

# Wistow Parochial C of E Primary

Church Hill, Wistow, Selby, North Yorkshire YO8 3UU

**Inspection dates** 10–11 December 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leadership of teaching, learning and assessment has successfully improved the quality and range of writing throughout the school.
- Good teaching and learning enable pupils to achieve well.
- Teachers plan exciting lessons which pupils enjoy. Pupils are taught skills in reading, writing and mathematics effectively.
- Those who are vulnerable, disadvantaged or who have disabilities or special educational needs are supported effectively to make good progress.
- Pupils behave well, are resilient and respect staff and other pupils.
- Pupils benefit from outstanding provision for their personal development and welfare. The school is a very safe place. Procedures are implemented thoroughly and bullying of any kind is rare.
- The school is well led and managed by the headteacher and governors. The headteacher promotes the school's core values effectively. She has created an effective staff team and provides motivational leadership.
- Children make good progress in the early years as a result of effective teaching and good leadership.

### It is not yet an outstanding school because

- Plans to improve mathematics have had a slow impact until very recently. Leaders do not always make the best use of the information they gather about the progress of all groups of pupils to speed up improvements even further.
- Pupils are not routinely challenged to deepen and extend their understanding of mathematical concepts to be the very best they can be.
- Good spelling is not consistently established throughout all classes.

## Full report

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

- Improve senior leaders' and governors' leadership and management of the school by:
  - embedding assessment systems and making sure that the performance of different groups of pupils is analysed and compared thoroughly in order to direct support more precisely
  - strengthening school planning by establishing a timescale for improvement and ensuring that all actions clearly reflect the impact they are designed to have on pupils' learning and progress.
  
- Improve the quality of teaching, learning and assessment and accelerate pupils' progress by:
  - ensuring that pupils learn and apply the rules of spelling more consistently throughout the school
  - making sure that teachers have detailed knowledge of the mathematics curriculum to confidently set work that challenges all pupils, identifies misconceptions and deepens their understanding of concepts.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher successfully communicates the school's core values based on honesty, forgiveness, resilience and respect to all staff and pupils. These 'Golden rules' contribute effectively towards developing pupils' understanding of British values and ensuring that all pupils are treated equally and with respect.
- Since the previous inspection, the school has embarked on a programme of wide reaching changes to the curriculum, assessment systems and the teaching of writing and mathematics.
- The headteacher has led significant changes to the structure of the school day that has enabled breaktimes and lunchtimes to be supervised more effectively, with a positive impact on the behaviour and safety of pupils. More widely, restructuring has ensured that staff are clear about their responsibilities and are focused on improving standards in teaching and are getting to grips with changes to new assessment processes.
- Senior leaders carry teaching responsibilities and lead aspects of the school's work. They are effective classroom teachers who lead by example and model good practice. Standards in writing are improving consistently throughout the school in response to a carefully considered programme of training, support and revisions to the curriculum to increase the range of writing opportunities throughout all classes.
- Middle leaders, with responsibility for coordinating aspects of the school's work and leading subjects, are becoming increasingly effective in their roles. For example, teachers leading provision for pupils with special educational needs, those who are vulnerable due to their circumstances or who are disadvantaged keep the learning of individuals and groups of pupils under very close scrutiny. These groups of pupils make good progress as they move through the school.
- External support from the local authority has helped leaders to sharpen their monitoring of teaching and enable governors to more easily assess whether plans are taking effect. Most recently its support has proved effective in helping the school to clarify plans to improve the teaching of mathematics.
- Leaders and governors know the school's strengths and have accurately identified the right areas to tackle weaknesses in aspects of mathematics and spelling. However, they currently do not analyse assessment information rigorously to identify whether their actions are having the impact they hoped.
- Arrangements for managing teachers' performance and setting targets are suitably linked to the teachers' standards. Teachers are accountable for pupils' progress and share responsibility to continually improve the quality of teaching. The expertise of teachers working within the school is used to support and share practice. However, professional development is not always focused sharply enough to tackle the priorities in the school's development plans.
- The quality of the curriculum is good and prepares pupils to take their next steps and become confident learners. Leaders and governors ensure it provides breadth and depth to pupils' learning and promotes their spiritual, moral, social and cultural development effectively. Consequently, pupils benefit from a rich range of provision to develop their artistic, linguistic, scientific and technological knowledge and understanding. Pupils' learning is enhanced by an extensive programme of extracurricular opportunities to encourage and develop their wider knowledge and interests.
- Funding for PE and sports is used effectively to develop pupils' knowledge of competitive games and activities. Pupils energetically participate in games at break- and lunchtimes and are keen to invent their own.
- Communication with parents is effective. Responses to the inspection survey Parent View and discussions with parents in the playground showed that most are very satisfied with the school and with the way any concerns are dealt with.
- **The governance of the school**
  - Governors are well led, undertake training regularly, and help to set the school's ethos and vision. They are fully involved in the life of the school. They make strategic decisions to help improve the school's work. They ensure that the school has the resources it needs and review the performance of the headteacher.
  - Governors have a good understanding of the impact additional funding is having on the progress of disadvantaged pupils and those with special educational needs as a result of regular briefings and updates from the headteacher and senior leaders. Their understanding of data is developing and they are beginning to ask challenging questions and hold leaders to account more firmly following a dip in

