

Wistow Parochial Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121596
Local authority	North Yorkshire
Inspection number	395431
Inspection dates	23–24 May 2012
Lead inspector	Brenda Clarke

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	123
Appropriate authority	The governing body
Chair	Dorothea Howland
Headteacher	Sarah Langridge (Acting)
Date of previous school inspection	7 February 2007
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Introduction

Inspection team

Brenda Clarke

Additional inspector

This inspection was carried out with two days' notice. The inspector observed five teachers teaching seven lessons or part lessons, of which one was a joint observation with the acting headteacher. In addition, the inspector made visits to two classes to hear pupils read. Meetings were held with pupils, members of the governing body and school staff. The inspector observed the school's work and looked at a number of documents, including the school's evaluation procedures, development plan, safeguarding procedures and tracking of pupils' progress over time. The inspector analysed 90 parental and carers' questionnaires, as well as those completed by staff and pupils.

Information about the school

The school is smaller than average in size for a primary school. The pupils are taught in four mixed-age classes, two for Key Stage 1 pupils and two for Key Stage 2. The proportion of pupils known to be eligible for free school meals is well below average. Almost all are from White British backgrounds. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. The school meets the current government floor standards, which are the minimum expectations for attainment and progress. The school has achieved the Inclusion Quality Mark and has gained Healthy Schools status.

There have been considerable staff changes since the last inspection in 2007. The headteacher left in December 2011. The assistant headteacher has been acting headteacher since this time.

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 outstanding because teaching is not better than good overall and promotes pupils' good rather than exceptional progress. The school's strengths are in pupils' behaviour and safety, their moral and social development, and in the outstanding relationships at all levels. The overwhelming majority of pupils enjoy their learning.
- Pupils' achievement is good; pupils learn and progress well. Attainment is above average in reading and mathematics, and average in writing, by the time pupils leave Year 6. Attainment is rising faster in reading and mathematics than in writing, although there are clear improvements in all. In the Early Years Foundation Stage, children achieve well, but progress in early writing is satisfactory rather than good for a minority.
- Teaching is usually good throughout the school. It is outstanding in the Years 1 and 2 mixed-age class. The school provides good-quality support for disabled pupils and those with special educational needs, enabling them to make good progress in lessons. All teachers use assessment information diligently to plan interesting activities in small, relevant steps. This gives pupils confidence as learners. However, in lessons, pupils are not routinely challenged to use their individual targets for improvement, especially when writing.
- Pupils' behaviour is currently good and has outstanding features. Teachers' very effective management of behaviour ensures all lessons run smoothly. In a small minority of lessons, pupils occasionally display satisfactory rather than good behaviour and require more frequent checks to ensure they remain fully on task. Pupils' extremely well-developed social skills enable them to work very productively in pairs and groups and to get on extremely well together.
- The acting headteacher has continued to move the school forward with strong leadership in teaching. She has ensured good continuity and maintained high staff morale. Senior staff know the school's strengths and weaknesses well and

constantly drive improvement. The governing body provides good support and effectively holds the school to account.

What does the school need to do to improve further?

- By January 2013, improve the quality of teaching to that of the best and increase pupils' progress further by:
 - giving challenging timescales in lessons so that pupils know what is expected of them and teachers checking frequently to ensure that these timescales are met
 - providing more opportunities for pupils to apply their numeracy skills when solving multi-part problems
 - ensuring that pupils consistently know and use their targets in lessons to inform their next steps in learning
 - providing regular opportunities to share with parents and carers pupils' targets and progress towards them.

- By January 2013, improve standards in writing further by:
 - developing a whole-school approach to the teaching of writing
 - extending the range of language and punctuation Key Stage 2 pupils use to create more sophisticated effects
 - providing more opportunities for all pupils to write at length across a range of subjects and genres
 - providing further opportunities for early writing in independent activities in the Reception class.

