

Wold Newton Foundation School

Inspection report

Unique Reference Number	118120
Local authority	East Riding of Yorkshire
Inspection number	379548
Inspection dates	25–26 April 2012
Lead inspector	Lynne Blakelock

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Ian Holland
Headteacher	Joe Dodd
Date of previous school inspection	20 March 2007
School address	Back Street Wold Newton Driffield YO25 3YJ
Telephone number	01262 470633
Fax number	01262 470761
Email address	woldnewton.primary@eastriding.gov.uk



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Introduction

Inspection team

Lynne Blakelock

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed five teachers in eight lessons, over approximately four hours. Meetings were held with representatives of the governing body, with groups of pupils and with school leaders and managers. The inspector observed the school's work and looked at its documentation about pupils' achievement, its development planning and samples of pupils' work. She analysed the 63 questionnaires returned by parents and carers.

Information about the school

The school is smaller than most others of its type and the number on roll continues to fall. Most pupils are of White British heritage. A below-average proportion are known to be eligible for free school meals. A below-average proportion of pupils are supported by school action plus or have a statement of special educational needs.

The headteacher took up his post in September 2010. He is also headteacher of Boynton Primary School. The two schools collaborate and the headteacher spends his time equally between the two schools. Wold Newton Foundation School is part of two cluster groups: Bridlington Sports College for Physical Education and the Driffield Mathematics and Information and Communication Technology School. It has recently been awarded the Basic Skills Quality Mark, the Information and Communication Technology (ICT) Mark and the Investors in Pupils Award.

The school meets the current floor standards, set by the government, which determine the minimum expectations for attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because aspects of teaching and the progress of more-able pupils could be better. Pupils achieve well, both as learners and young citizens, because teaching focuses on promoting both their academic and personal and interpersonal skills.
- All groups of pupils achieve well from the Nursery onwards. Attainment levels by the end of Year 6 are average in reading, writing and mathematics. They are variable over time because of the small numbers in each cohort. However, all groups of pupils make good progress from their particular starting points. Disabled pupils and those who have special educational needs are supported well and make good progress in a range of communication and numeracy skills.
- Teaching is good overall throughout the school. There is an effective focus on developing a wide range of skills in interesting ways. Pupils' independent learning is promoted well. They are very involved in their progress through 'marking ladders' and individual targets, which in turn motivate them to reach their goals. Most activities meet pupils' needs but tasks for more-able pupils are not always sufficiently challenging. Questioning does not consistently enable pupils to explore and extend their learning fully
- The behaviour of pupils is good as are their attitudes to learning. They are happy in school and treat each other with consideration and thoughtfulness. Their attendance is above average. Pupils feel safe in school and show good understanding of a wide range of potential dangers and avoid them.
- The leadership and management of the school are good. Leaders and managers monitor and manage performance accurately, including the quality of teaching. Their findings are reflected in very thorough school improvement planning and in the professional development of staff, which make a significant contribution to the continuing improvements in teaching.

What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics by ensuring:
 - more-able pupils are consistently challenged with tasks that extend their breadth and depth of learning
 - teaching always incorporates questioning that helps pupils to explore and extend their thinking.

Main Report

Achievement of pupils

Achievement is good throughout the school. This matches the views of almost all of the high proportion of parents and carers who responded to the questionnaire. Most believe that their children's particular needs are well met.

Provision in the Early Years Foundation Stage has improved and children in Nursery and Reception make good progress in all areas of learning, from below-average levels of knowledge and skills on entry. They move forward confidently in their learning and development and achieve well. Through many opportunities throughout the day to discover, and to share their findings, they develop quickly their speaking and listening skills. They also strengthen the quality of their interaction with other children and with the staff. Most children in Reception confidently form letters and sound them out accurately. In a guided reading lesson the children made outstanding progress in reading and understanding a story and in their knowledge and understanding of the world around us. They read simple sentences, showing a very clear understanding of letters and their links to sounds. The children sequenced accurately a group of words linked to the story.