pupils' progress in mathematics.

- Governors know the priorities for the school, but the information they receive, and development plans, do not always have sufficient detail to help governors in evaluating how quickly and effectively the school is securing improvements.
- The arrangements for safeguarding and protecting pupils are effective. Staff knowledge and skills are regularly updated. Systems to refer and to follow up child protection concerns are rigorous and consistently applied. The few instances of bullying and poor behaviour also have the same level of follow through.

## Quality of teaching, learning and assessment **is good**

- The quality of teaching is good and ensures that pupils make good progress with their learning.
- Pupils enjoy school and their exciting lessons. Those who spoke with the inspector said they particularly enjoy science and art and the activities taking place in some classes to enable them to see how mathematics is used in everyday life. For example, Year 4 pupils are learning to use the data from their weather station to plot graphs of temperature and wind speed.
- Teachers have high expectations of what they expect pupils to achieve. Most pupils feel their current work is challenging and stretching them more than last term.
- Phonics (the sounds that letters make) is taught effectively in the early years and Key Stage 1 and is helping pupils to read.
- Pupils enjoy reading and staff use daily reading sessions well to listen to pupils read and discuss their learning with them. This is helping to enhance pupils' understanding of texts and their reading comprehension skills are developing strongly.
- Daily handwriting practice and weekly spelling checks are enabling pupils to use increasingly complex and adventurous language, which strengthens their writing. However, the rules of spelling are not always applied consistently in all classes. Grammar and punctuation are taught well throughout the school.
- A wide range of opportunities for pupils to apply and develop their writing are embedded across many subjects, such as geography and personal, social and health education.
- Teaching assistants work well with pupils who have particular needs, including those who are disadvantaged or who have special educational needs, and provide them with effective support. As a result, these pupils make good progress. However, writing tasks in subjects such as geography, science and history did not support a small number of less-able pupils to be successful in their learning. Written tasks and language used in lessons was too challenging. At other times, pupils were not challenged enough. As a result, their progress slowed.
- The teaching of mathematics is improving in response to teachers' careful questioning and demonstration of new methods for solving mathematical problems. Pupils are able to explain their calculations and reasoning with increasing confidence. Pupils understand the importance of learning basic number facts when they are young in order to use them securely in a combination of different mathematical operations. Consequently, many pupils in Key Stage 2 classes are setting their own targets to learn and quickly recall their times tables.
- Teachers' confidence and skills to set tasks that are at the right level of difficulty for the most-able and less-able pupils in mathematics is developing but occasionally is not secure in some classes. Where teaching is highly effective, pupils have opportunities to consolidate their learning and gain a deep understanding of mathematical concepts before moving on to the next topic.
- Opportunities for pupils to tell their teachers if work is too easy, or if they are unsure about any aspect of learning, help teachers to ensure a better balance of support and challenge. Many teachers check towards the end of lessons, or following homework. In some classes, such as Year 6, pupils' progress is accelerating quickly in response to checks during lessons that enable the teacher to quickly readjust work very precisely to stretch and challenge pupils. This is having a significant impact on pupils' progress.
- The quality of marking of pupils' work has improved since the previous inspection. The school's policy is consistently applied. Pupils usually respond to guidance on how to improve their work. At its best, feedback to pupils identifies misconceptions in their calculations and application of methods but this is not consistently so across all classes.

