

# Woodmansey Church of England Voluntary Controlled Primary School

Hull Road, Woodmansey, Beverley, HU17 0TH

## Inspection dates

3–4 February 2016

## Overall effectiveness

**Requires improvement**

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The school has suffered a period of turbulence in staffing which has hindered the effectiveness of the school. As a result, teaching is not consistently good.
- Teachers' expectations of pupils in Key Stage 2 in reading and mathematics are not high enough. This means that pupils are not making the progress that they are capable of.
- During reading activities, teachers' questioning does not always probe, check and test pupils' thinking.
- The role of the subject leader for mathematics is not yet fully developed.
- Work set in mathematics does not always provide pupils with opportunities to investigate and solve problems. Too often the work that pupils do is repetitive and does not provide enough challenge.
- The quality of teaching is not monitored rigorously enough. Teachers are not always held accountable for the progress pupils make and the quality of work that pupils do.

### The school has the following strengths

- Despite the instability with staffing that the headteacher has had to deal with, she has a clear vision and high ambition for the school and is driving improvement.
- Children make good progress in the early years because teaching is consistently good.
- Pupils attain high standards in English and mathematics at the end of Key Stage 1. As a result they are well prepared for Key Stage 2.
- Writing is effectively taught across all year groups; pupils achieve well in this subject.
- Provision for pupils' spiritual, moral, social and cultural development is good. The school's Christian values support this very positively.
- Pupils behave very well and are respectful towards each other. They like the school and feel secure.
- Members of the governing body have a range of skills and expertise. They are realistic about the challenges the school faces and are determined to overcome them.

## Full report

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

- Improve the quality of teaching in Key Stage 2 and thereby rapidly increase the progress pupils make, especially for mathematics and reading, by:
  - moving pupils onto more challenging work in mathematics when they ready
  - providing pupils with more opportunities to complete investigation and problem-solving activities in mathematics and in so doing deepen their understanding of the skills and concepts they have learned
  - improving the teaching of reading so that pupils are challenged rigorously to use their higher-order reading skills.
  
- Continue to improve the quality of leadership and management by:
  - further developing the role of the subject leader for mathematics
  - rigorously monitoring the quality of pupils' work and challenging teachers to be more accountable for the progress pupils make.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Although the headteacher has shown great determination in providing the school with clear direction, the turbulence caused by significant changes in staffing since the last inspection has meant consistently good teaching has not been maintained. As a result, not all pupils are making the progress that they are capable of.
- Leaders' evaluation of the school is accurate and honest. They recognise the areas where the school needs to improve and priorities for 2015/16 are well judged.
- The impact of leaders in improving the quality of teaching is uneven. The quality of teaching and the work that pupils do is monitored regularly. However, areas for improvement are not always precisely identified and teachers are not always challenged to improve their practice. The subject leader for mathematics is new to the role and has yet to have a positive impact on the quality of teaching and the boosting of pupils' progress.
- The curriculum is broad and balanced. Topics are well chosen, planned and engaging. For example, a neighbouring market town is used as a good resource for a local history unit. The curriculum is enhanced by extra-curricular activities such as a choir, gardening club and sport.
- Arrangements for managing teachers' performance are in place. Targets are linked to school priorities and staff receive relevant training. However, this has had limited impact in certain areas of the school because of the frequent changes in staffing. Newly qualified teachers are given good support.
- The school's Christian values underpin pupils' spiritual, moral, social and cultural development very effectively. The weekly golden news assembly allows pupils to nominate another pupil for acts of kindness and pupils have raised money for a variety of charities and organised food donations to a local food bank. Other faiths are celebrated through special days when pupils study Sikhism, Judaism and the Chinese New Year. As a result pupils are well prepared for life in modern Britain.
- The small number of pupils who have special educational needs or disability are supported well. The headteacher is responsible for their provision and has a good knowledge of these pupils and their needs.
- Leaders ensure that the small amount of pupil premium funding that the school receives is used well to support disadvantaged pupils. Because of the small number of disadvantaged pupils in the school, comparison with national averages is not meaningful.
- The additional funding that the school receives for sport has been used to widen opportunities for pupils to take part in sport and to provide good professional development for staff. Pupils in Key Stage 2 have swimming lessons each year and there is a range of lunchtime and after-school clubs, sporting events and tournaments that pupils can participate in. This has widened participation and strengthened pupils' enjoyment.
- Parents who spoke to the inspector and evidence from parent view indicate that most parents support the school. Parents commented that the headteacher and staff are very friendly and approachable.
- The local authority are well aware of the turbulence and the issues the school has had to face since the last inspection and have provided good challenge and support in its quest for improvement. The school has also developed strong links with another small primary school within the local authority, which are providing them with effective support.
- **The governance of the school**
  - As a result of new appointments, the governing body now has the expertise and knowledge to be able to challenge the headteacher on the school's performance. Governors are frequent visitors to the school and know the school well, including the quality of teaching and the progress pupils make. Governors recognise that there is still more to do to raise achievement and the quality of teaching. They are taking affirmative action to strengthen teaching and build leadership capacity in the school.
  - Governors closely track expenditure and have a secure understanding of the budget and evaluate its impact. They ensure that the performance management of staff and pay progression are handled correctly.
- The arrangements for safeguarding are effective. Pupils feel very secure and well looked after. Staff are trained in safeguarding and the school has good procedures in place to keep pupils free from harm.

## Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment are not consistently good across the school. Pupils make slower progress where teachers expect too little of them, especially in Key Stage 2. Although lessons are planned with some interesting activities, teachers do not always use ongoing assessments of what pupils have achieved to plan challenging lessons.
- Teaching is stronger in the early years and Key Stage 1 and as a result standards have improved rapidly since the school's previous inspection.
- Phonics (letters and the sounds that they make) is taught well and, although fewer Year 1 pupils reached the expected standard in 2015 than did in the previous year group, results are similar to national averages.
- The teaching of reading in Key Stage 2 is not well developed. During lessons pupils are not always challenged to use their higher-order reading skills. Questioning by the teachers is often too general and does not always probe and challenge pupils' thinking.
- The lack of challenge is also found in mathematics when pupils are often completing numerous calculations of similar difficulty before moving on to work that is more demanding. Also, they are not being given opportunities to apply the skills they have learned to investigations and problem-solving activities.
- Writing is taught well, both in English lessons and across the curriculum. Evidence from pupils' books shows that pupils have numerous opportunities to apply their skills to longer pieces of writing, and progress is clearly evident. As a result, writing standards in the school have rapidly improved in Key Stage 1 and Key Stage 2 since the last inspection.
- The marking of pupils' work has improved following a concerted effort by the headteacher to make it more effective. As a result, pupils now know how well they are doing and what they need to do to improve further.
- Teaching assistants make a strong contribution to pupils' learning, whether supporting individuals or groups of pupils. They have positive relationships with pupils and support them well.
- Classrooms are orderly, well organised and attractive. Good relationships and the use of praise are strong features in lessons and most pupils are keen to do well.
- The school sets suitable homework for pupils and reading records show that they are encouraged to read at home.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good and is embedded throughout school life.
- The school's Christian values are at the heart of all relationships. Pupils are kind and considerate, and treat each other with respect. They say that derogatory language is rare and the school is happy and friendly, which one pupil described as 'a nice place to be'.
- Pupils are confident learners and often strive to do their very best. When activities interest them and provide appropriate stimulus, they apply themselves to their learning very well.
- During a special assembly each week, pupils have an opportunity to describe how another pupil has been particularly kind and thoughtful. Older pupils also act as 'reading buddies' to younger pupils in the school.
- Pupils know how to keep themselves safe and see the school as a safe environment. They trust adults to deal with any concerns they may have. Parents agree that their children feel safe.
- Pupils have a clear understanding of different types of bullying and believe that it is exceptionally rare at the school. This is reflected in the logs kept and analysed by leaders.
- All pupils have the opportunity to participate in active sport and are developing their understanding of how to live healthily. However, some pupils say that they would like more activities and clubs beyond the school day so that they are better prepared for when they enter sports tournaments.

### Behaviour

- The behaviour of pupils is good. The school is a calm environment because pupils behave well in lessons and around the school.

- On the playground pupils play happily together and during lunchtime the dining hall is orderly and calm.
- Attendance overall is currently above national averages; pupils are rarely persistently absent.
- Just occasionally when learning slows in lessons, pupils can sometimes lose interest in what they are doing.

