

# Woodmansey Church of England Voluntary Controlled Primary School

Hull Road, Woodmansey, Beverley, HU17 0TH

**Inspection dates** 4–5 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Pupils' achievement requires improvement because standards in Key Stage 2 are lower than they should be. Work set for pupils in mixed-age classes does not always meet individual needs and this slows progress.
- Standards in writing are lower than in mathematics and reading. This is because pupils have too few opportunities to write longer pieces of work or to write in other areas of the curriculum.
- Children in the Early Years Foundation Stage do not always make sufficient progress particularly in developing early writing skills.
- Teaching requires improvement. Teachers do not always make it sufficiently clear what pupils need to learn and some do not have high enough expectations of what pupils can achieve in lessons. The marking of pupils' work does not consistently give sufficient guidance on how to improve.
- Current systems used to monitor the quality of teaching have not yet improved the quality of teaching at a fast enough pace.
- Governors have yet to complete sufficient training on pupil progress data for them to be able to offer a good level of support and challenge to the headteacher to improve standards in pupils' achievement.

### The school has the following strengths

- Achievement has risen since the previous inspection particularly in reading.
- Pupils' progress is now more closely tracked and monitored. As a result, those who are falling behind are more quickly identified and supported to improve.
- Pupils feel safe and behave well both inside and outside the classroom. Attendance has continued to improve since the previous inspection.
- The new headteacher is bringing about much change and outcomes and overall provision are starting to improve.

## Information about this inspection

- The inspector observed nine lessons and parts of lessons taught by four teachers and support staff. A joint lesson observation was undertaken with the headteacher.
- The inspector also listened to pupils from Years 1 and 2 read and examined the quality of work in the books of pupils from across the school.
- The inspector held meetings and had discussions with pupils, senior leaders, members of the school staff and three members of the governing body. She also met a representative from the local authority.
- The inspector also took into account the views of parents who made their views known through the on-line questionnaire (Parents' View). Twelve members of staff also made their views known to the inspector.
- The inspection team studied health and safety documentation, teachers' curriculum planning, documents relating to the procedures to check the performance of staff and the school's system for checking pupils' progress.

## Inspection team

Marian Thomas, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Woodmansey Church of England Voluntary Controlled Primary School is much smaller than the average-sized primary school.
- The vast majority of pupils who attend come from families of White British heritage. At the time of the inspection no pupils attending came from families from other ethnic groups.
- Because of the very small numbers who attend, pupils are taught in mixed-age classes. Currently, Nursery and Reception-aged children are taught together in the Early Years Foundation Stage unit. In the morning pupils in Years 1 and 2 are taught together, as are pupils in Years 3 and 4 as well as Years 5 and 6. In the afternoon pupils are divided into two classes made up of pupils in Years 1, 2 and 3 and pupils in Years 4, 5 and 6.
- A smaller than average number of pupils are eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from armed forces' families.
- The number of pupils with special educational needs supported through school action is below the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below the national average.
- In 2012, the school met the current floor standards set by the government for pupils' attainment and progress.
- Since the previous inspection the school has undergone change with the appointment of a new headteacher in January 2012.
- The school has a range of awards and accreditations including a 2013 cycle friendly school award.

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

- Improve the quality of teaching to consistently good or better by:
  - ensuring teachers' planning accurately reflects what individual pupils need to learn in lessons
  - ensuring teachers have high enough expectations of the amount pupils can achieve across the curriculum
  - improve the consistency of marking so that it gives pupils a clear understanding of what they need to do to improve their work.
- Accelerate pupils' achievement in writing across the school by:
  - ensuring pupils are given more opportunities to write extended independent pieces of work in different areas of the curriculum
  - offering children in the Early Years Foundation Stage a wider selection of opportunities to learn through exploration and especially practise and develop their writing skills.
- Improve the quality of leadership and management by:
  - improving the monitoring of the quality of teaching and by holding teachers more rigorously to account for pupils' progress
  - increasing training opportunities for governors in order to improve their understanding of school data so that they can more effectively support and challenge senior leaders in improving the achievement of pupils.

