

Inspection of Wilby Church of England Primary School

Church Lane, Wilby Ce Va Primary School, Church Lane, Wilby, Northamptonshire
NN8 2UG

Inspection dates: 26 and 27 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

This is a happy school. Pupils behave well. They feel valued and get on well with each other. Pupils are polite and courteous. This is built out of the school values of 'compassion, forgiveness, friendship, hope, serving others, and thankfulness'. Pupils understand these values. For example, pupils talk passionately about global responsibility. They regularly raise money for charitable causes.

The school feels like a community. One parent reflected the views of other parents and cares when they stated: 'Wilby has such a strong family value to it. My child loves being part of Wilby school.' Pupils enjoy their parents and carers coming into school. For example, the 'mystery reader' who comes into school on a Friday.

The school ensures that there are many opportunities for pupils to take on responsibilities. They know they can make the school a better place by introducing a recycling scheme. 'Play makers' ensure that younger pupils enjoy their play times. 'Peer listeners' listen to pupils concerns and make sure that they are resolved. However, pupils do not develop a broad knowledge of other cultures and religions.

While school leaders are ambitious for pupils to achieve well, particularly those with special educational needs and/or disabilities (SEND) and those who are the most disadvantaged, there is more improvement required to ensure that this ambition is realised.

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

Pupils begin to learn to read as soon as they join Reception Year. There is a consistent approach to the teaching of phonics. There are regular checks on how well pupils learn to read. Beyond phonics there is a clear structure to learning to read. The school makes reading fun. Pupils talk warmly about the Friday reading time when they can enjoy a book with pupils in other classes. Pupils particularly enjoy whole-class story time. There are a wide range of books for pupils to read. Many books explore a variety of topics such as behaviour, children's rights, diversity and aspirations.

The school has a structured curriculum in place. However, in some subjects, the key knowledge that pupils need to know and remember is not made clear enough. The implementation of these subjects is inconsistent. Where the school has a clear vision for a subject, the implementation is typically effective. Teachers make meaningful links between pieces of important knowledge. This ensures that pupils remember what they have learned. Lessons are appropriately adapted to support those pupils with SEND. However, the school is not checking consistently what pupils know and remember in all subjects. Pupils do not remember some key knowledge that they have been taught.

The school has a clear vision for early years provision. Children enjoy their learning in the early years. Activities are well planned and help children to work

collaboratively and independently. The environment encourages children to be inquisitive and experiment with their learning. Learning builds up well over time. Any gaps in children's learning are quickly identified. Subsequent activities are well adapted to resolve these gaps. For example, the early introduction of a puppet show where children could talk freely and experiment with language.

All staff are aware of the needs of pupils with SEND. Individual learning plans provide clear information to staff about how to support pupils' needs effectively. Staff ensure that adaptations are in place to support their learning and developmental needs.

The school has high expectations of pupils' behaviour. Pupils live up to the school's expectations. Pupils understand the school rules of 'be ready, show respect, keep safe'. They state that the three stepped approach to managing their behaviour is fair.

Pupils understand equality and diversity. However, the curriculum for some aspects of personal development has not been implemented effectively. Pupils' knowledge of different faiths and cultures is less strong than other aspects of their personal development. Pupils know how to keep themselves safe online. They understand the importance of keeping themselves healthy and fit. Pupils appreciate the timely information they receive about changes that take place in their bodies.

The school is clear about what it needs to do to improve. It is resolutely focused on its pupils and their education. The school has introduced many changes recently but have not yet evaluated the impact these changes have had in some areas. This means that they do not have a full picture of all the strengths and weaknesses, for instance in the curriculum. However, all staff feel supported and united behind the school's vision. Recent support from a local multi-academy trust and support from the local authority has been effective in securing improvements.

Safeguarding

The arrangements for safeguarding are effective.

Historically, there have been inaccuracies in categorising records of reports of concern. The school ensured that appropriate actions were taken to keep pupils safe, but the inaccuracies complicated the process of following-up subsequent actions. The school is already taking steps to address this.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the key knowledge that pupils need to know and remember is not made clear enough. The implementation of these subjects is inconsistent. The school should review their curriculum to ensure that the key knowledge is precisely identified in all subjects and that it builds up over time.

- The school is not checking consistently what pupils know and remember in all subjects. Pupils do not remember all that they have been taught in all subjects. Leaders should ensure that all pupils, including those with SEND, know more and remember more of the school's curriculum thinking, including the curriculum for pupils' personal development.
- The curriculum for some aspects of personal development has not been implemented effectively. Pupils' knowledge of different faiths and cultures is less strong than other aspects of their personal development. Leaders should ensure that teaching enables pupils to broaden their knowledge of different faiths and develop a wider understanding of different cultures.
- The school has introduced many changes in recent months and has prioritised improvements effectively. However, it has been too early to robustly evaluate the impact these changes have made in some areas. This means they do not yet have a full picture of all the strengths and weaknesses. Leaders should further strengthen their monitoring and evaluation processes. This will enable leaders to gather information to further help them to inform next steps in terms of school improvement.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 122033 |
| Local authority | North Northamptonshire |
| Inspection number | 10254764 |
| 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 | 82 |
| Appropriate authority | The governing body |
| Chair | Lynette Dudley |
| Headteacher | Louise Bilkhu (acting headteacher) |
| Website | www.wilbyprimarynorthants.org |
| Date of previous inspection | 2 March 2022, under section 8 of the Education Act 2005 |

Information about this school

- The school does not use any alternative provision.
- Since the last inspection, there is an acting headteacher in post.
- The school was last inspected under Section 48 of the Education Act 2005 in June 2019.
- There is a before- and after-school club managed by the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgment about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the SEND coordinator.

- Inspectors carried out deep dives in four subjects: reading, mathematics, history and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for personal, social, health and economic education.
- The lead inspector met with two members of the governing body including the chair.
- The lead inspector met with two local authority representatives.
- Inspectors took account of the responses to Ofsted Parent View, including free-text responses, Ofsted's survey for school staff and the pupil survey. An inspector spoke informally to parents at the beginning and end of the school day.
- Inspectors considered records of attendance, behaviour and safeguarding, including the school's single central record. Inspectors met with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Caroline Barton

Ofsted Inspector

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