



Wilberfoss Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 117998
LEA East Riding of Yorkshire
Inspection number 280208
Inspection dates 31 January 2006 to 1 February 2006
Reporting inspector Mr Geoffrey Yates

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Storking Lane
School category	Voluntary controlled		Wilberfoss
Age range of pupils	3 to 11		York, East Yorkshire
Gender of pupils	Mixed	Telephone number	01759 380327
Number on roll	226	Fax number	01759 380327
Appropriate authority	The governing body	Chair of governors	Ms Ann Gurnell
Date of previous inspection	1 January 2001	Headteacher	Mrs Sue Monkman

Age group 3 to 11	Inspection dates 31 January 2006 - 1 February 2006	Inspection number 280208
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Wilberfoss Church of England Primary School is an average sized primary school. It is situated in the village of Wilberfoss in the East Riding of Yorkshire, in a broadly average social and economic area. The children's skills on entry to the school are above the levels expected. The majority of children are of white British background. No pupils are at an early stage of learning English. The proportion of children entitled to a free school meal is very low. The percentage of pupils with learning difficulties and disabilities and with statements of their special educational needs is well below average. The school has a varying number of travellers' children. The school has very recently moved to one site and a major building project has enhanced provision.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspectors agree with the school that it is a good school but feel that children's personal development and the care it provides is better than the school's own assessment with both aspects being outstanding.

This is a happy school where children enjoy their education and have a good say in what goes on. The curriculum is good. The teaching is good and children make good progress to exceed what is expected at the end of the Foundation Stage. They achieve well above average standards in English, mathematics and science by the time they are ready for secondary school. The school is well led and managed and governors perform their duties well. Due to the decisive, outstanding leadership of the headteacher it has made good improvement since her appointment three years ago. In particular, the headteacher and staff have worked hard to improve target setting and this has led to higher standards in English and mathematics with double the national average number of children achieving the higher levels. The school's capacity to make further improvement is good but in order to do so it must provide wider opportunities for children to use their writing skills and ensure that children's work in Years 3 to 6 is presented well. The school gives good value for money.

What the school should do to improve further

- Provide wider opportunities for children to use their writing skills well in other subjects of the curriculum in order to continue the improvement in overall standards.
- Ensure that children in Years 3 to 6 present their work as neatly as possible.

Achievement and standards

Grade: 2

Children's standards and achievement are good. Children with learning difficulties or disabilities make good progress. The small number of traveller children also make good progress. Attainment on entry to school covers the full range of abilities but is above average overall. From starting school to the end of Year 2, children make good progress in reading, writing and mathematics. By the end of Year 2 over 90 percent attain the expected national standards and over 30 percent of the age group exceed them. Children continue to make good progress in Years 3 to 6. In English, mathematics and science standards are well above the national average by the time children leave and double the national average percentage of children achieve the higher level. In science two thirds of the age group achieve the higher level. The results demonstrate a significant improvement on the previous year. Standards in design and technology, judged in the previous inspection to be below average, have improved to being above those normally found.

Children make good progress because of good quality teaching with targets for improvement discussed with and understood by them. Children meet their targets in most areas but more needs to be done to extend their use of writing.

Personal development and well-being

Grade: 1

Children's personal development, which is clearly at the heart of the school's work, is outstanding. Children love coming to school; they say that this is a happy place to be and that learning is "interesting and fun". They have very good attitudes to their work, are keen to succeed and their behaviour is exemplary. Children are polite and friendly with adults and get on very well with each other. Attendance is now satisfactory, showing a good improvement since the last inspection and punctuality is good. Children are very aware of the benefits of healthy eating and physical activity and know how to keep safe. They are proud of the contribution they make to the school's improvement through the work of the class and school councils, particularly the improved lunchtime supervision and the friendship stop. Children's spiritual, moral, social and cultural development is outstanding. They have a very good understanding of their own and other cultures and religions and are sensitive to the feelings and beliefs of others. Children demonstrate a wide range of social skills; they willingly take on responsibilities and show care for the environment through their re-cycling activities. Performing for local residents and raising funds for charities results in children having a good awareness of the community outside school. By the time children leave the school they are confident, mature and articulate individuals with academic and personal skills that prepare them very well for the next stage of education and beyond.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are both of a good quality. As a result the school's assertion that children enjoy learning and are prepared to laugh is absolutely correct. Classroom assistants provide highly effective support. Teachers' clear explanations show pupils how to tackle new work confidently. Children with additional learning needs are well supported in lessons. Information arising from the school's good analysis of test results is used well to improve teaching. For example, more emphasis has been placed on developing children's writing skills. Teachers recognise that more needs to be done to improve the opportunities for children to write in other subjects and to improve the presentation of children's work in Years 3 to 6. Children's involvement in the setting of individual targets is at an advanced stage and has been a major factor in improving the quality of learning.