Good progress continues overall throughout Key Stages 1 and 2. With small cohorts attainment varies considerably from year to year but, overall, is broadly average in mathematics, reading and writing by the time pupils leave school. Pupils in Key Stage 1 are now building on the improvements and consequent strengths now evident in the Early Years Foundation Stage. As a result, attainment at the end of Year 2 is accelerating and is now above average in reading, writing and mathematics. There is a good emphasis on pupils' understanding of texts and the roles of characters.

A detailed analysis of assessment information reflects good progress for the majority of pupils. This is evident in lessons where effective teaching ensures learning is good. Pupils benefit from working in small groups. They respond well to interesting activities. For example, in a Year 5 and 6 lesson pupils made good progress in using powerful vocabulary and linking it with the emotions aroused by the experiences of Anne Frank.

Although more-able pupils are not always sufficiently challenged in lessons, there is no significant difference between the progress of different groups represented in the school because any gaps in learning are addressed promptly. Disabled pupils and those who have special educational needs make good progress in reading, writing and numbers. They are supported successfully by regular and focused intervention groups. In a Year 3 and 4 literacy lesson, for example, they made good progress in creating powerful sentences

because help was available. Pupils known to be eligible for free school meals and those from minority ethnic groups achieve well.

Quality of teaching

The overwhelming majority of parents and carers who responded to the inspection questionnaire expressed the view that teaching is good. Inspection findings support their view.

Teachers have a secure knowledge of their subjects and, together with good relationships between staff and teachers, promote a positive environment for learning. They make the purpose of lessons clear so that pupils understand what is expected of them. The teaching of reading is consistently good throughout the school. It is systematic, very regular and closely matched to pupils' skills. Increasingly, the teaching of letters and sounds and how words are spelt is transferring into other lessons and increasing pupils' literacy skills. Groups of words linked together by their similarities, through the school, are helping to improve pupils' spelling. The staff's good understanding of the skills that pupils need to consolidate is evident in reading, writing, mathematics, and information and communication technology. Literacy skills are promoted in many lessons. In a Year 5 and 6 mathematics lesson about probability, teaching incorporated skilfully a range of vocabulary which linked closely to mathematical learning. Teachers' questioning is often very helpful in encouraging pupils to broaden their thinking but does not consistently help them to explore and extend their learning.

Tasks for many pupils, including those who find some aspects difficult, are an accurate match to the levels at which they work and promote their good progress. Teaching of disabled pupils and those who have special educational needs is effective. Very focused small-group work, based on the teaching assistant's accurate knowledge of pupils' individual difficulties, enabled them to make good progress in placing numbers in the correct columns. Tasks for more-able pupils do not always provide sufficient breadth and depth of challenge to accelerate their progress. Pupils assess their own and others' learning as a matter of course, which encourages them to look more critically at their achievements. This is a very strong aspect of teaching and gives pupils a great sense of ownership of their progress. Marking is very helpful, especially in literacy, in telling pupils the next steps in learning. Teaching assistants provide very appropriate, focused support which promotes pupils' good progress. Pupils know and understand their targets and focus appropriately on them in lessons.

Every opportunity is taken to promote pupils' wider learning. Teaching provides regular opportunities from Nursery onwards for pupils to reflect on moral and social issues and increasingly facilitates their spiritual and cultural understanding.

Behaviour and safety of pupils

Behaviour is good throughout the school, both during learning and playing, and over a sustained period. Most parents and carers agree. Pupils are very clear about the school's expectations of behaviour, which are promoted through a consistently implemented behaviour policy. They value their involvement in decision making, including about rules. They also appreciate the regular and varied opportunities for them to demonstrate responsibility and skills in teamwork and leadership, whether in lessons or after-school activities. Pupils' attendance is consistently above average.

All parents and carers and staff say that children are safe in school. Almost all pupils agree. Inspection evidence shows that pupils are secure, within a caring environment. They believe that the school knows them well and say that staff support and help them with any difficulties. From Reception onwards the children learn the importance of behaving safely. They move round the school carefully and they speak of the importance of, for example, not talking to strangers. As pupils move through the school their understanding of potential dangers increases.

