

# Woodmansey Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	117999
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	379514
<b>Inspection dates</b>	12–13 September 2011
<b>Reporting inspector</b>	Lesley Clark

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>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Young
<b>Headteacher</b>	Christine High
<b>Date of previous school inspection</b>	30 June 2009
<b>School address</b>	Hull Road Woodmansey Beverley HU17 0TH
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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by four teachers. Meetings were held with two groups of pupils from Years 4, 5 and 6, the Chair of Governors and staff. The inspection team 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 team analysed questionnaires returned from staff and pupils, and 25 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of the more-able pupils at Key Stage 2, especially in mathematics and reading, to determine whether teaching is sufficiently challenging.
- How effectively teachers plan and carry out lessons based on accurate assessments of what pupils know and can do and what they need to learn next.
- Whether the school's self-evaluation is sufficiently rigorous and incisive to ensure a good rate of improvement.
- The impact of the governing body to ensure the school meets challenging targets.

## Information about the school

Woodmansey Church of England Primary School is much smaller than the average-sized primary school. It serves a semi-rural community between Beverley and Hull. Almost all pupils are of White British heritage. An average proportion is known to be eligible for free school meals. A below average proportion of pupils have special educational needs and/or disabilities. None currently has a statement of special educational needs. The Early Years Foundation Stage Unit offers up to 24 part-time places for children from age three, depending on the uptake of extended day-care hours. Pupils in Years 1 to 6 are taught in three mixed-age classes in the mornings and two classes in the afternoons. An above average proportion of pupils enter the school at times other than the usual, largely in Key Stage 2.

There have been some significant staffing changes recently including a part-time temporary teacher and an acting headteacher from the staff team, pending the new headteacher's appointment in January 2012. The school 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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school gives pupils a satisfactory education. It has some good features. Children make good progress in the Early Years Foundation Stage Unit. Pupils throughout the school behave well. They have good safety awareness and a thorough understanding of why it is important to lead healthy lives. Strong links with the church support pupils' good spiritual, moral, social and cultural development. Governance is good and contributes well to shaping the strategic direction of the school and to ensuring that safeguarding is of good quality.

Pupils make satisfactory progress overall from broadly average starting points. Their attainment is generally average in English and mathematics by the end of Year 6. However, few pupils in Key Stage 2 make better than satisfactory progress, in contrast to pupils in Key Stage 1. The more-able pupils in particular tend to make slow progress in both mathematics and reading. This is because they have too few opportunities to work independently on suitably different and appropriately challenging tasks. They do not read often enough or at a suitable level for their capabilities.

Satisfactory leadership and management have secured a steady rate of improvement since the last inspection, most notably in the Early Years Foundation Stage provision. This strategic decision has contributed to the school's popularity and rapidly rising numbers. Recent improvements include stimulating outdoor and indoor learning facilities for all age groups. However, these are not used fully because the curriculum restricts the opportunities pupils have to learn through practical tasks and to learning through discovery. The school's self-evaluation is not always as incisive as it should be because the school's systems to check the quality of its work are not sufficiently rigorous. Nonetheless, in a small school, where all staff, including the headteacher, have substantial teaching and management roles, the school demonstrates its satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate the more-able pupils' progress in mathematics and reading in Key Stage 2 by:
  - using assessments of what pupils know and can do to determine accurately what they need to learn next
  - providing suitably different and challenging tasks
  - giving pupils more opportunities to work independently and undertake activities that encourage logical thinking and problem-solving
  - ensuring that pupils read frequently and at a suitable level for their capabilities.
  
- Establish more robust systems to:
  - check the impact of teaching on pupils' progress in mathematics and reading
  - evaluate the work of the school accurately
  - set incisive priorities for improvement.
  
- Develop the curriculum in order to give pupils greater opportunities to learn through doing practical tasks, asking questions, and finding out for themselves.