Well-organised classrooms and very good relationships with children are key factors in successful teaching. Teaching is occasionally outstanding. For example, in Year 6 the teacher's high expectations moved children's learning on at a fast pace. One child

competently talked about subordinate clauses 'not making sense on their own but adding greatly to the meaning of a sentence.'

Curriculum and other activities

Grade: 2

The school provides a good curriculum that effectively meets the needs of all its pupils. The innovative way in which subjects are linked through, for example, history topics and the creative arts programme, makes learning more exciting and meaningful for the children. This is celebrated very effectively in the stimulating displays of children's work around school. Provision for children in the Foundation Stage is good. The newly developed outside area, a very good improvement since the last inspection, ensures a good breadth of learning opportunities throughout the day. Children use their numeracy and information and communication technology (ICT) skills well to support their learning, but do not have enough opportunities to broaden their writing skills in other subjects. Personal, social and health education is good and successfully promotes an understanding of staying safe, keeping healthy and citizenship. Children benefit from a good range of enrichment activities, which include well attended after school clubs, visits and visitors.

Care, guidance and support

Grade: 1

The very caring ethos, safe environment and excellent relationships reflect the outstanding pastoral care, guidance and support given to children. Child protection and all other risk assessments are very securely in place. Children say they feel safe and secure and know who to turn to with any problems or concerns. The very good support for children with learning, physical, behavioural and emotional difficulties and those from different cultural backgrounds ensures that they are fully included in all that the school has to offer. Procedures for monitoring academic achievement are very good. Children are fully involved in their own learning, their progress is carefully tracked and targets are set to enable them to work to the best of their capabilities. Parents are very pleased with the level of care their children receive and with the progress they make.

Leadership and management

Grade: 2

The school is well led and managed; it knows its strengths and weaknesses and the main points of its self-evaluation closely match the outcomes of the inspection. Equality of opportunity is promoted outstandingly well and the provision for travellers' children is a beacon of good practice. The headteacher provides outstanding leadership and is highly focused on improving teaching and raising standards. Since her appointment three years ago standards have risen considerably. The headteacher, with the support of the governors and staff, is succeeding because of her high expectations and commitment to improvement. The staff have a common purpose to give the children

the best education they can. Governors carry out their duties well and are effectively led by a knowledgeable chairperson. Management systems are consistent throughout the school. Delegation and the effective deployment of staff are leading to improvements in all aspects of the school's work; for example, the effective use of target setting is making a marked difference to children in ensuring their full involvement in their learning. Lesson evaluations provide teachers with specific points for improvement. Further professional training has improved the role of subject leaders and they now feel confident to become more effective in evaluating the quality of learning in their subjects. Recent new building work has improved the accommodation considerably ensuring children learn in a high quality learning environment. The school gives good value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Wilberfoss Church of England Voluntary Controlled Primary School

Storking Lane

Wilberfoss

York

East Yorkshire

YO41 5ND

2 February 2006

Dear Children

Thank you for helping me during the inspection. I would like to tell you about our findings. You will not be surprised to know that we found your school to be good in almost everything it does. We enjoyed being in your school, watching you learn and talking to you. The list below shows some of the things we liked about your school.

You work hard and do well in the yearly tests.

You learn to read and use your number and ICT skills well and that will help you to get a good job in the future.

You like your teachers and the way they make learning fun.

Teachers expect you to behave well and work hard. All the adults in school work very hard to care for you.

You enjoy the visits you make to different places and the sports and clubs after school.

We have asked your teachers to look at two things to make your work even better.

To make sure that the work that you do in Years 3 to 6 is as neatly presented as possible.

To provide you with wider opportunities to use your writing skills well in subjects such as science, geography, history and religious education.

Yours faithfully

Geoffrey Yates

Lead inspector