end of Key Stage 1, attainment in reading for all groups of pupils is above the national average. By the time they leave in Key Stage 2, their progress has accelerated so that their attainment in reading is high. The school has invested considerable resources in developing the library. Boys and girls use the new facilities very well and all groups of pupils develop a love of literature from an early age. In the Early Years Foundation Stage, children read confidently to inspectors, demonstrating that they had acquired the essential skills of linking letters to sounds and how words tell a story. The school has acquired a good stock of graphic novels as a result of particular staff interest in the genre. This has inspired many boys to use the library and develop their reading skills. Disabled pupils and those with special educational needs make outstanding progress in all subjects, and the pace of this progress is accelerating. This is because the needs of these pupils are met extremely well in the classroom and the additional support from teaching assistants precisely targets their needs.

The overwhelming majority of parents and carers feel their children are making good progress. Inspectors found that pupils were making outstanding progress in all subjects.

### Quality of teaching

Teachers use games, team activities, debates and outdoor learning so that pupils develop skills, knowledge and understanding while having a lot of fun. Pupils learn how to write confidently by writing scripts, which then appear as podcasts and are published on the school website. They develop their writing, and information and communication technology

(ICT) skills by writing blogs. Alongside these modern, innovative approaches, teachers also concentrate on basic skills. Good handwriting, accurate reading, punctuation and grammar are promoted at every opportunity across the curriculum. Consequently, all groups of pupils take a pride in their work. Pupils of all ages were proud to show inspectors their work and talk about how much they had enjoyed completing it. Teachers' own enthusiasm for literature, mathematics and ICT is very apparent in lessons. This has a profound effect on pupils, who respond with equal enthusiasm and an eagerness to succeed in everything they do. Every opportunity is given for pupils to become independent, for example, by working in teams and solving problems themselves in class. This has led to all pupils becoming highly confident, self-reliant and able to work cooperatively extremely well. Consequently, spiritual, moral, social and cultural aspects are developed very well in lessons.

Mathematics teaching is of an exceptionally high quality. One reason for this is the acting headteacher's research into Japanese mathematics teaching methods. These have helped staff to share good practice, use resources effectively and concentrate on developing pupils' skills in using mathematics right across the curriculum. In the Early Years Foundation Stage, children learn about numbers through play. Children played in the outdoor area hanging washing outside the playhouse. Each item of washing had a number attached which had to be hung in number order. Children enhanced their spiritual, moral, social and cultural development and collaborative skills by helping each other with minimal adult intervention.

The teaching of reading is systematic right across the school. In the Early Years Foundation Stage, the basic building blocks of recognising letters and linking them to sounds are developed extremely well. Those who struggle are identified early and often given individual support to ensure they are able to cope well when they start in Year 1. Older pupils write reviews on books they have enjoyed and even write to authors, often receiving replies. These types of activities make learning real, and highly relevant to pupils as well as inspiring and motivating them.

The overwhelming majority of parents and carers feel their children are taught at least well, and this view is endorsed by the inspection team.

### **Behaviour and safety of pupils**

The high quality learning alongside the very caring approach of all staff has led to all groups of pupils feeling very safe in school during lesson times and also at break and lunchtimes. A special box is provided so pupils can post notes, alerting staff of any concerns. This system ensures any issues are dealt with promptly and that pupils feel well supported. Inspectors saw nothing less than exemplary manners, behaviour and attitudes throughout the two days they were in school. Pupils said this behaviour was typical of any day in school, and this is confirmed by school records of behaviour and bullying incidents. Pupils say they, 'love coming to school'. Consequently, attendance is consistently high for all groups of pupils. Throughout the school day, all groups of pupils, including those whose circumstances make them potentially vulnerable, behave courteously towards each other, listen to each other's contributions in lessons and help each other to complete tasks. For example, in the 'nurturing group' pupils baked fairy cakes, planning out their roles and sharing responsibilities.