## Outcomes for pupils

## require improvement

- Children make good progress throughout the early years and a large majority are well prepared for Year 1 by the time they leave the Reception class. Good progress continues in Key Stage 1 and pupils attain standards that are consistently above national averages in reading, writing and mathematics.
- By the time pupils leave Year 2, they are well prepared for their next stage of education. However, learning slows in Key Stage 2, especially in reading and mathematics, and pupils are not making the progress that they are capable of.
- Writing standards have continued to improve across the school. By the end of Year 6, pupils reach standards and make progress that are higher than national averages. A scrutiny of pupils' writing currently in the school shows that these standards are being maintained.
- Because of the low numbers of pupils in each year group, published results for the end of Key Stage 1 and Key Stage 2 can fluctuate. However, while this is the case for Key Stage 2, standards have remained consistently high at the end of Key Stage 1.
- The progress that pupils make by the end of Key Stage 2 is below national averages in reading and mathematics. This is supported by inspection evidence that shows pupils currently in Key Stage 2 are not making good progress in these subjects.
- In 2015, the number of most-able Year 6 pupils attaining the higher standards in writing was higher than that for other schools; for reading and mathematics it was lower because too few pupils are making better than expected progress.
- Although there are too few pupils in receipt of pupil premium funding to make comparisons of achievement between them and others pupils nationally, there is strong evidence that they are achieving as well as their classmates.
- Across the school, the very small number of pupils who have special educational needs or disability make good progress because they are supported effectively.

## Early years provision

## is good

- Children start early years in the Nursery class and assessments show that they have skills and abilities that are broadly typical for their age. They make good progress as they move through early years and by the time they leave the Reception class, a large majority are well prepared for the next stage of their education when they start in Year 1.
- The early years is well led by an experienced practitioner. She has worked hard to improve the provision and, as a result, the standards children reach.
- Staff in the early years have developed strong links with parents. Parents who spoke to the inspector were very complimentary about how they are encouraged to go into the classes regularly to see the work that their children are doing and the progress that they are making.
- Teaching in the early years is consistently good. Children enjoy their learning and can sustain good levels of concentration because staff provide interesting activities that stimulate children and help them learn. Adults question children well in order to encourage them to think more deeply.
- Robust arrangements are in place to ensure children's safeguarding and welfare needs are met fully.
- There is a strong focus on developing writing skills. Inspection of children's work shows that they make rapid progress with their writing.
- Accurate teaching of phonics by all staff helps children to make good progress in this subject. Children demonstrated that they have a good understanding of the sounds that letters make and can blend them together effectively to read words.
- Children behave well and cooperate with each other. They know how to take turns and listen to what others are saying.
- During 2015, no pupils in early years were entitled to pupil premium funding.

## School details

<b>Unique reference number</b>	117999
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10002133

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kerri Harold
<b>Headteacher</b>	Evelyn Green
<b>Telephone number</b>	01482 862186
<b>Website</b>	<a href="http://www.woodmanseyprimaryschool.co.uk">www.woodmanseyprimaryschool.co.uk</a>
<b>Email address</b>	<a href="mailto:Woodmansey.primary@eastriding.gov.uk">Woodmansey.primary@eastriding.gov.uk</a>
<b>Date of previous inspection</b>	4–5 December 2013

## Information about this school

- Woodmansey Church of England Voluntary Controlled Primary School is much smaller than the average-sized primary school.
- All pupils are from White British Backgrounds.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils, who are known to be eligible for support through the pupil premium funding, is below average. The pupil premium is additional funding to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- In the early years, Nursery children attend part time and Reception children attend full time.

## Information about this inspection

- The inspector observed teaching and learning in all classes. Most of these observations were undertaken jointly with the headteacher.
- Pupils' work was scrutinised.
- The inspector listened to pupils read.
- Meetings were held with pupils, the headteacher, members of the governing body and a representative of the local authority.
- The inspector observed pupils moving around the school outside lessons, including on the playgrounds during breaks and in the dining hall.
- The inspector met with some parents at the start of the school day.
- The inspector analysed the 13 responses that had been submitted to the online questionnaire for parents (Parent View).
- The inspector scrutinised a number of documents, including the school's view of its own performance, school improvement plans, records relating to behaviour, attendance and safeguarding.
- The inspector took account of the online questionnaire completed by members of the school staff.

## Inspection team

Alan Chaffey, lead inspector

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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