## Personal development, behaviour and welfare **is good**

### Personal development and welfare

- The school's work to promote pupil's personal development and welfare is outstanding.
- Pupils value their education and are proud of their school. They are keen to rise to the high expectations the school has of them to 'be the best that you can be'.
- Pupils' leadership skills, care and service for others are encouraged and developed through a wide range of positions of responsibility that begin in the Reception Year. For example, pupils take turns to be fruit and milk monitors, and progress through to play leaders, junior road safety officers, librarians, 'Eco-Warriors', house captains and sports leaders. As a result, pupils' confidence and self-awareness are well developed.
- All adults care about the well-being and safety of pupils. Pupils say that they would have no hesitancy in reporting concerns. They feel well supported by adults and are confident that they will be listened to. They know that they can go to them or to pupil leaders to resolve any issues they have.
- Pupils know about different forms of bullying and what to do if they witness unkind behaviour. Incidents of bullying are rare. Pupils are pleased with the school's anti-bullying stance and say they were proud to work alongside staff, parents and governors to develop their school's policy.
- Pupils are happy and safe. They have a very good understanding of how to stay safe in a range of situations. They understand their responsibilities and the potential risks of using the internet and social media as well as the benefits. They know how to respond if something causes them concern as a result of effective teaching and the sound advice they receive from pupils who are trained as 'digital leaders'. Consequently, pupils' physical and emotional well-being is very well nurtured and developed.

### Behaviour

- The behaviour of pupils is good. Pupils are polite to each other and to adults. They conduct themselves well around the school and wear their school uniform and award badges with pride.
- Pupils are friendly and typically say 'It's like a big family here'. This is demonstrated in many ways, for example pupils in Key Stage 1 are sensitive to younger children's needs and draw Reception-aged children into their conversations and involve them in games if they notice any child on their own at playtime.
- A consistent approach to rewarding good behaviour and applying sanctions for poor or unacceptable behaviour is embedded throughout the school. In lessons, pupils generally behave well. They listen respectfully as their classmates read, follow instructions and classroom routines, and increasingly take care in the presentation of their work.
- Typically, pupils' behaviour in lessons is managed effectively by staff, requiring only a sharp look or gentle reminder when noise levels start to rise. Pupils say behaviour has improved since the start of term; lessons are calm and they are learning more in response to more challenging work.
- The school works effectively with parents to support pupils with challenging behaviour. Pupils learn to use strategies to achieve daily and weekly goals to help them manage their behaviour.
- Attendance is at least in line with the national average and broadly similar to the previous inspection. Many pupils maintain consistently high attendance and are keen to come to school. More recently, the headteacher has sought the co-operation of parents to help reduce the high number of days lost to unauthorised absence as a result of family holidays taken in term time.

## Outcomes for pupils **are good**

- Historically, from starting points that in many respects are typical for their age, but lower in communication, literacy and mathematics on entry to the school, children are making secure progress. The proportion of children reaching a good level of development is consistently increasing, but remains below national averages. The proportion of pupils achieving the expected standard in phonics (the sounds that letters represent) varies in Year 1 and was below the national average in the last two years. Consistent teaching and additional individual support enables almost all pupils to reach the expected standard when they retake the test at the end of Year 2.
- Pupils make rapid progress from their starting points to consistently achieve above average standards at the end of Key Stage 1 in reading, writing and mathematics.

- In summer 2015, increasing numbers of Year 2 and Year 6 pupils reached the higher levels in reading, writing and mathematics tests. However, performance dipped unexpectedly for a small number of Year 6 pupils who did not reach the expected standard in mathematics. Extensive and searching analysis by the school, and the local authority, has found no specific reason but has led to a renewed and consistent focus throughout the school to develop pupils' confidence and fluency in using mathematical operations.
- Currently, pupils in Year 6 are benefiting from a weekly additional after-school mathematics class. Almost all choose to attend. Pupils are enjoying the opportunity to extend their learning and are becoming more confident mathematicians.
- Pupils' knowledge of mathematics is developing more securely in response to greater challenge in their work and increasing opportunities to solve complex problems.
- Current school information shows most pupils in almost all classes are achieving well in reading, writing and mathematics. Good teaching over time enables pupils to make rapid progress in writing. More able pupils in Year 1 and Reception classes are quickly becoming confident writers.
- Actions to improve the quality of writing have been effective and sustained since the previous inspection, especially by the end of key stages. Pupils achieve at or just above the national average by the end of Key Stage 2. Despite many opportunities to write in English and other subjects, mistakes in spelling are common in Key Stage 2 and until recently have not been tackled robustly at an early stage.
- The school has taken action to improve pupils' progress and reading skills. Investment in reading schemes and in books in the well-stocked library has boosted pupils' interest and enjoyment in reading. By the end of Key Stage 2, pupils' progress in reading is above average.
- Additional support and resources are well tailored to meet the needs of disadvantaged pupils. Consequently, they are making swift and sure progress in reading, writing and mathematics and gaps in their attainment and progress compared to other pupils in the school are closing. By the time disadvantaged pupils leave school in Year 6 they successfully catch up to reach national standards.
- Close checks are kept on the very few pupils who have disabilities and special educational needs. They make good progress as a result of provision that is tailored to meet an individual's specific learning needs. Effective communication and good links with parents help to support their learning.
- The school tracks every individual pupil's progress thoroughly in reading, writing and mathematics but currently does not use this information to compare the progress of the most-able pupils compared to the progress of other groups.
- Pupils study a wide range of subjects and the quality of their work is regularly checked by teachers and reported to parents in terms of what pupils know and can do. New assessment systems are still developing. Consequently, leaders are less able to intervene quickly to improve achievement.