Main Report

Achievement of pupils

Most children enter the Early Years Foundation Stage with skills above those expected for their age but with dips in the key areas of early reading, writing and calculation. Most children make good progress overall due to good teaching of basic skills so that the majority exceed the goals expected by the time they start Year 1. Over the last two years, a new curriculum has enriched children's learning, giving many opportunities for children to work independently and to reinforce their learning in exciting ways. They develop high levels of independence, perseverance and concentration. Their personal and social development is outstanding. An effective programme of teaching phonics (the links between letters and sounds) is having a good impact on children's confidence as readers but children are not always encouraged to apply their early writing and numeracy skills when working on independent challenges.

Key Stage 1 pupils' attainment has been rising steadily year on year. This is because the new curriculum has been systematically developed in Years 1 and 2 and pupils develop outstanding attitudes to learning. The current Year 2 pupils are on track to reach well-above-average attainment in reading, writing and mathematics, although fewer are likely to attain the higher levels for their age in writing. At Key Stage 2,

there was significant disruption to teaching in the last academic year which contributed to a decline in pupils' attainment at the end of Year 6. A small minority of pupils made satisfactory rather than good progress. Effective, pertinent actions taken by the school have halted this decline and Year 6 pupils are back on track to attain above-average standards in reading and mathematics. This represents good achievement and progress from average starting points at the end of Year 2. However, attainment in writing is average rather than above. Pupils sometimes struggle to produce extended pieces of writing using correct punctuation or sufficiently ambitious choice of language. Good individual support ensures that disabled pupils and those with special educational needs make good progress in lessons.

The majority of pupils are happy and confident learners. An overwhelming majority of parents and carers who returned questionnaires indicated that their children made good progress and had their individual needs well met. In lessons, the vast majority of pupils organise themselves well, reflect on their learning and work diligently. Their ability to cooperate and listen to others' views deepens their learning. For example, in a Class 4 lesson using laptop computers, pupils worked in pairs to find the meaning of bygone vocabulary such as 'stable wicket' from the poem 'The Highway Man'. They readily shared note-taking and information retrieval tasks and offered thoughtful interpretations of word definitions. Pupils' very mature speaking skills enable most to express themselves clearly and explain answers to questions fully. From the Reception class onwards, most pupils listen attentively to the views of their teacher and others and contribute fully to class discussions.

Quality of teaching

Almost all pupils and their parents and carers indicated in their responses to the questionnaires that teaching is good. Pupils say that teachers provide exciting activities that make lessons fun. Teaching is predominantly good across the school. Teachers have good subject knowledge and use subject-specific vocabulary to extend pupils' learning. Lessons run smoothly and no time is wasted. Relationships between staff and pupils are outstanding so that pupils readily share their concerns and seek help when problems arise. In a minority of lessons observed, challenging timescales were not given and teachers did not routinely check that all pupils were on task. This resulted in a small minority of pupils working at a satisfactory rather than a challenging pace. In contrast, a wealth of well-planned activities enabled all pupils to focus attentively throughout a lesson when learning progressed at a rigorous pace and pupils gave of their best at all times. Their learning in independent activities was carefully checked so that all were made accountable for their work and time. In all lessons, there is a high focus on working hard and respecting others' opinions. This contributes significantly to pupils' spiritual, moral, social and cultural development.

Assessments are used well by most teachers to provide work that closely matches pupils' differing needs and to generate future targets for improvement. The use of targets is inconsistent between classes. Targets are not always regularly changed and pupils do not routinely have them to hand when working. Hence a small minority of pupils are unsure of how well they are doing. Teachers give clear instructions and ensure that pupils know the purpose of their learning. This enables pupils to begin

work immediately with focused intentions in mind. Challenging questioning enables pupils to reflect and deepen their understanding. Teaching assistants are deployed judiciously to support groups and individuals and are particularly effective in ensuring that disabled pupils and those with special educational needs take a full and active part in lessons.

