



Inspection report

Wold Newton Foundation Primary School

**Better
education
and care**

Unique Reference Number 118120
LEA East Riding of Yorkshire

Inspection number 273482
Inspection dates 25 and 26 January 2005
Reporting inspector Mr A Bennett HMI

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act.

Type of School	Primary	School address	Wold Newton
School category	Foundation		Driffield
			East Yorkshire
Age range of pupils	3 to 11 years		YO25 3YJ
Gender of pupils	Mixed	Telephone number	01262 470633
Number on roll	142	Fax number	01262 470761
Appropriate authority	The governing body	Chair of governors	Mr T Coleman
Date of previous inspection	June 2003	Headteacher	Mrs J Bellamy

Age group	Published	Reference no.
3 to 11 years	2 March 2005	273482

Introduction

When Wold Newton Foundation Primary School was inspected in June 2003, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of schools (HMI) subsequently visited the school on three occasions to monitor its progress, and reinspected the school in January 2005.

Description of the school

Wold Newton Foundation Primary School is a smaller than average village school with 126 full-time pupils in the reception class and Years 1 to 6; there are 16 pupils in the nursery, 15 of whom attend part-time. The pupils in Key Stages 1 and 2 are taught in four mixed-age classes. All pupils are from English-speaking families and most are from homes that are relatively advantaged, socially and economically; the proportion of the pupils known to be eligible for free school meals is less than half the national figure. Overall, the proportion of the pupils identified as having special educational needs is below average; at two, the number of pupils with a formal Statement of Special Educational Need is about average in relation to the size of the school.

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Overall effectiveness of the school

In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

Wold Newton Foundation Primary School suffered some turbulence following the previous inspection. The school was without a permanent headteacher for a year; some classes had temporary teachers and other staff were absent for long periods through ill-health. As acting headteacher, the deputy headteacher made a determined start in establishing a fresh direction for the school, which the new headteacher has carried forward purposefully. There are permanent teachers in every class; the overall quality of teaching has improved and is satisfactory, although more could be consistently good or better. Pupils progress well and achieve good standards in the Foundation Stage; in Key Stage 1, attainment and progress are broadly satisfactory. Standards at the end of Key Stage 2 have been too low, but the pupils' attainment is improving thanks to the very good, settled teaching they now enjoy. Most pupils work enthusiastically and accept responsibility for contributing to a welcoming and increasingly confident school community.

Improvement since the last inspection

The inspection of June 2003 required the school to address key issues concerning leadership and management, assessment, curriculum provision, and shortcomings in the information provided for parents. There has been good progress in relation to leadership and management, in ensuring that all pupils receive their full curriculum entitlement and in improving assessment procedures, although some daily planning does not take sufficient account of different pupils' needs. The most recent governors' annual report to parents and school prospectus meets statutory requirements.

Capacity to improve

The school is well placed to sustain its recent progress. A trend of declining test results at the end of Key Stage 1 was halted in 2004; results at Key Stage 2 were disappointing, but improvements in curriculum continuity and in the quality of teaching have the potential to raise attainment. The headteacher has rapidly established a thorough programme for monitoring the school's performance; she makes good use of information to inform discussions with teachers, governors and the local education authority (LEA), arranging training and support where necessary. Some subject leaders are new to their roles but all accept accountability for standards; most have produced detailed, helpful plans for their areas. Whole school planning is focused on appropriate priorities. Following a significant decline in the school roll and difficulties associated with its change of status, a budget shortfall is projected over the next two years; the LEA is confident that, in negotiation with school managers, this can be addressed without impeding the school's progress.

What the school should do to improve further

The school's development plan recognises areas where improvement is needed. However, the key priorities are to:

- raise standards, especially for pupils moving into Key Stage 1 and those in Key Stage 2;
- increase the proportion of teaching that is good or better;
- ensure that assessment information is used effectively to inform daily planning and target setting;
- consider the implications of financial constraints on strategic planning.

Achievement and standards

Pupils make a good start in the Foundation Stage: most reach the standards expected of five-year-olds and some develop above average skills in personal, social and emotional development, language and communication and mathematical development. The pupils' progress in Key Stages 1 and 2 is satisfactory overall and good in Years 5 and 6, but past weaknesses in curriculum continuity and the quality of teaching have contributed to some underachievement. This is reflected in the results of national tests taken at the end of Key Stage 2 in 2004, which were below average in relation to national figures and the typical performance of schools with similar pupils. Compared with similar schools, the pupils' results were average overall in the tests taken at the end of Key Stage 1 but the pupils lose some momentum when they first move into the main school from the Foundation Stage.

In lessons, standards are generally in line with age-related expectations. However, the school is aware that standards need to rise and that the progress made by some pupils in Key Stages 1 and 2 has been insufficient. Measures to boost attainment, including the use of regular assessments to track individual progress, are beginning to bear fruit but there is still work to be done in matching some work to the specific needs of individual pupils.