## Outcomes for individuals and groups of pupils

3

Pupils' achievement and the extent to which they enjoy their learning are satisfactory. Pupils, including those with special educational needs and/or disabilities, make satisfactory progress. There are often fewer than five pupils per year group, leading to variation in attainment in national tests from year-to-year depending on the mix of pupils. Attainment at the end of Key Stage 1 is generally above average because pupils have many opportunities to ask and answer questions and to work in pairs and groups on challenging, practical tasks. They read well for their age because they have many opportunities to practise early reading skills. Attainment tends to be broadly average at the end of Key Stage 2 partly because of above average pupil mobility at this key stage but also because the more-able pupils are not always sufficiently challenged, especially in mathematics and reading. Pupils say, 'The work is fairly easy. We do more work in English than maths.' The more-able older readers do not have access to taxing fiction and non-fiction reading materials and pupils point out, 'We don't change our books often enough.' In mathematics lessons, the more-able pupils work quickly and efficiently when they have tasks which require them to think logically and apply their knowledge to solving problems. Their progress slows considerably when they repeat familiar material and wait for others to catch up.

Pupils are lively, enthusiastic and keen to learn. Boys and girls work and play amicably together, with only the occasional falling out. They know exactly what to do should they feel intimidated: 'Ignore them and walk away. They'll soon get fed up.' At playtimes, older pupils organise energetic games and are thoughtful and protective towards younger ones. Pupils have a strong sense of justice and fair play. They are polite and empathise with other people's needs and interests. The school

council takes the lead in fund-raising activities. Pupils are keen to know more about the world around them and willingly participate in sporting and cultural opportunities.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Good features in lessons include short, precise explanations and demonstrations with ample opportunities for pupils to discuss, question and learn through pursuing individual lines of enquiry. In these lessons, pupils' learning comes on apace, as when a small group of Year 2 pupils labelled key features of non-fiction texts using 'post it' notes and then double checked each others, marvelling at how unclear some introductions were! Weaknesses in lessons include a slow pace and relatively few opportunities for pupils to use and apply their mathematical knowledge and skills. Sometimes teachers do not take pupils' prior knowledge fully into account and so pitch the lesson below the capabilities of the more-able pupils. Assessment is used well to promote pupils' writing and younger pupils' reading, with good involvement of pupils in setting targets and checking their work against these. Target-setting is less well established in mathematics.

The curriculum makes satisfactory provision for literacy and numeracy and offers a suitable range of relevant experiences. Opportunities are missed to enliven pupils' learning through making connections between subjects and enabling pupils to find out for themselves through investigation and practical tasks. A satisfactory range of extra-curricular clubs, competitive sports, educational visits and visitors enhances pupils' learning. Pupils are well cared for and, as a result, they move confidently on to the next stage of their education. Guidance and support for pupils with special educational needs and/or disabilities and those whose circumstances may make them vulnerable is satisfactory in terms of fostering their learning and development. The school has satisfactory systems to ensure that pupils attend school regularly.

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

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The school is over-subscribed in most year groups because of sensible, strategic decisions by members of the governing body, leaders and managers which have assured the future of a small school. In this respect, leaders and managers show ambition and drive. However, leadership and management are less effective at driving up attainment at a fast rate, despite good staff teamwork. This is because the systems to evaluate the work of the school and to check the impact of teaching on learning are not sharp enough to be better than satisfactory. The governing body demonstrates its capacity to meet the school's needs. It holds the school to account regularly, asks the right questions and takes effective action to support the school and remediate weaknesses. It is rigorous at ensuring pupil and staff safety. For example, flexible leaving times for pupils have greatly enhanced safety in the school car park and pupils receive training in how to be safe pedestrians.