Pupils have a very good understanding of how to keep safe. They were able to talk about how much fun they had in the snow, but were very conscious of not throwing snowballs when they were icy. They have a very good understanding of the different kinds of bullying

including the potential threats posed by the internet and mobile devices. They are adamant that any kind of bullying is extremely rare and when it does occur, it is very quickly dealt with by staff. Parents and carers are overwhelmingly of the opinion that there is a good standard of behaviour and that the school deals well with cases of bullying.

## Leadership and management

Despite high attainment in all subjects, there is no hint of complacency. The acting headteacher has led the school from strength to strength with passion, energy and drive. Constant monitoring and incisive evaluation of the school's provision ensure that any inconsistencies are detected promptly and actions taken immediately to remedy them. Inspection evidence indicates that the excellent staff training in mathematics teaching has had a profound positive impact on pupils' outcomes. The progress of pupils currently in the school continues to be outstanding. The school therefore is extremely well placed to sustain its improvements.

The school monitors the progress of pupils with precision. Teachers have an excellent understanding of how to use data to drive up achievement but are rightly concentrating on developing pupils' application of literacy, numeracy and personal skills rather than solely developing knowledge. This approach has ensured that the curriculum is outstanding in developing these skills. Pupils develop a genuine love of literature while also building their self-esteem, their understanding of using modern technologies and their team working skills. Art and music receive high priority within the curriculum. Alongside an excellent range of visits and visitors to the school, these experiences promote pupils' love for learning well. Moreover, the emphasis on developing skills is preparing pupils extremely well for the next stage in their learning. The pupils' spiritual, moral, social and cultural development is outstanding due to pupils' caring approach to each other and their highly developed understanding of religions and cultures other than their own.

The school engages parents and carers extremely well. In the Early Years Foundation Stage, parents and carers are able to contribute to children's assessments while in other classes parents and carers can sample lessons for themselves through taking part in classes. Excellent information on the curriculum is available to parents to keep them abreast of what their children are doing. Correspondingly, parents and carers who responded to the questionnaire felt well engaged with the school and well informed.

The governing body supports the school well and is fully involved in its life on a day-to-day basis. It has a good understanding of the school's priorities for development. The governors receive good information on the achievement of pupils who have left the school. They do not have enough information about the achievement and progress of pupils currently in the school or about different groups of pupils. This restricts their ability to challenge the school.

Any gaps in achievement between different groups of pupils are tackled decisively, resulting in no groups of pupils falling behind others. Disabled pupils and those with special educational needs are extremely well integrated into the life of the school alongside their peers, while also receiving small group support when it is needed. This means equal opportunities are promoted extremely well. The school is a safe, secure environment and the school meets statutory requirements for safeguarding.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



16 February 2012

Dear Pupils

**Inspection of Wilberfoss Church of England Voluntary Controlled Primary School, York, YO41 5ND**

Thank you for the warm welcome you gave us when we came to inspect your school recently. Three big cheers are in order, because we found your school to be outstanding.

We loved listening to your opinions about the school. You told us how much you enjoy the library and how your teachers go out of their way to make learning fun for you. Your excellent progress in all your subjects prepares you very well for secondary school. Children in the Early Years Foundation Stage classes make very fast progress with their reading and mathematics skills. Those of you who need extra help receive very good support to make sure nobody falls behind. We were particularly impressed with your love for reading. We enjoyed talking to you about Roald Dahl's books and how the mood changes between the first and last Harry Potter books. We were extremely impressed with your maturity, your sense of responsibility and behaviour. You told us how very safe you feel and how you love coming to school.

These things do not just happen of course. Your teachers have worked very hard to make sure you receive the very best education and care. They clearly love what they do and, in turn, they have inspired you to do your very best. I have asked your acting headteacher to make sure your school governors have good information on how well you are all doing.

You can help by continuing to be the delightful, well-mannered young people you are today. I wish you the very best for the future.

Yours sincerely

Robert Jones  
Lead inspector

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