

Wetwang Church of England Voluntary Controlled Primary School

Pulham Lane, Wetwang, Driffield, YO25 9XT

Inspection dates 22 January 2014

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.

- Wetwang is an improving school. Since the headteacher was appointed, a range of carefully planned changes has improved the overall quality of teaching and learning.
- Teaching is consistently good and sometimes outstanding.
- Progress has improved significantly since 2011. As a result achievement is good. In the 2013 national assessments the overwhelming majority of pupils attained above average standards in reading and mathematics and average standards in writing.
- Skilled teaching assistants provide good and effective support to boost pupils' learning.
- Pupils' behaviour is good. They respect one another and get on well together. They have good attitudes to learning. This reflects the school's religious ethos which underpins pupils' spiritual, social, moral and cultural development.
- The headteacher provides effective leadership. He has developed a strong staff team, committed to improving the quality of teaching and raising attainment.
- Parents are very supportive. They hold the school in high regard.
- The governing body is well-informed and successfully holds leaders to account.

It is not yet an outstanding school because

- Although teaching is good overall, it is not of a consistently high quality to bring about pupils' outstanding achievement.
- Work planned for pupils is not always hard enough.
- Pupils are not given sufficient opportunities to engage in extended pieces of writing in a wide range of subjects and thereby reinforce the skills they learn in English lessons.
- Marking does not always inform pupils how to improve and nor are they encouraged to respond to it.
- Pupils' work is not always presented neatly enough.
- The role of middle leaders is not fully developed. They have not had sufficient opportunities to promote high-quality teaching.

Information about this inspection

- Two inspectors visited the school for one day.
- Inspectors observed eight lessons taught by three teachers. Three observations were carried out jointly with the headteacher. In addition, inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 1 to Year 6, the Chair of the Governing Body, senior leaders, teaching and non-teaching staff and a meeting was held with a representative of the local authority. Informal discussions were also held with pupils at break times and lunchtimes.
- The number of responses to the on-line questionnaire (Parent View) was too few to be accessed. Therefore, inspectors had discussions with parents at the start of the school day to ascertain their views of the school. Inspectors also considered the views of eleven parents who wrote to the inspection team and the views expressed in the 10 responses to the staff questionnaire.
- Inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding and child protection were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Alan Chaffey

Additional Inspector

Full report

Information about this school

- Wetwang is much smaller than the average-sized primary school.
- Since the last inspection the school has undergone a significant period of change, including all teaching staff and the headteacher.
- Because of the very small numbers who attend, pupils are taught in three mixed-age classes.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- 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 proportion of pupils from minority ethnic groups or who speak English as an additional language is well below average.
- The proportion of pupils who join the school other than at the usual time is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise pupils' attainment by:
 - ensuring that work provided in lessons is always hard enough for all groups of pupils
 - providing pupils with more well-planned opportunities to write at length in subjects other than English
 - ensuring that teachers' written comments give pupils clear guidance on how they can improve their work and that time is provided for pupils to respond to that guidance
 - improving pupils' handwriting skills so that they can improve the presentation of their work.
- Improve leadership and management by developing the skills and the role of middle leaders so that they can improve the quality of teaching and learning in those subjects for which they are responsible.