The school promotes equal opportunities and tackles discrimination satisfactorily. It has pertinent information about different groups of pupils. There is strong evidence of improvement where the school has targeted its actions, for example, in devising assessment systems which involve pupils in assessing their own learning. The school has generally positive relationships with parents and carers and provides them with suitable information about their children's progress and events at school. The school promotes community cohesion satisfactorily. It has fruitful partnerships with other local schools and strong local and parish links. However, evaluation of its work is patchy and while it has some community links that are farther afield these are not extensive.

*These are the grades for the leadership and management*

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

## Early Years Foundation Stage

Children thoroughly enjoy their learning. They quickly settle to activities and confidently chat to staff and explain what they are doing. They ask lots of questions and readily engage in imaginative role play, putting on play-acting voices when pretending to be animals, for instance. The children have many opportunities to learn through investigation and beam with pleasure when they confidently explain, for example, 'It's the water that makes the sand stick together. If it wasn't wet it would just fall down or trickle through your fingers.' Children make good progress because they are well taught. Adults strike just the right balance between questioning and extending children's language and communication skills. As a result children begin to read and write successfully as they begin to grasp how sounds and letters correspond, and learn to count and understand how numbers relate to quantity. Although children cannot move freely between the indoor and outdoor learning environments, they are not held back at all because staff ensure they have long stretches of time outside as well as in. They largely lead their own learning, choosing from a good balance of stimulating activities. Staff record significant learning moments in children's 'special books'. They use regular observations of children's learning to help them plan each child's next steps in their learning journey. The setting is well led and managed. By the end of the Reception Year, most children are at expected levels and a small number exceed them in all areas of learning.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2

## Views of parents and carers

About half the parents and carers returned the inspection questionnaire. The vast majority of their views were positive. They praised the welcoming, friendly atmosphere and agreed their children are happy in this school. The inspection team saw many examples of this. A small minority of parents and carers expressed reservations about some aspects of leadership and management and whether older pupils read the right level of reading book and change them often enough. The inspection team judges these aspects to require some improvement.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodmansey 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 62 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	48	12	48	0	0	0	0
The school keeps my child safe	16	64	9	36	0	0	0	0
The school informs me about my child's progress	11	44	13	52	1	4	0	0
My child is making enough progress at this school	8	32	15	60	2	8	0	0
The teaching is good at this school	11	44	13	52	0	0	0	0
The school helps me to support my child's learning	10	40	13	52	1	4	0	0
The school helps my child to have a healthy lifestyle	12	48	13	52	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)	11	44	13	52	0	0	0	0
The school meets my child's particular needs	9	36	15	60	1	4	0	0
The school deals effectively with unacceptable behaviour	11	44	10	40	2	8	1	4
The school takes account of my suggestions and concerns	7	28	13	52	2	8	1	4
The school is led and managed effectively	10	40	10	40	2	8	1	4
Overall, I am happy with my child's experience at this school	11	44	13	52	0	0	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and 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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 September 2011

Dear Pupils

**Inspection of Woodmansey Church of England Voluntary Controlled Primary School, Beverley, HU17 0TH**

Thank you for your warm and friendly welcome when we visited your school. A special 'thank you' goes to the two groups of children who spent time talking with us about your school and showing us their work. Your school gives you a satisfactory education. This means that it does some things well but needs to improve some things too. This is what your school does well. Children make good progress in the Early Years Foundation Stage Unit. You behave well, live healthy lives and know how to keep safe because safeguarding is good at your school. You all get on well together, know right from wrong and respect other people. The governors do a good job.

This is what we have asked your school to improve.

- We have asked your teachers to give different sorts of work to pupils in Key Stage 2 who find learning easy in mathematics so they can become really good mathematicians. We have also asked your teachers to make sure you change your reading books often and have lots different things to read.
- We have asked your school to check how well you are being taught and to make good plans so this becomes a really good school.
- We want your school to give you more opportunities to learn through asking questions and finding out for yourselves.

You can help by attending school every day. Make sure you ask lots of questions and say when you find the work too easy or need some extra help.

Yours sincerely

Lesley Clark  
Lead inspector

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