

Inspection of a good school: Wilby Church of England Primary School

Church Lane, Wilby, Northamptonshire NN8 2UG

Inspection date:

2 March 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

This is a small school which is highly valued by its community. Pupils understand the school's Christian values, such as compassion, forgiveness and friendship. They appreciate the school's caring, nurturing atmosphere and say that they feel safe. Leaders deal with any incidents of bullying quickly and well.

Pupils told inspectors that they enjoy their lessons. They know that their teachers want the very best for them. They also enjoy the opportunities to attend after-school clubs and to engage in charitable activities, such as Red Nose Day. Pupils say that they appreciate the role of the school councillors. These representatives act as role models and help to reinforce the community atmosphere.

Pupils generally behave well. However, staff do not always set clear expectations of how they expect pupils to behave. In lessons, pupils can lose focus on their learning when they are unsure as to what they should be doing.

When teachers plan activities that closely match pupils' needs, pupils are able to know and remember more. Teachers help pupils to learn subject-specific vocabulary which contributes towards pupils' understanding.

Children in the early years benefit from clear routines and a calm atmosphere.

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

Leaders have ensured that pupils study a broad and balanced curriculum which includes the full range of subjects. They have made sure that teachers have focused on filling the gaps in pupils' knowledge that have resulted from the period when not all pupils were in school due to the COVID-19 pandemic.

Leaders have ensured that there is a systematic approach to teaching phonics. Children in the early years begin phonics lessons as soon as they enter the school. Pupils read from books that match the sounds they know. Staff have received some training and teach in an appropriate order the different sounds that letters make. Pupils who struggle to read receive additional support. However, the teaching of phonics does not always enable pupils to apply what they learn accurately to help them to read fluently.

In mathematics, staff have sound subject knowledge. They adapt the curriculum to allow for mixed year group classes. Lessons start with a useful recap of key knowledge. However, teachers do not always make clear what it is that they want pupils to learn. Pupils cannot always describe what they have learned with precision.

In other subjects, leaders have begun to devise a curriculum that sets out the key knowledge pupils should learn. However, leaders have not thought carefully enough about the curriculum to ensure that it is sufficiently ambitious. Some pupils, for example, say that they find lessons too easy. Pupils do not always have opportunities to make important connections between different pieces of knowledge they have learned. For example, in history and art, pupils were unclear about the order of important historical events and artistic movements.

Leaders have begun to map out how the curriculum will address the barriers to learning that some pupils with special educational needs and/or disabilities (SEND) experience. In particular, leaders have thought carefully about how they can support pupils who experience social and emotional difficulties, including through using the services of the parent link worker. However, the curriculum for pupils with SEND is not sufficiently ambitious. Staff do not yet have a clear view of how these pupils are progressing.

Pupils benefit from a well-organised personal development curriculum. This includes coverage of online safety and healthy relationships. Pupils learn about different cultures and religions and can speak about the importance of tolerance. Leaders support pupils to develop as well-informed young citizens, for example through taking part in charitable activities. The wider curriculum is currently delivered well by an external provider. Elsewhere in school, as a result of the pandemic, there have been few opportunities for pupils to participate in trips and visits, although leaders recognise the value of developing their offer.

Pupils say that their learning is sometimes interrupted by the disruptive behaviour of others. Some pupils have challenging behaviours linked to their additional needs. Leaders have taken appropriate steps to seek external support and guidance for those pupils. However, provision for these pupils in school is not always appropriate.

Leaders, including governors, have taken appropriate steps to manage staff's workload. These have included close attention to the school's policy on marking and feedback. Staff support each other and demonstrate strong commitment to the school community.

In discussion with the headteacher, the inspectors agreed that early reading and the foundation subjects may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and vigilant in identifying the signs of neglect and abuse. Leaders carefully record the support they provide to pupils. They quickly identify and resolve safeguarding concerns. When necessary, families receive targeted support from the family link worker and are advised as to relevant sources of external help available to them. Governors receive appropriate safeguarding training and conduct regular monitoring visits to check on the effectiveness of the school's procedures to keep pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's provision for early reading is not sufficiently well developed or securely implemented. This means that some children are not learning to read as well as they could. Leaders should ensure that the support pupils receive to help them learn to read enables them quickly to become fluent and confident readers.
- In some subjects, leaders have not ensured that the curriculum is sufficiently ambitious. They have not ensured that pupils receive the opportunities they need to make connections between the different pieces of knowledge they are learning. As a result, pupils do not always learn knowledge in a way that allows them to know and remember more. Leaders should ensure that there is clarity about what knowledge they want pupils to learn and when, so that pupils can build their knowledge over time.
- The curriculum for pupils with SEND is not ambitious enough. Not all pupils with SEND receive the support they need to help them in their learning. This can prevent these pupils from making as much progress as they should. Leaders should ensure that the curriculum is sufficiently ambitious for pupils with SEND and that these pupils receive the support they need, so that they achieve as highly as they should.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2011.

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 information from Ofsted Parent View 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 are the school and you are 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	122033
Local authority	North Northamptonshire
Inspection number	10211610
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair of governing body	Lynette Dudley
Headteacher	Lisa Pearce
Website	www.wilbyprimarynorthants.org
Date of previous inspection	29 November 2016, under section 8 of the Education Act 2005

Information about this school

- There have been no relevant changes to the school since the last inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and curriculum leaders. The lead inspector met with the chair and two other members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.
- Inspectors also spoke to leaders about the curriculum and reviewed samples of pupils' work in some other subjects.

- The lead inspector evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and other documents related to safeguarding.
- Inspectors met with the designated senior leader for safeguarding to discuss the school's policies and procedures. Inspectors also spoke with pupils and staff to evaluate the school's safeguarding culture.
- Inspectors observed pupils' behaviour in lessons and around school.

Inspection team

Emma Hollis-Brown, lead inspector

Ofsted Inspector

John Lawson

Ofsted Inspector

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