

Wetwang Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117997
Local Authority	East Riding of Yorkshire
Inspection number	358238
Inspection dates	3–4 March 2011
Reporting inspector	Lesley Clark

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	Mr John Day
Headteacher	Mrs Anne O'Connor
Date of previous school inspection	22 November 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector observed six lessons taught by four different teachers. Meetings were held with pupils in Years 5 and 6, the chair of governors and staff. The inspector observed the school's work, and looked at a range of documentation including assessments of pupils' progress, the school improvement plan, attendance data and documentation relating to safeguarding. The inspector analysed questionnaires returned from staff and 22 questionnaires from parents and carers.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- The extent to which pupils in Key Stage 1 acquire the necessary basic skills to equip them to reach high standards, especially in literacy.
- The extent to which pupils in all classes learn actively and independently and assess their own learning.
- The extent to which children in the Early Years Foundation Stage lead their own learning and make independent choices.

Information about the school

Wetwang Church of England Primary School is very small compared to other primary schools. Almost all pupils are of White British heritage. An above average proportion is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average. Currently, no pupils have a statement of special educational needs. The proportion of vulnerable pupils is high as is that of pupils who enter or leave the school at times other than the usual. Children in the Early Years Foundation Stage are taught in the same class as pupils in Year 1 in the mornings and as a separate group in the afternoons. Pupils in Years 2 and 3 are taught together in the mornings and in key stage groups for three afternoons a week. The school has recently encountered staffing difficulties with the result that several staff are either temporary or part-time. The school holds the Activemark and has 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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has three outstanding aspects. Outstanding partnerships with external agencies and providers enrich pupils' learning experiences. The school gives outstanding care, support and guidance to pupils. As a result newcomers quickly settle in and those who are vulnerable get the support they need to enable them to become purposeful learners. Pupils have an outstanding awareness of health issues and what constitutes good behaviour. They are physically active, keen gardeners and very keen promoters of healthy lifestyles.

Pupils make good progress from their generally below-average starting points. Attainment at the end of Year 6 is broadly average in English and mathematics. Year groups are very small and so attainment varies quite widely from year-to-year, depending on the mix of pupils. Pupils in the current Year 6, for example, are attaining above average levels from their average starting points. Pupils are well taught but there are inconsistencies which occasionally slow pupils' progress. The monitoring of teaching effectiveness is not as rigorous as it should be and so inconsistencies arise in the way that teachers plan, mark work and give pupils opportunities to work independently. Children in the Early Years Foundation Stage make good progress because good provision both indoors and outdoors helps them to learn independently through making choices.

The school is well led and managed. Safeguarding procedures are good and the school's record keeping in relation to child protection is meticulous. The school's accurate self-evaluation provides a good basis for improvement because it accurately identifies the key priorities for improvement. The complications of temporary and part-time staff have diverted management time in recent months from checking teaching effectiveness more closely. This is planned for in the near future. Issues since the last inspection have been tackled well and the school is performing better than it was, with results in national tests showing a rising trend at both key stages. The governing body is closely involved and very supportive of all that the school does. The school therefore demonstrates it has good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve aspects of teaching and learning by:
 - giving pupils more opportunities to work actively and independently, in pairs and in groups, and to set their own challenges
 - adopting a consistent practice towards marking so that pupils know exactly what they need to do to improve their work

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- involving pupils in setting targets and checking their progress towards them so they know what to do to reach the next level.
- Improve the monitoring of teaching effectiveness by:
 - involving the literacy and numeracy subject leaders in checking pupils' learning across the school
 - checking that lessons have a variety of independent tasks and activities.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well. They arrive promptly to lessons, behave well, work hard and as they pass through the school take increasing care in the presentation of their work. Pupils with special educational needs and/or disabilities make good progress because their learning needs are identified early on and they receive good quality help in lessons. While the majority enjoy their learning, the oldest pupils have some reservations. In part, this is because they are not sufficiently aware of what levels they are working at and are not fully involved in setting targets and checking their progress towards them. Pupils make good progress in mathematics and English. Pupils in Years 2 and 3 show an exceptionally good grasp of how to make descriptions vivid through using similes and interesting vocabulary but their weak handwriting techniques slow their capacity to write legibly at length. By the end of Year 6, however, pupils write well using a wide range of punctuation and paragraphing and presenting their work well.

Most pupils arrive punctually for ten minutes vigorous exercise to music before school starts. They thoroughly enjoy break and lunchtimes. Older pupils take charge of giving out equipment such as quoits, skipping ropes and double scooters to promote active play. Pupils grow vegetables and make soup from them, and many say they like cooking. They are proud of the sports trophies they have won. Pupils say they feel safe and agree, 'Staff take care of us.' They know exactly what to do if they are upset or have concerns and explained that, 'In a small school you have to learn to get on with everyone.' While most pupils have good attendance, a minority are absent more frequently because of health and medical issues. Pupils are well prepared for their future lives. They read well for their age, have well-developed enterprise skills and make a good contribution to different local and international communities through fund-raising and organising events.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In all classes, pupils receive a great deal of individual attention, which is a key factor in accelerating their learning. Strengths in teaching include the extensive use of information and communication technology to support pupils' learning, resulting in good quality visual presentations by the end of Key Stage 2. Further strengths include the way teachers tailor work to pupils' different abilities. This is a notable strength in Years 1 to 3. On occasion, teachers over-direct pupils and so pupils miss out on setting their own challenges or targets, relying on teachers to do it for them. Sometimes, teachers miss opportunities to encourage pupils to work actively and independently, in pairs and in groups. For example, older pupils were examining the properties of shapes in teams but as they did not move from their seats they did not discuss or respond as a group. Although teachers mark pupils' work meticulously, younger pupils are hampered from improving their writing because it is bewildering when there is so much to correct. On the other hand, older pupils contribute well to the assessment of each other's work by reading each other's work and making sensible suggestions such as, 'You have used adjectives but no similes.'