## Inspection judgements

### The achievement of pupils requires improvement

- Children start school with a range of skills and knowledge that vary between being typical and often below those expected for their age. Standards reached at the end of Year 6 fluctuate, often because of the very small numbers in each year group. However, attainment is average in reading and mathematics but lower in writing. The overall progress made by pupils from their individual starting points requires improvement. As a result, pupils' achievement overall requires improvement especially in writing.
- Over the last three years standards attained by pupils at the end of Key Stage 2 have improved with progress accelerating as pupils move into Years 5 and 6. However, this improvement has not been consistent across the key stage and progress has often been slower in Years 3 and 4. This is because the quality of teaching across the school is not yet consistently good.
- Attainment has been rising at the end of Key Stage 1 and last year attainment at the end of Key Stage 1 was higher than the national average in reading and mathematics and writing was average.
- Achievement in writing, although getting closer to average, is lower than that in reading and mathematics, particularly in Key Stage 2. Pupils do not always have the skills and confidence to write successfully at length. This is because teachers do not provide sufficient opportunities for pupils to improve their writing skills through undertaking longer pieces of work across the curriculum.
- While children settle quickly in to the well-organised routines in the Early Years Foundation Stage their progress from their individual starting point is not yet good, particularly in developing early writing skills. This is because not enough activities offered allow children the opportunities to practise early writing skills. Too often activities are led by staff rather than allowing children to learn by themselves through their own exploration. As a result, children are slower than they should be at developing writing skills. On the other hand, progress in social skills is good because children enjoy a range of opportunities to play together and use their imagination, for example through becoming elves in Santa's grotto. However, overall attainment is lower than it should be when pupils start in Year 1.
- Attainment in reading is rising across the school in response to an improvement in the numbers and quality of books in the school library. Teachers promote reading across the school and older pupils spoken to say they now enjoy reading for pleasure. As one commented this is because books 'take me into imaginary places with people I would like to know'.
- Letters and sounds are taught well in Key Stage 1 and a more than average proportion of Year 1 pupils in both 2012 and 2013 achieved the nationally expected performance in the phonics screening check in Year 1. School data suggest that this trend is set to continue.
- Pupils' achievement in mathematics is improving because teachers are more confident in teaching mathematics. Most pupils grow in confidence to carry out calculations, although the more-able pupils are not always set work that enables them to reach higher levels.
- Pupils known to be eligible for free school meals make particularly good progress, more than a term ahead of peers and three terms ahead of peers nationally in English and mathematics. This was clear evidence of the school's successful use of pupil premium funding to accelerate the progress of this group through small group and one-to-one help.
- The progress of the most-able pupils varies between classes and, although overall many make the progress expected of them they do not always make more than this when activities lack enough challenge or, as in writing, opportunities to apply their skills are missing.
- School staff identify and provide support for the extra needs of disabled pupils and those with special educational needs. Although this group make equal progress in English and mathematics to others in the school, their progress overall requires improvement. The school ensures a harmonious community with no significant difference in the progress of pupils.

## **The quality of teaching** requires improvement

- Teaching overall requires improvement as was evident in the quality of work seen in pupils' books. While some good teaching was observed during the inspection, too often lessons required improvement.
- Teachers do not always make it clear to pupils what is required to complete tasks so that pupils are not always sure about what is expected of them. Planning and assessment information is not always used effectively to meet the needs of all in the class. Expectations are not always high enough and the challenge especially for the most able is not consistently evident. In these lessons pupils' rates of progress slowed.
- Teachers' subject knowledge is improving especially in reading and mathematics but less evident in writing especially in ensuring skills are promoted across all subjects.
- Parents feel that staff in the Early Years Foundation Stage provide their children with a good start and evidence supports their view that staff ensure children settle quickly and enjoy coming to school. However, although the majority of activities planned for children in the Early Years Foundation Stage reflect their needs there are times when activities planned do not allow children to learn sufficiently through exploration and there are too few opportunities to practise their writing skills.
- Marking is carried out regularly and diligently in the books of most pupils. However, teachers' comments do not yet give pupils sufficient guidance on how to improve their work or how to move on to the next step in learning.
- In lessons where teaching is more effective activities are prepared carefully and pupils enjoy learning and engage well. An example of this could be seen in a Key Stage 2 mathematics lesson where pupils in both Years 5 and 6 were working on gaining a better understanding of equivalent fractions. The most-able group was led by a highly effective teaching assistant whose excellent use of questioning ensured pupils thought hard about their answers and were given the confidence to work out complicated calculations unaided. Younger pupils and less-able older pupils worked equally diligently with the teacher whose patient but challenging approach ensured this group also made good progress.
- A small number of parents were concerned about the amount of homework set. School has recently addressed this issue and twice weekly homework is now set for older pupils in other subjects as well as reading.
- The school has few support staff. However, effective working partnerships are evident in the majority of classrooms. Extra sessions planned for less-able pupils, disabled pupils and those with special educational needs are clearly focused and the impact of these sessions on pupils' progress is evaluated effectively and has improved pupils' progress, particularly in reading and mathematics.

