

Inspection of Wilby Church of England Voluntary Controlled Primary School

Wilby, Eye, Suffolk IP21 5LR

Inspection dates: 26–27 November 2019

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

What is it like to attend this school?

Pupils believe that Wilby Primary is the best school. In their eyes nothing can improve it. One pupil told me, 'You can achieve anything at this school, it is simply fantastic.' The school's motto, 'Dream big, work hard', is at the heart of the school's curriculum. Staff go the extra mile to provide exciting and enriching experiences for all the pupils.

Leaders ensure that this is a school where pupils feel included and part of the school community. Pupils are well cared for and happy at school. Staff set high expectations for pupils. Pupils are respectful of others. They look out for one another and willingly lend a hand to help.

Pupils have interesting lessons where teachers link subjects together in topics. In many subjects, such as mathematics, geography and art, pupils achieve well. This is because they learn things in the right order, and that helps them to remember. Pupils are proud of their achievements in music. All pupils learn an instrument and perform at school events.

Pupils listen attentively and work hard in class. Their conduct around the school is excellent.

Parents and carers hold the staff in high regard and the support they offer to their children.

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

Leaders' relentless ambition and drive ensure that pupils learn well across many subjects. For example, in 2019 at the end of key stage 2, pupils' attainment in reading, writing and mathematics was in the top 20% nationally. There is more to do to strengthen some aspects of the curriculum, including in the early years.

Leaders' curriculum plans identify what pupils need to know in each year. Teachers plan topics to link learning across different subjects. For example, for a project on Africa, pupils studied African art, habitats and creatures and read stories about the continent. Curriculum leaders are checking that new topics include the important things that pupils need to learn. However, there is still more work to do. Curriculum plans are still developing to precisely identify what pupils need to know, such as key words.

Teachers have strong subject knowledge. They use their expertise to lead subjects and teach different classes. Teachers know how to choose the right activities to move pupils' learning forward. In art, for example, pupils develop different printing techniques when creating prints of African fruit. However, pupils' writing across different subjects is variable. Some teachers do not insist that pupils apply their writing skills consistently.

Many pupils read well. Adults make thorough checks of pupils' reading. Pupils use their phonics knowledge to read accurately. Leaders have reviewed their reading resources. There are some books that do not match the order in which pupils learn their sounds. When pupils choose these books, they are not able to read fluently.

The curriculum for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils is a strength of the school. Leaders have high expectations. Pupils with SEND and disadvantaged pupils who need to catch up are well supported. Additional interventions are finely tuned to meet the needs of pupils. Leaders provide opportunities for pupils to receive teaching before any lesson. This ensures that pupils understand what is being taught. It ensures that they access the curriculum to support their progress.

Leaders promote pupils' personal development exceptionally well. Leaders seek opportunities to develop pupils' leadership roles. Pupils actively contribute to decisions about their school environment. They help design quiet areas and invent games, so all are active at playtime. Pupils' understanding of the local and wider community is well developed. They plan events to support local organisations and raise funds for a school in Kenya.

Pupils are enthusiastic learners. They learn not to give up easily. I was told that 'We welcome mistakes, it helps us to improve.' Pupils are caring and respectful of one another. Their exemplary behaviour makes the school a welcoming and happy community.

Children in the pre-school enjoy positive relationships with adults. Routines are clear, helping children to play happily and confidently. In the early years, children make a good start to their education. A well-resourced environment helps children to explore, be curious and use their imaginations. Leaders plan themes to provide purpose to children's play. 'Percy Parkkeeper's hut' helps to develop children's language of the seasons, identify animals and support children's counting skills with leaves and conkers. At times, children's play in Reception is not purposeful because it is not directed well. Leaders' plans do not identify the precise steps to help children achieve the key learning points.

Governors share the high aspirations of leaders to make the school the best it can be. Governors hold leaders to account by checking that leaders are doing the right things to improve the school. This has not been at the expense of staff well-being. Staff told us that leaders and governors keep a close watch on their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what to do if they have concerns about pupils' welfare. They have been well trained. They report their concerns no matter how small. Leaders maintain careful records and act swiftly on the information they receive. Leaders are tenacious in pursuing the right support for vulnerable pupils through effective work

with external agencies.

Leaders carry out appropriate checks on all adults who visit or work at the school. Governors ensure that these records are up to date. Every time they visit the school, they check that staff understand about keeping pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum content is well chosen and planned. However, some aspects are not precise enough, such as the vocabulary pupils should know or expectations for how pupils apply their writing skills across the curriculum. Leaders should ensure that every subject includes all the things pupils should know at key points so that they achieve well across the curriculum.
- Not all books read by younger pupils match the order in which they learn their phonics. This means that pupils are not able to read fluently, especially those who struggle to read. Leaders must ensure that all the books used for pupils' early reading match the school's approaches to teaching phonics.

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

Unique reference number	124747
Local authority	Suffolk
Inspection number	10094507
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair of governing body	Kim Palmer
Headteacher	Roisin Wiseman
Website	www.wilbyprimary.org.uk
Date of previous inspection	12 December 2018

Information about this school

- Wilby Church of England Primary School is a Church of England faith school located in the Diocese of St Edmundsbury and Ipswich.
- The school's most recent statutory inspection of Anglican and Methodist schools (SIAMS) under section 48 of the Education Act was on 23 February 2018. The school's provision was judged to be outstanding.
- The governing body manages a breakfast and an after-school club.

Information about this inspection

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

- We held meetings with the headteacher, who is also the special educational needs coordinator, and curriculum leaders. We also met with governors, including the chair and vice chair of governors. I met with a representative of the local authority.
- We reviewed a range of documentation, including safeguarding, school improvement plans, school curriculum planning documents and the school's self-evaluation.

- We considered the 39 responses to Ofsted’s online questionnaire for parents as well as 39 free-text responses. We reviewed the 10 responses to the staff survey and the 3 responses to the pupil survey.
- During the inspection, we looked in detail at reading, mathematics, geography and art. We visited lessons, including in the early years. We spoke to pupils and looked at a range of examples of their work. We spoke to teachers and other members of staff.

Inspection team

Steve Mellors, lead inspector

Her Majesty’s Inspector

Jo Nutbeam

Ofsted Inspector

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