Pupils follow a broad and interesting curriculum which is often linked to educational visits and visitors to school. Pupils in Year 1 benefit from a well-balanced formal and informal curriculum similar to that in the Early Years Foundation Stage. Provision for pupils to learn two modern foreign languages is a notable strength. Extended provision through a breakfast club and a wide range of after school clubs further enhance pupils' learning.

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Excellent attention is given to all aspects of care, support and guidance. Pupils are known as individuals and gain greatly in confidence and maturity because of the excellent support they receive. The school's work with families and individuals facing challenging circumstances is highly effective and enables pupils to overcome significant barriers to their learning and make the most of their time in school. Transition arrangements to the high school are excellent because of outstanding partnership work.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Effective leadership and management has successfully enriched the curriculum, improved provision for children in the Early Years Foundation Stage and strengthened the tracking of pupils' progress since the last inspection. With the support of the governing body, the headteacher has made good strategic decisions to ensure that staffing difficulties have not impacted negatively on pupils' progress. The school sets and meets challenging targets and attainment is improving year-on-year. Small class sizes and good strategic use of specialist teaching skills enhance pupils' progress. However, although the headteacher goes into lessons regularly, literacy and numeracy subject leaders are not sufficiently checking pupils' learning across the school, nor are lessons checked for the variety of independent tasks and activities they contain.

The governing body discharges its duties rigorously to ensure that pupils are safe. Safeguarding procedures are robust and training of all staff, especially in child protection, is of good quality. The school's outstanding partnerships with external agencies, including social services and the police, further underpin the school's good procedures to safeguard pupils from risk. Excellent partnerships with sports providers, several different primary schools and the secondary school additionally enhance pupils' learning. Most governors know the strengths and weaknesses of the school and know the right questions to ask to secure further improvement. The school promotes community cohesion well with good links with parents and carers, the parish and local, national and international communities. These successfully promote pupils' good understanding of communities different from their own. The school promotes equal opportunities well and there is no evidence of discrimination.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children learn well because they are well taught. They have ample opportunities to access interesting and thought-provoking activities both indoors and outside. For example, children loaded and unloaded large plastic bricks from a cart to extend an interesting walkway they had constructed out of car tyres. They become confident, independent young people who are keen to learn to read and write because staff let children set the pace of their learning, but encourage them through skilful questioning to learn just a bit more. The learning resources outside are especially good, with water readily accessible from the water butt and string just on hand when children decided to create interesting handles for their water-filled paint tins. Similarly, colourful pads of sticky notes encourage children to write messages and stick them on a board for their friends to read. Staff make detailed observations of children's progress and these together with well-annotated photographs show clearly what children know and can do. Although these do not explain what children need to do to make the next steps in their learning, staff discuss children's individual progress each week and adjust their planning to take children's interests into account. For example, the current project on dinosaurs was suggested by the children. The provision is well led and managed so that children have a good balance between adult-led and child-led activities.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire express positive views about the school. They comment favourably on the 'protective caring atmosphere' and say, 'For such a small school it does a big job.' A very small minority expressed concerns about staffing arrangements and whether the school takes account of their suggestions and concerns. The inspector found the parents' and carers' positive views reflected her findings. The current staffing arrangements are not impeding pupils' progress but have taken up a great deal of the headteacher's available time to discuss any concerns that parents and carers might have.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wetwang Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	59	8	36	0	0	1	5
The school keeps my child safe	17	77	5	23	0	0	0	0
My school informs me about my child's progress	10	45	9	41	3	14	0	0
My child is making enough progress at this school	11	50	10	45	1	5	0	0
The teaching is good at this school	12	55	8	36	1	5	1	5
The school helps me to support my child's learning	11	50	8	36	3	14	0	0
The school helps my child to have a healthy lifestyle	13	59	9	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	55	9	41	1	5	0	0
The school meets my child's particular needs	10	45	11	50	1	5	0	0
The school deals effectively with unacceptable behaviour	10	45	10	45	1	5	1	5
The school takes account of my suggestions and concerns	11	50	7	32	3	14	0	0
The school is led and managed effectively	10	45	10	45	1	5	1	5
Overall, I am happy with my child's experience at this school	12	55	9	41	0	0	1	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



7 March 2011

Dear Pupils

Inspection of Wetwang Church of England Voluntary Controlled Primary School, Driffield, YO25 9XT

Thank you for your very friendly welcome. A special 'thank you' goes to the six Year 5 and 6 pupils who spent time talking to me and showing me their work. You go to a good school. It does three things outstandingly well: it gives you excellent care, support and guidance; it has extremely good partnerships with other people and places; and it has helped you to have an outstanding understanding of why it is important to lead a healthy life. I was impressed by how well you speak French! You are well taught and make good progress in every class. You behave well and get on well together at break and lunchtimes. You have a good range of after-school clubs and go on some interesting visits. These all prepare you well for your future lives.

I have asked your school to do two things to make your learning more interesting and to involve you more actively in lessons.

- I have asked your teachers to give you more times to work in pairs and in groups and to set your own challenges and targets. I want them to check how they mark your work and to involve you in this so you know exactly what to do to move it up to the next level.
- I have asked your headteacher and other teachers to check how well they are teaching by looking more carefully at your work and checking that they plan a variety of tasks and activities for you to do in lessons.

You can help by continuing to work hard and try your best all the time.

Yours sincerely

Lesley Clark

Lead inspector

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