

Inspection of a good school: Wold Newton Foundation School

Back Street, Wold Newton, Driffield YO25 3YJ

Inspection date: 17 May 2022

Outcome

Wold Newton Foundation School continues to be a good school.

What is it like to attend this school?

Leaders have created a warm, welcoming ethos at Wold Newton Foundation School. Pupils, parents and staff feel they are valued members of a truly inclusive family. Relationships in school are strong and built on care and trust. Pupils say that teachers look after them well and listen if they have any concerns. Pupils are happy and feel safe. Pupils love coming to Wold Newton Foundation School.

Pupils work hard and find their lessons interesting. They are proud of their learning and love talking about the books they have read in class. They say that teachers make everything exciting and fun. For example, older pupils knew that their previous learning on Viking Invasion helped them develop a deeper understanding of invasion in World War 2.

Pupils are respectful and have good manners. They take into account the views and beliefs of others, showing consideration for those who are different from their own. They have a mature understanding about the protected characteristics. Bullying is rare but pupils know that if it did happen, they could ask any staff member for help.

Leaders have high expectations for their pupils and want them to achieve their best in all subjects. They provide different experiences through the curriculum that help pupils develop a strong understanding of the world. Pupils have opportunities to show leadership skills within school and within the local community. For example, pupils raise money for local and national charities. They also go litter picking to support their local environment.

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

The curriculum has been developed extensively since the last inspection. Leaders have focused on defining key knowledge and how this links to previous learning. Leaders, including subject leaders, think carefully about the curriculum choices they make. Leaders have designed the curriculum so that pupils extend their vocabulary in each subject.

There is a clear sequence to what pupils need to learn and how this links with the school values. This helps pupils remember more as they build their knowledge step by step.

Subject leaders make sure teachers present new learning well. Through careful monitoring, they ensure that teachers regularly recap what pupils already know before learning something new. Pupils say this helps them remember things they have already learned. They can then integrate their new knowledge with what they already know. Teachers use assessment well. They know what pupils can do and what the next steps are. Teachers have high expectations of what pupils can achieve. Sometimes, teachers do not check on pupils' understanding quickly enough during the lesson. This means that sometimes work is not challenging enough or misconceptions are not identified within the lesson.

Leaders make learning to read a top priority. Children begin learning phonics soon after they enter the Reception class. Pupils in Nursery get off to a good start by developing their listening, vocabulary and speaking skills. Teachers follow the phonics programme consistently. This means that most pupils read well and can use their knowledge of phonics to tackle new words. Any pupils struggling with reading receive effective support from staff to help them catch up. Teachers read to pupils often and encourage pupils to read at home.

Pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged are effectively supported to access the same curriculum as other pupils. The special educational needs coordinator (SENCo) knows all pupils well and regularly checks on the learning of all pupils with SEND. Adults provide timely help, additional resources and support to pupils who need it. This enables pupils to focus on their learning. As a result, disadvantaged pupils and pupils with SEND achieve well in school.

Pupils behave in a consistently calm and respectful manner. This begins in the early years. Staff create a safe environment in which pupils begin to develop their independence. From their earliest starting points in school, pupils learn how to listen to each other and share equipment. Across the school, pupils have respect for one another and adults in the school. Pupils rarely disturb each other's learning.

Pupils leave the school as well-rounded young people who reflect the school's values. They talk confidently about equality, tolerance and respect for others. Leaders ensure that the curriculum gives pupils the knowledge they need to keep themselves safe online. They know how to report sexual harassment.

Governors are active in the school and the local community. Governors and leaders consider staff's workload, well-being and work-life balance when making decisions about the school. Staff feel valued. They speak highly of the personal and professional support that they receive from leaders. Staff participate in opportunities for professional development regularly. Staff visit other local schools to share good practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors are committed to keeping pupils safe. The school's policies and procedures are comprehensive and up to date. There is regular training for staff and governors, including mini quizzes by the headteacher, to check that all stakeholders remember what they have learned. Staff know what to do if they have concerns about a child. They take prompt action. Pupils feel safe in school and parents firmly agree with their children's feeling. Pupils readily name adults they can turn to if they have a worry or concern. Leaders provide pupils and their families with the help and support they need. Governors regularly check on the school's safeguarding work.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not regularly check whether pupils are learning what they are teaching in each lesson. This means they do not know whether work is challenging or if pupils have misconceptions. This means that it prevents some pupils effectively building on their prior learning. Leaders should help and support staff to know how to adapt learning appropriately within the lesson in order to support all pupils effectively.

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 school to be good in April 2012.

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	118120
Local authority	East Riding of Yorkshire
Inspection number	10211427
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair of governing body	Stuart Smith
Headteacher	Luke Fletcher
Website	www.woldnewton.eriding.net
Date of previous inspection	15 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, the inspectors held meetings with the headteacher, the assistant headteacher, who is also the SENCo, and subject leaders
- The lead inspector held a meeting with the local governing body, including the chair and vice-chair of governors.
- The inspectors did deep dives in these subjects: reading, mathematics and history. The inspectors met with curriculum leaders for these subjects, visited lessons, looked at a range of pupils' work and met with teachers and pupils. The lead inspector observed some pupils reading to staff and talked to pupils about their reading habits. The inspectors also checked the curriculum provision and pupils' learning in religious education, science and design technology.

- The inspectors met with several groups of pupils to seek their views about the school.
- To check leaders' management of safeguarding, the lead inspector spoke with the headteacher, who is also the designated safeguarding lead. The lead inspector reviewed the single central record and records related to behaviour and safeguarding incidents. The lead inspector considered the school's processes for reporting safeguarding concerns. Inspectors spoke with pupils, staff and governors to check their views on safeguarding.
- The inspectors scrutinised the school's website and a range of school documents, including the school's own improvement plans, self-evaluation form and minutes of governing body meetings.
- The inspectors considered the responses made by parents to Ofsted's online questionnaire for parents.

Inspection team

Rebecca Clayton, lead inspector

Ofsted Inspector

Shan Brough Jones

Ofsted Inspector

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