## Early years provision

**is good**

- Good leadership ensures that children settle quickly as a result of well-organised routines and excellent care and support. Effective induction arrangements and good partnerships with parents support children's readiness to learn.
- Most children make a good start to develop their communication skills and to read, write and learn numbers and shapes. Much of their work is linked to the stories and rhymes that are well chosen by staff to captivate children's attention and interest in reading. They listen to and follow the text of stories such as 'The Stick Man' and are motivated to write their own.
- Good teaching firmly helps children to secure the skills to form recognisable letters. They link letters and sounds to convey their observations and ideas. Some children are making rapid progress, in response to daily challenges, and are starting to write sentences independently.
- Resources are used effectively to narrow the gap for children who require additional support to learn to read and write. Children listen intently to stories and in writing tasks they demonstrate their understanding, for example correctly identifying what happens next. Children quickly learn how to hold a pencil and within a few months make good progress to answer questions about the stories, for example they reply making plausible attempts to spell and write 'watch' and 'bag'.
- Staff regularly monitor and assess children's learning and plan the next steps to ensure that children make good progress.

- Numeracy tasks are well structured to meet the wide range of children's needs. Interesting activities, such as finding and sorting numbers hidden in sand are well liked by children. Challenge is appropriate, for example some children correctly identify one more, or one less, number to secure their understanding of the concept and language of mathematics, while others are equally well challenged to learn number bonds to 10 and write simple calculations.
- Children listen carefully to staff, visitors and other children. They raise their hands to answer and ask questions and are developing good attitudes to learning.
- Care and safety of children has high priority. Risk assessments are in place and are followed and children learn how to keep safe. Statutory safeguarding requirements are met.

## School details

<b>Unique reference number</b>	121596
<b>Local Authority</b>	North Yorkshire
<b>Inspection Number</b>	10000457

This inspection 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Golding
<b>Headteacher/Principal/Teacher in charge</b>	Sarah Langridge
<b>Telephone number</b>	01757 268378
<b>Website</b>	<a href="http://www.wistowkids.com">www.wistowkids.com</a>
<b>Email address</b>	<a href="mailto:admin@wistow.n-yorks.sch.uk">admin@wistow.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	24 May 2012

## Information about this school

- The school is much smaller than the average-sized primary school.
- Pupils are taught in five mixed-age classes, including children in the Early Years Foundation Stage who are taught in a mixed Reception and Year 1 class.
- Since the previous inspection, the proportion of pupils eligible for support from the pupil premium funding has grown but remains below average.
- The proportions of pupils from minority ethnic groups and who speak English as an additional language are lower than the average nationally.
- The proportion of disabled pupils and those with special educational needs who are supported at the school are below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, the school has appointed a headteacher, who undertook this role in an acting capacity at the time of the previous inspection, and a new assistant headteacher.



## Information about this inspection

- The inspector visited all classes, undertaking learning walks and lesson observations, including several conducted jointly with the headteacher.
- Meetings were held with governors, local authority representatives, school leaders, pupils and staff.
- Informal discussions were held with parents before school and at the end of the school day. In addition, 44 responses to the online Ofsted questionnaire, Parent View, were also considered.
- Questionnaires completed by 11 members of the school's staff were also considered.
- A range of information was looked at, including minutes of governors' meetings, the school's self-evaluation and development plans, most recent information on pupils' achievement and information relating to teaching, behaviour, attendance and safeguarding.

## Inspection team

Gina White, lead inspector

Her Majesty's Inspector

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