Inspection judgements

The achievement of pupils is good

- Attainment at the end of each key stage can vary widely year on year. This is because of the very small number of pupils within each year group, their different composition and the high proportion of pupils who join and leave the school at various times throughout the year.
- Although children join the Reception Class with skills that are generally well below those typical for their age, particularly in reading, writing and communication, in 2013, attainment on entry to this class was typical of that expected in all areas of learning. Children settle quickly, make good progress and become inquisitive learners due to the well-planned and vibrant indoor and outdoor learning environments and adults who plan exciting activities well-matched to children's needs. By the time children enter Year 1 attainment is closer to but still slightly below average.
- Pupils continue to make good progress throughout Key Stage 1. As a result, although standards in reading, writing and mathematics are broadly average by the end of Year 2, the proportion of pupils who attain the higher level is well above average, especially in writing and mathematics.
- Pupils in Years 3 to 6 build well on their earlier achievements. Consequently, pupils make good progress from their starting points and in 2013 the overwhelming majority achieved above average standards in reading and mathematics. Standards in writing were broadly average. Leaders have accurately identified weaknesses in writing and this is now a focus for improvement throughout the school.
- The most-able pupils achieve well. By the end of Key Stage 2 they attain above average standards in mathematics and reading, but average in writing.
- The school's data and the evidence from inspection through lesson observations, a scrutiny of pupils' work and listening to pupils read confirms that progress is continuing to accelerate at an increasingly rapid rate. This is because the school is placing greater emphasis on improving achievement and providing additional support to individuals and groups of pupils.
- Reading is a priority throughout the school. Those who are at the early stages of reading confidently use the sounds that letters make (phonics) to read unfamiliar words. Pupils quickly develop a love of reading and older pupils talk with maturity about the underlying moral and ethical issues within a range of texts. For example, one pupil described with great sensitivity how, after reading Mary Shelley's 'Frankenstein', people's prejudice can be based on appearance alone.
- Pupils are proud of their achievements. However, they do not always present their work well. This is because the school has not adopted a consistent form of handwriting throughout the school.
- The school promotes and checks that all pupils have equal opportunities. As a result, all groups of pupils, including disabled pupils, those with special educational needs, pupils from minority ethnic groups, those who speak English as an additional language and those who join the school other than at the usual time, make progress similar to that of their classmates.
- Pupils supported by the pupil premium make progress similar to that of their classmates. However, there are too few pupils eligible for the pupil premium to make a comment on their attainment.

The quality of teaching is good

- Recently appointed teachers and teaching assistants have brought new strengths that have added to the overall quality of teaching. As a result, the quality of teaching is consistently good with some that is outstanding. However, not enough teaching is outstanding overall to ensure that all pupils reach the highest standards of which they are capable.
- Teachers plan enjoyable lessons which capture pupils' imaginations. As a result, pupils are enthusiastic, keen to learn and work extremely well in pairs, small groups and by themselves in

the calm working atmosphere created in all classrooms. For example, in a mixed Year 3 and Year 4 class pupils wrote instructions to help their classmates to perform cards tricks which they had practised at school and at home. They rehearsed and articulated to themselves each stage of the trick, made notes and wrote out each instruction, continually checking with a partner if they could carry out each stage accurately. The clarity and sequencing of pupils' instructions were exceptionally easy for their classmates to follow. This resulted in a huge amount of enjoyment.

- Teachers give clear and exact explanations which help pupils quickly understand what they are learning. The precise questions posed by teachers enable them to assess swiftly pupils' learning and move them on quickly to more challenging activities. However, in some lessons pupils' work is not always hard enough and this limits the rate at which they make progress and the opportunities they have of reaching the levels of attainment of which they are capable.
- The school has invested in high levels of teaching assistants to support pupils' learning inside and outside the classroom. They work in excellent partnerships with teachers, providing effective support to ensure that the needs of disabled pupils, those who have special educational needs and those who join the school mid-way through the school year are met. Teaching assistants are often responsible for delivering small-group and one-to-one tuition and this gives pupils a boost to their learning.
- Marking and feedback to inform pupils on how well they are doing are frequent. In the most effective practice pupils are informed exactly of what they have done well, what they need to do to improve further and have opportunities to correct their errors and respond to teachers' comments. This good practice is, however, not seen in every classroom and as a result not all pupils reflect on their learning and correct their misconceptions.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils are proud to belong to Wetwang Primary School. They are very keen to escort visitors around the school and show them their work. Their good attitudes and good behaviour make a significant contribution to the quality of their learning and the sense of belonging to a community in which everyone is valued.
- Despite the age differences within classes, pupils work extremely well together. Pupils settle quickly to activities and enjoy the challenges of new work. They are confident enough during discussion to ask their teacher for clarification and relish opportunities to share their own views.
- Behaviour in lessons is good. It is exemplary when work is matched exactly to the needs and abilities of all pupils. This is because pupils demonstrate an enthusiasm for learning and display high levels of perseverance, even when working on their own. They respond immediately to the guidance and direction given by staff and as a result, time for learning is rarely lost. However, occasionally, when the activities set are too easy or too difficult pupils sometimes become a little restless. This is why behaviour is good, rather than outstanding.
- Pupils are keen to take on additional responsibilities. For example, they help to keep the school clean and tidy by tending the school gardens, ensure that the dining hall is clear of food and that hats, coats and scarves are never strewn across the cloakroom floors. Older pupils fulfil an important social role during lunchtime by taking care of younger pupils at the dining table.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe because they are cared for well by teachers and other adults and that if any unacceptable behaviour should occur they are confident that it will be quickly dealt with by staff. They are adamant that bullying seldom, if ever, happens. School records and all parents who spoke with inspectors at the start of the school day confirm this view.
- Pupils themselves are aware of potentially dangerous situations and have been taught how to avoid these, for example, not talking to strangers or giving out personal information on the Internet.