Personal development

The pupils' attitudes towards their work, and their behaviour in lessons, are usually good and often very good. They have well-established routines, showing maturity and concentration whether working individually, in pairs or in groups. They co-operate very sensibly and evaluate one another's work supportively and sensitively. They respect and value their relationships with one another and with adults. Behaviour around the school is impeccable. The pupils enjoy coming to school; their rate of attendance rose last year to 95.1 per cent, a figure that is slightly above the national average. The pupils accept responsibilities willingly, for example in showing care towards younger pupils and in helping

teachers organise resources. The headteacher has plans to establish a school council to increase the pupils' opportunities for decision-making.

The overall provision for the pupils' spiritual, moral, social and cultural development is good. They fully understand and accept the school's behaviour code and have a sure sense of right and wrong. The pupils play together considerately and are able to join in a wide range of musical and sporting activities and clubs, such as gymnastics, French and drama. The curriculum is enriched through visiting speakers; for example, a local writer and people who served in the Second World War or current conflicts. Talking to visitors enables the pupils to broaden their awareness and appreciation of their own heritage. However, despite the annual visit by older pupils to an inner-city mosque, the multicultural nature of modern British society is under-represented in the curriculum. The school kitchen makes a point of serving high quality local produce at lunchtime and the pupils are supplied with healthy snacks at morning break. They are keen to recycle waste from their fruit and vegetables.

Quality of provision

The quality of teaching is satisfactory overall; it was at least satisfactory in all the lessons and good, very good or excellent in just over half. This is an improvement since the previous inspection, when some teaching was unsatisfactory and less than half was good or better. Teachers are responding well to training and to sharing ideas among themselves.

The best lessons were well planned and energetically delivered; the pupils enjoyed tackling a range of interesting tasks, especially when encouraged to talk about their learning. Teachers used effective, probing questions to assess the pupils' progress. Resources were used imaginatively to ensure that the pupils' concentration was sustained. Teaching assistants were generally well prepared to support groups of pupils but sometimes did not use questions skilfully enough to tease out and extend the pupils' understanding. Where teaching was satisfactory, a common weakness was that the teacher dominated the lesson: lengthy explanations or instructions slowed the pace of learning and the pupils were not sufficiently excited or inspired by the tasks set.

A thorough system for assessing and tracking individual pupils' progress has been established. This is relatively new, but information has been analysed to show where pupils need additional help or where specific aspects of subject teaching need to be strengthened. Pupils are aware that they have personal targets and most understand what they mean. National Curriculum levels are displayed in classrooms, often with helpfully annotated examples of work to illustrate them; most teachers make frequent references in lessons to work that meets particular requirements, although this is not evident in all classrooms. Marking has improved and is satisfactory; it is more systematic in setting precise improvement targets for the pupils.

The curriculum was criticised in 2003 because it did not provide equality of opportunity for pupils of the same age in different classes. The locally agreed syllabus for religious education was not followed and insufficient time was given to the teaching of information and communication technology (ICT). These shortcomings have been largely remedied:

teachers plan together effectively to ensure progression and continuity between classes; religious education has a secure place on the timetable; and pupils have better opportunities to develop their skills in ICT, although plans to improve the availability of computers and other equipment are timely.

Pupils feel safe and well cared-for in the school. They are unobtrusively but adequately supervised at all times and are confident that adults will listen to them and help them where necessary. A good range of play equipment is available at break times. Additional secure areas have been provided for pupils in the Foundation Stage; there are plans to improve vehicle access and parking at the front of the school to ensure the pupils' safety. Governors report that parents have a high regard for the school; communication is good, with detailed information about the pupils' progress and informative newsletters regularly issued.

Leadership and management

Since she arrived at the beginning of the school year 2004-5, the headteacher has provided very good leadership and management. She has taken stock of what is needed to improve the pupils' attainment and the quality of teaching, realising that these were priorities even though they were not key issues in the previous inspection report.

The headteacher has moulded other staff into an effective team; all are clear about their own responsibilities for raising standards. The deputy headteacher is providing good leadership in improving assessment procedures; literacy, numeracy and science are co-ordinated with increasing confidence across the school, although other subject leaders are still learning their role and have had limited impact on curriculum developments.

The school improvement plan is well considered and appropriately prioritised; roles and responsibilities are clear and targets are challenging, but realistic. However, the plan takes insufficient account of the need to consider the implications of a projected budget shortfall over the next two years. Governors are developing good first-hand knowledge of the school; they monitor its progress conscientiously through reports and presentations to meetings; they are gaining expertise in asking questions that hold school managers firmly to account.

The LEA has been instrumental in helping the school's recovery. Consultants and advanced skills teachers have given good support for developing new teaching and learning strategies, while advisers have assisted and encouraged the development of a strong and purposeful management team within the school.

Appendix – Information about the inspection

Wold Newton Foundation Primary School was inspected in June 2003 by a Registered Inspector and a team of inspectors under section 10 of the School Inspections Act 1996. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in January, May and November 2004 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of June 2003.

In January 2005, two HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.

During the visit 11 lessons or parts of lessons, one registration and two assemblies were inspected. The pupils' conduct was observed around the school and on the playground at break and lunchtimes, and samples of their work were scrutinised. Discussions were held with the headteacher and deputy headteacher, other members of staff, the chair and two members of the governing body and two representatives from the LEA. A range of the school's documentation was examined. Account was taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of June 2003 and the action plan prepared by the governing body to address those key issues.

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