## **The behaviour and safety of pupils** are good

- 'I wish school was open seven days a week', commented one pupil, giving clear evidence of what a safe and happy place pupils feel school is. Even in lessons where teaching is judged to be less than good, learning is rarely interrupted by incidents of difficult behaviour and parents feel that behavioural incidents are effectively dealt with by staff.
- Pupils feel valued as members of the school community and their views are communicated well to the headteacher through the democratically elected school council. They are keen to take responsibility as could be seen in an assembly organised and led by a group of Year 6 pupils who demonstrated very clearly to others the importance of being seen when using a bicycle or walking after dark. The exceptionally mature and confident way in which they led the assembly demonstrated clearly the strong contribution that pupils make to the school.
- Pupils spoken to understand the different forms bullying can take. They feel that incidents are rare because pupils are made aware through, for example, the school's internet safety policy of

the effects bullying can have on others. They are helped through the good quality of advice and guidance given by staff.

- A higher than average level of attendance has been maintained since the previous inspection and is currently above the average expected for primary schools. This is largely due to the consistent approach taken by all staff to promoting the importance of regular attendance and punctuality.

## The leadership and management

## requires improvement

- Over the last 18 months the newly appointed headteacher has brought about much change within the school. However, it is too soon for much of what she has planned to have had a significant impact on improving pupils' achievement in writing and the quality of teachers' planning. A clear success, however, in the process of improvement has been uniting staff in a quest to improve even further. The school is well placed to improve.
- While teaching is monitored across the school and actions are being taken by the headteacher through the management of staff's performance to tackle areas of weakness, these actions have not yet improved the quality of teaching overall. This is because staff are sometimes slower than they should be at implementing improvements to areas of their practice identified by the headteacher, and currently targets set do not include a direct link to pupils' levels of achievement.
- However, the monitoring of teaching has ensured staff are now better deployed across the school. For example, classes are now made up of just two year groups rather than three each morning. This ensures teaching time is more effectively organised to meet the diverse needs of pupils in the class.
- The introduction of a system which now effectively tracks and monitors pupils' progress coupled with regular meetings to discuss the progress of all pupils has started to impact on pupils' achievement, particularly in reading. As yet, this is not fully effective in ensuring good progress throughout the school and teachers are not consistently held to account for the progress pupils make.
- School leaders ensure performance targets for staff link directly to pupils' achievement and targets within the school's development plan. Checks on the performance of staff are undertaken and the headteacher has used the information gathered to make decisions on teachers' pay.
- With a small number of staff, most carry out a management responsibility. These roles are developing under the new leadership and subject leaders for English and mathematics are beginning to support senior leaders by more effectively monitoring the quality of teaching and achievement in their subjects.
- The curriculum is enriched by visits away from the classroom offering pupils opportunities to develop a new range of knowledge and skills. For example, a recent visit to an indoor athletics event was described by one pupil as 'brilliant fun, even though we came last'. These experiences increase pupils' spiritual, moral, social and cultural understanding well.
- The school has developed a clear plan for using their allocation of sports partnership monies. This includes further training opportunities for staff to develop new skills which are beginning to improve the quality of physical education teaching and the health and well-being of pupils.
- Throughout the recent process of change the local authority has offered the school's leaders a low level of support. This level of support is set to increase in order to support the school in developing a post-inspection action plan.
- **The governance of the school:**
  - School governors bring a range of skills and experience to the governing body. As a result, school financial management is well organised and closely monitored. However, governors currently lack a good level of understanding of achievement data because they have yet to complete the appropriate training. As a result, they are not yet able to offer the headteacher sufficient challenge in improving pupils' achievement. Governors are better informed about the

quality of teaching and in partnership with the headteacher they are establishing a more effective system for checking the performance of staff and rewarding good teaching and tackling any underperformance. They manage pupil premium funding prudently and this careful management has enabled them to support eligible pupils. Safeguarding procedures and policies within school meet current requirements.

## 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

<b>Unique reference number</b>	117999
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	425820

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

<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>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Young
<b>Headteacher</b>	Evelyn Green
<b>Date of previous school inspection</b>	12 September 2011
<b>Telephone number</b>	01482 862186
<b>Fax number</b>	01482 862186
<b>Email address</b>	woodmansey.primary@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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