Reading is systematically taught and books frequently changed; the vast majority of pupils are fluent readers. The teaching of mathematics is good overall. There is a strong emphasis on developing computational skills and pupils use a variety of strategies when calculating. Pupils do not always apply their numeracy skills effectively when solving multi-part mathematical problems and a significant minority experience difficulties in this area. Occasionally, there is unevenness in how teachers reshape tasks to challenge pupils more. This is particularly so in writing, where pupils do not always write at length or use a wide range of language and punctuation.

Behaviour and safety of pupils

Most pupils' consistently good behaviour in lessons contributes significantly to the rapid progress they make. Pupils are polite and courteous and get on well together so that interruptions to learning are minimal. Pupils' behaviour is similar to that reported at the last inspection. Past incidences of poor behaviour experienced for a brief period in Key Stage 2, and referred to by two parents and carers, have been eradicated. In questionnaire responses, an overwhelming majority of parents and carers were extremely positive about the good standards of behaviour in the school and the safety of their children. Pupils say they feel extremely safe and trust adults to support them should problems arise. Pupils also say that there are occasional incidents of bullying but that adults quickly sort these out. Pupils have a good understanding of what constitutes safe practices. They enjoy vigorous exercise outdoors but play safely and keep a watchful eye on the safety of others. Pupils' outstanding moral development enables most to manage their own behaviour well in lessons, resulting in a happy, productive learning environment. Pupils' enjoyment of school results in attendance that is above the national average. Pupils attend punctually and most show real eagerness as they enter to start the school day.

Leadership and management

The acting headteacher is passionate about her work and enthusiastic about future developments. Together with the acting assistant headteacher she is giving a good steer to the school's work so that staff morale is very high and all work as a highly motivated team. Monitoring and evaluation of teaching and learning have brought about improvements in teaching. Skilful deployment of staff has halted the decline in pupils' attainment at Key Stage 2. The impact of professional development and performance management is good. Rigorous tracking of pupils' progress and the setting of challenging targets is accelerating pupils' progress. Tracking information is used to plan effective interventions for those pupils requiring additional support. Self-evaluation is accurate and future developments are focused on the right priorities, giving the school a strong capacity for further improvement.

The curriculum is broad and balanced and pays good attention to pupils' creative as well as academic needs. Partnerships with local schools enhance the curriculum and

provide good opportunities for pupils to engage in a range of competitive sporting and creative events. Partnerships with parents and carers are good and much has been done since the last inspection to develop effective systems of communication. The school has identified that there is inconsistency in the extent to which pupils' targets for improvement are shared regularly with parents and carers. The good range of clubs, opportunities to visit interesting places and strong links with the church contribute significantly to pupils' spiritual, moral social and cultural development.

The governing body offers a range of skills and expertise that enhance leadership and management. Statutory requirements are met. The school takes good care of its pupils and rigorously upholds its safeguarding procedures. All pupils are treated equally and their differing needs met. This explains why parents and carers are overwhelmingly supportive of the school and why most who returned questionnaires would recommend the school to others. The school identifies promptly disabled pupils and those with special educational needs and works diligently to obtain the right support and best possible outcomes for them.

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 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.



25 May 2012

Dear Pupils

Inspection of Wistow Parochial Church of England Voluntary Controlled Primary School, Selby, YO8 3UU

Thank you for your warm and friendly welcome and for answering all my questions when I inspected your school recently. I enjoyed observing you at work and in lessons.

You go to a good school and really enjoy your learning. You behave very well in lessons and around the school. Teaching is good and you achieve well. Your attitudes to learning are excellent so that you work hard and concentrate for good periods of time in lessons. Your school takes good care of you and you feel very safe. Your attendance is high. Keep this up!

For your school to become even better I have asked your acting headteacher, other staff and the governing body to:

- make sure that you make as much progress in writing as you do in reading and mathematics
- make sure all lessons run at a brisk pace and that you know what is expected of you
- make sure that you know your targets, have them available in lessons and change them regularly.

I know that you will do your best to help. I send you my best wishes for the future.

Yours sincerely

Brenda Clarke
Lead Inspector

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