

Bishop Wilton Church of England Voluntary Controlled Primary School

Main Street, Bishop Wilton, York, North Yorkshire, YO42 1SP

Inspection dates 5 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their individual starting points in literacy and mathematics.
- Attainment is well above average by the end of Year 6.
- Pupils read avidly. Most pupils write accurately and at great length. They enjoy solving mathematical problems because they like working things out.
- Teaching is good in every class. Lessons are well planned and interesting.
- Behaviour is good. Lunchtimes and break times are happy occasions because pupils play well together. They work hard in lessons.
- Pupils feel safe in school. Parents agree that their children are well looked after. Pupils are kind to each other and respect each other's needs.
- In a short time, the executive headteacher has had a big impact. Pupils' progress has accelerated and the school is improving.
- The leadership of teaching is good. Teachers are given clear pointers as to how to make their teaching better.
- Governors make a major contribution to the school. The collaboration with two federated schools is clearly working well. Pupils have wider educational experiences as a result.

It is not yet an outstanding school because

- Teaching is not yet outstanding because teachers do not always match work sufficiently closely to pupils' individual needs. The limited range of reading materials does not support fully pupils' love of reading.
- Activities do not always extend more-able children's learning in the Early Years Foundation Stage. This means that, on occasions, children miss out on learning through investigation and discovery.

Information about this inspection

- The inspection team observed eight lessons or part of lessons taught by three teachers.
- The inspectors held meetings with staff, the Chair of the Governing Body and one governor, a representative from the local authority and two groups of pupils from Years 3 to 6.
- The inspection took into account the 20 responses in the on-line questionnaire (Parent View), letters from parents and the views of parents when they talked to inspectors at the start and end of the day.

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Most pupils are White British.
- No pupils are currently supported through school action.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is low. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- From September 2012 to April 2013, the school was led and managed by several interim headteachers with support from the local authority. In April 2013, the school entered into collaboration with the Beswick and Middleton federation. The three schools share an executive headteacher and a business manager who started in this school in April 2013. This school has a separate governing body from the federated schools.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress, do not apply to this school because fewer than 11 pupils took the recent Key Stage 2 assessment tests.

What does the school need to do to improve further?

- In order to make the quality of teaching outstanding, teachers should:
 - make sure that tasks are more closely matched to pupils' individual needs
 - give pupils more opportunities to ask questions, work independently, discuss ideas and think for themselves
 - expect the best from the most-able pupils
 - make sure that pupils write regularly in different styles
 - provide a wider range of reading materials to support fully pupils' love of reading.
- Make sure that activities extend more-able children's learning in the Early Years Foundation Stage by:
 - giving them more opportunities to learn through investigation, discovery and solving problems
 - asking the sort of questions that get children thinking and finding out for themselves.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well. Nursery and Reception class children make good progress from starting points that are generally above those typically expected for their age. They learn early reading, writing and number skills quickly because they have good speaking, listening and physical skills and are keen to learn.
- More-able children in the Early Years Foundation Stage soak up new learning avidly, using magnetic numbers to count in twos, fives and tens, for instance. However, some of the activities they undertake do not extend their learning through solving problems or making discoveries. For example, children happily rode bikes round the racetrack but their interest waned because it was not linked into a purposeful investigative or imaginative activity to extend their learning.
- Pupils make good progress across the school. Their attainment is well above average by the end of Year 6 in reading, writing and mathematics.
- Pupils read fluently and expressively from an early age. The school's results in the national Year 1 phonics screening check are exceptionally high. This shows the excellent grasp that young pupils have of how letters and sounds link together to form words. Older pupils read avidly for pleasure. Pupils confirm they tend to read books from home because of the lack of breadth in the reading materials available to them in school.
- Pupils write well, using paragraphs and a good range of punctuation from Year 3 onwards. They confidently use words and phrases such as 'idyll' or 'face whitened with fear'. They write at length and have a good grasp of how to construct a story or recount using different length sentences effectively. They have fewer opportunities to write in other styles.
- In mathematics, pupils make good progress, especially in Key Stage 2, where the range and breadth of mathematics challenges all groups of pupils. As a result, from Year 4 upwards pupils have a good grasp of decimals and algebra. While the majority are one to two years ahead for their age, none attains more highly than this.
- Disabled pupils and those supported by school action plus make good progress. Most reach nationally expected standards in literacy and mathematics by the end of Year 6, as a result of the one-to-one support they receive.
- Pupils who are supported through the pupil premium make good progress. Their attainment is as good as that of others in the school. There is no national comparison because the number of eligible pupils is very small.
- The school clearly promotes equality of opportunity and tackles discrimination well.