- Pupils speak confidently about how to deal with their worries and concerns, saying that their teachers are 'always there and ready to help'. Pupils are carefully nurtured as individuals. This was exemplified by a pupil who had moved to Wetwang from another school and said, 'Everyone gets on well together. Everyone is your friend. It's made a big difference to my life and I'm so happy.'
- Since 2011 attendance has improved from below average to above average. This is due to the close relationship the school enjoys with parents and pupils' enjoyment of school.

The leadership and management are good

- Following a period of considerable difficulties and changes in staffing, the headteacher has successfully developed a whole-school team with a shared ambition and determination for pupils to gain maximum benefit from their time at school. This has led to improvements in teaching. Staff questionnaires reflect their resolve in supporting the headteacher's ambitions for the school. This was exemplified by one teacher who said, 'We work as a team and strive to improve all the time. When an area of weakness is identified we face up to it and do something about it immediately.'
- The local authority has provided intensive support in the past, but has reduced its input as the school has improved. Its support and the effective partnership between Wetwang and the school with which it is collaborated has generated renewed purpose and direction for the school and contributed to the continual professional development of all staff.
- Leaders and managers know the school well. Their rigorous checks on teaching and learning give staff clear guidance on how to improve. There is a reflective attitude among staff, and all willingly try new initiatives, evaluating whether these improve the pupils' learning. This process is supported by effective performance management systems to review teachers' work. However, the roles of middle leaders in checking the quality of teaching and how it affects pupils' learning are not yet fully developed.
- The curriculum captures pupils' imagination. Reading, writing and mathematics are threaded throughout the curriculum, providing opportunities for pupils to apply their reading, writing and mathematical skills across a range of subjects and topics. This and the musical and sporting activities and clubs make a positive contribution to pupils' good spiritual, moral, social and cultural development.
- The pupil premium is allocated judiciously on ensuring that pupils eligible for this funding receive extra support through one-to-one tuition and small-group work by skilled teaching assistants.
- The school sport funding is being spent on employing a coach to extend the range of sporting activities available to pupils and provide training and support for teachers in sport and physical education and thereby improve the teaching skills of teaching and teaching assistants. This is intended to improve the range and quality of the teaching of physical education.
- Parents are supportive of the school and speak highly of its work. In one of many letters written to the inspection team praising the work of the school, one parent wrote, 'The teachers are fantastic. Nothing is too much trouble for the staff and I would not hesitate to recommend Wetwang School to anyone.'
- **The governance of the school:**
 - Governors know the school well and bring a wide range of skills and experience to support its work. They understand the school's strengths and what it needs to do to maintain improvements. Governors are aware of the quality of teaching and have a good understanding on managing teachers' performance and how well teachers should be remunerated for their level of expertise. Governors provide effective support and challenge, including setting school improvement targets which are reviewed regularly at governors' meetings. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement and the school sport funding to improve the quality of provision for physical education. Safeguarding and child protection have a high priority and governors ensure that all statutory requirements are met.

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	117997
Local authority	East Riding of Yorkshire
Inspection number	440453

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	54
Appropriate authority	The governing body
Chair	John Day
Headteacher	Mike Sibley
Date of previous school inspection	3 March 2011
Telephone number	01377 236679
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