

# Inspection of Wistow Parochial Church of England Voluntary Controlled Primary School

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

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Inspection dates: 2–3 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this school?**

Pupils enjoy coming to school. They have many experiences that help them to develop their talents and interests. For example, they make the most of opportunities to take the lead and make decisions about their school and community.

Leaders make sure that the curriculum helps all pupils to learn well. Teachers plan pupils' learning carefully to help pupils to remember the important knowledge that has been taught. Pupils are extremely positive about their learning.

Pupils say that school is like a big family. They feel happy and safe. Pupils show that they care for each other. They say that adults in school also look after them very well, especially the headteacher. Pupils also help each other to behave well and to work hard. Bullying is rare. Adults are good at helping pupils to resolve problems. Pupils agree.

Pupils learn important values through themes such as Black History Month. They have a keen sense of right and wrong and say that everyone should respect others who are different to themselves. The opportunities provided for pupils' personal development are exceptional.

## **What does the school do well and what does it need to do better?**

Leaders have thought carefully about what pupils will learn in each subject. Leaders check carefully that what is taught matches these plans. Leaders have begun work to identify gaps in what pupils know and can do in each subject to support further improvement.

Teachers plan what they want pupils to learn, and when, carefully. Teachers recap learning regularly and give pupils plenty of opportunities to practise so they remember what has been taught. Pupils achieve well over time.

Leaders give the teaching of reading their full attention. Teachers and teaching assistants are skilful in teaching phonics. Lessons follow a clear sequence. Children start learning to read as soon as they start school in Reception. They quickly remember a range of letters and sounds and can read simple words. When children go into Year 1, they quickly become fluent readers.

Pupils enjoy learning and are proud of what they achieve. They discuss their ideas and opinions and are keen to find out more. Teachers encourage pupils to keep trying when they find things hard. Occasionally, some pupils wait to be given more work to do instead of moving on to more challenging work themselves.

Leaders make sure that pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. Teachers plan additional help to make sure that all pupils do as well as they can. Pupils with SEND achieve well.

Children get off to a good start in the Reception class. Teachers plan opportunities for them to try things out for themselves. Pupils also enjoy more formal learning in reading and mathematics. Children are confident and independent learners. Leaders help parents to be involved in their children's learning right from the start.

Attendance has been consistently above the national average. Very little learning time is lost to lateness. The headteacher keeps a keen eye on attendance so that all pupils get the most out of what school has to offer. Staff work hard to improve pupils' attendance.

Pupils' personal development is exemplary. It is the driving force of the school. It is threaded through day-to-day teaching and the wide range of clubs and activities offered to pupils. The headteacher ensures that all pupils are able to develop their specific talents and interests.

Pupils learn to understand, respect and care for others. They have lots of opportunities to take responsibility and make decisions. For example, pupils can become junior road safety officers, French ambassadors and worship leaders. The school council has also set up successful links with other school councils in local schools.

Governors know very well the strengths of the school and what needs to improve further. They provide appropriate challenge and support for the headteacher.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding led by the headteacher. She makes sure that pupils learn to keep themselves safe by giving them important responsibilities such as road safety and cyber safety. Staff and governors have up-to-date training. All policies and procedures are up to date and fit for purpose. Records show that staff are vigilant and take appropriate and timely action when there is a concern.

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

### **(Information for the school and appropriate authority)**

- The curriculum is well-sequenced and teachers know which pupils are meeting the end-of-year expectations they have set out in each subject. However, in subjects other than English and mathematics, teachers do not yet have a clear picture of the gaps in knowledge and skills as the year progresses. Leaders should now continue the work already started on assessment to strengthen the curriculum and its implementation even further.
- Most pupils are challenged in their learning so that they achieve well. However, some pupils can be less focused. They wait for adults to move them on in their learning rather than attempt more difficult work for themselves. Leaders need to

make sure that pupils move on to more challenging work as soon as they are ready so that everyone reaches their full potential.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121596
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10110692
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	114
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	James Collins
<b>Headteacher</b>	Carla Cox
<b>Website</b>	<a href="http://www.wistowschool.co.uk">www.wistowschool.co.uk</a>
<b>Date of previous inspection</b>	10–11 December 2015

## Information about this school

- Since the previous inspection, the school has appointed a new headteacher and there is a new chair of governors.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, the SEND coordinator, the mathematics leader and some subject leaders. We also met with a representative from the local authority and a representative from the diocese. One inspector spoke to members of the governing body.
- The subjects considered as part of this inspection were early reading, mathematics, science and history. We carried out deep dives into these subjects. This included meetings with senior leaders, subject leaders and teachers. It also included looking at curriculum plans and pupils' work, visiting lessons and speaking to pupils from those lessons about their learning. We also listened to pupils read.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records.

## Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

Jim McGrath

Ofsted Inspector

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