Pupils show care and fairness toward other pupils, throughout the school. They know that bullying is unacceptable and, by Year 6, they have a wide-ranging awareness of how it can manifest itself and how to manage it. They speak confidently of how to be safe on the internet. School records and information from pupils show that there is very little bullying. It is dealt with consistently and to pupils' and parents' and carers' satisfaction.

Leadership and management

The headteacher provides a clearly focused direction for school improvement planning. All of the staff work effectively together towards shared goals. The school monitors and evaluates all aspects of its performance thoroughly, which leads to carefully planned initiatives that have a good impact on its effectiveness. Accurate monitoring of the quality of teaching, for example, is leading to more structured teaching of spelling and a greater emphasis on improving pupils' composition skills. Performance management targets match closely the school's needs and are the major focus for staff's professional training. Since the last inspection improvements are clear in challenge and accelerated progress for children in the Early Years Foundation. Pupils' views are now more carefully considered in school improvement planning. There is a clarity of priorities based on strengths in management and an effective governing body. This, plus evidence of good progress, indicates the school's good capacity for further improvement.

Although more-able pupils are not consistently challenged in lessons there is no significant difference in progress for any groups of pupils. They all make good progress over time and this reflects the school's good equality of opportunity and freedom from discrimination. Planned opportunities for all of pupils to develop a range of personal and interpersonal skills, including through out-of-lesson activities, confirm this. The good curriculum focuses effectively on developing pupils' skills in information and communication technology, communication, reading, writing and mathematics, across subjects. Their spiritual, moral, social and cultural understanding is good because they are incorporated into learning and through daily routines. The school is making noble efforts to build up pupils' cultural development through a range of meaningful visits and activities. A varied range of partnerships result in additional opportunities for pupils, such as in the range of sporting activities available. They supplement a diverse and popular range of out-of-lesson activities.

The governing body ensures that safeguarding procedures meet the statutory requirements, which are regularly reviewed. The breakfast club provides a positive and nutritious beginning to the day and is one example of the good care of pupils. Governors have a good knowledge of the school's performance and its needs, helped by their regular and focused visits to watch learning and to discuss the impact of school leaders.

The collaboration with Boynton Primary and partnerships with other schools extend pupils' opportunities and provide support and shared training opportunities for staff. Parents and

carers are very supportive of the school. They appreciate the regular and comprehensive communication. Similarly, the staff value parents' and carers' growing involvement in their children's learning, including through 'Inspiration Days' in which parents and carers are invited to work alongside their children. Information from the Early Years Foundation Stage staff is especially helpful to parents and carers in explaining how the children learn.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 December 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).

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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.



27 April 2012

Dear Pupils

Inspection of Wold Newton Foundation School, Driffield, YO25 3YJ

I enjoyed the two days that I spent with you recently. In particular, I liked hearing you read and watching you learning. Thank you for making me so welcome. It was good to hear that you like school. You behave well and your attendance is above average. Well done!

Your school is a good school. You are cared for well. You make good progress from the time that you join the Nursery because teaching is good. By the end of Year 6 you reach average standards in reading, writing and mathematics. You enjoy lessons because teachers give you interesting tasks, which are often part of topics that widen your learning. Teachers give you opportunities to develop your skills in lots of areas. They include working in teams and making decisions. A particularly good feature of your work is the way that, from the time you start school, you assess your own learning and that of other pupils. As a result, you work out how much you have learnt for yourselves and how you can improve, and you take greater responsibility for your learning.

The headteacher and all of the staff want the school to be even better. I have asked them to improve it by making sure that:

- teaching always includes questions that enable you to explore and extend your thinking and knowledge
- tasks for those of you who are more able challenge you to think more deeply and widely, in order to quicken your progress.

I hope that you will help the staff to make these improvements by working hard and by taking the advice that your teachers give you.

Yours sincerely
Lynne Blakelock
Lead Inspector

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