The quality of teaching is good

- Teachers plan interesting lessons that make learning enjoyable. This results in pupils who are keen to learn and who have good relationships with their teachers.
- In very good lessons, teachers make sure that all pupils are suitably challenged. In a mathematics lessons, for example, pupils' learning soared as they put their heads together to solve complicated problems involving decimals. They helped each other, explaining, 'You have to show them how to do it, don't just tell them.' In these lessons, questioning is a strength and pupils make independent choices and decisions which challenge them.
- Occasionally, the teaching method gives pupils few opportunities to discuss and ask questions. In these lessons, teachers do not always match tasks closely to pupils' different needs and capabilities. This means that they do not always expect the best from the most-able pupils because they do similar work to everyone else.
- In the Early Years Foundation Stage, staff provide lively and interesting activities, especially outdoors, that enable children to make good progress, such as writing letters in 'gloopy glue'. However, sometimes they do not ask the right sort of questions to get children thinking and

finding out for themselves. For example, staff did not ask more-able children questions about the different shapes they were using to make a snake even though children were clearly interested in the shapes and their properties.

- Marking is good and gives pupils clear guidance as to what they need to do to improve their work. Pupils know how well they are doing. They agree that the 'response time' helps them to make their writing better. They are sharp critics of their own work. This also aids their good progress.

The behaviour and safety of pupils are good

- Pupils behave well. They enjoy coming to school and meeting their friends. They say, 'Teachers teach fun lessons. We especially enjoy problem-solving in mathematics.' They listen well in lessons and willingly do whatever is asked of them.
- Pupils arrive punctually and most attend well. Attendance is broadly average overall because a small proportion has unavoidable absences related to health issues.
- Older pupils take good care of younger ones. They set them an excellent example because they are kind, confident, articulate and happy.
- Break times and lunchtimes are harmonious occasions. Boys and girls of different ages play very well together. They thoroughly enjoy all the different playground games and equipment, organising lively games of cricket, for instance.
- The school council takes its responsibilities seriously. It meets regularly and represents pupils' views well.
- Pupils feel very safe in school and their parents agree. Pupils understand that 'bullying is a repeated action' and are very sure that there is none in their school. However, their understanding of different types of bullying is a bit vague, especially in relation to internet or cyber-bullying.
- Pupils feel free from any form of harassment, including name-calling. They are sure that adults would help them to sort out quickly any problems and disputes if there were any.

The leadership and management are good

- The consistent support from the local authority during two terms of interim leadership ensured the school remained stable and pupils continued to make good progress. The local authority gives minimal support now because the executive headteacher is very effective and is a local and national leader in education.
- Staff confirm, 'The school is now settled after an unsettled time.'
- Governors, staff, pupils and parents can see already the benefits of the collaboration in terms of effective leadership and management systems which have improved the provision for pupils' learning.
- The role of subject leaders is developing well across the three schools, with this school taking the lead in mathematics.
- Leaders across the collaboration work together well. This has benefited the provision for pupils with special educational needs and for children in the Early Years Foundation Stage.
- Although it is early days, the new system to track pupils' progress has had an immediate impact. After half a term, most pupils' progress has accelerated because teachers know exactly where they need to target support. This in turn is making teachers more accountable for their pupils' progress.
- Performance management is being tightened up to give staff clear pathways for continuing professional development linked to performance related pay.
- The leadership of teaching is effective. Regular checks on teaching by the local authority and the

headteacher have led to improvements in teaching quality and in the learning environment.

- The school's self-evaluation is accurate. Development planning has a clear focus on making teaching the best it can be in order to raise pupils' achievement further.
- Most parents have positive views of the school and agree that their children are happy, safe, make good progress and are looked after well.
- Safeguarding meets statutory requirements.
- **The governance of the school:**
 - Governors are proactive and forward-thinking. They took the initiative to find an innovative solution to providing stable, cost-effective leadership and management in a very small school. All governors were involved in checking different types of leadership and management structures before determining on collaboration with two federated schools. They talk informatively about staff management, the leadership of teaching and the benefits of flexible staffing. Governors have an impressive understanding of data and how it relates to pupils' achievements. They know how the pupil premium funding is used and talk knowledgeably about pupils' progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117972
Local authority	East Riding of Yorkshire
Inspection number	403341

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair	Charlotte Bates
Headteacher	Steve Woodhouse
Date of previous school inspection	22 May 2008
Telephone number	01759 368313
Fax number	Not applicable
Email address	bishop.wilton@eastriding.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

