



Wilby Church of England Primary School

Inspection Report

Unique Reference Number 122033
LEA Northamptonshire
Inspection number 281158
Inspection dates 8 February 2006 to 8 February 2006
Reporting inspector David Cox AI

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

Type of school	Primary	School address	Church Lane
School category	Voluntary aided		Wilby
Age range of pupils	4 to 11		Wellingborough, Northamptonshire NN8 2UG
Gender of pupils	Mixed	Telephone number	01933 276491
Number on roll	87	Fax number	01933 276491
Appropriate authority	The governing body	Chair of governors	Mrs Julia Cleworth
Date of previous inspection	13 September 1999	Headteacher	Mrs Avril Wise

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Wilby Church of England Primary School is a smaller than average primary school. Most of the pupils are from a White British background. The proportion of pupils eligible for free school meals is below the national average. When children start school, many have the skills and knowledge typical of four-year-olds. The proportion of pupils who have learning difficulties or disabilities is above the national average. The proportion of pupils that joined the school in the last academic year other than at the normal admission time is higher than normal.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The inspectors agree with the school's view that it provides a satisfactory education. Standards are average and by Year 6, pupils achieve satisfactorily. Teaching and learning are satisfactory overall. Pupils make good progress in the Reception class and in Years 1 and 2 as a result of good teaching. By Year 6, pupils' writing is a relative weakness because lessons do not always provide them with enough opportunities to write at length. In Years 3 to 6, teaching does not always use the assessment data available to ensure that more able pupils achieve as well as they can.

Pupils are well cared for and safe. The school goes to good lengths to ensure that all pupils are treated equally. The curriculum is good and as a result, they thoroughly enjoy their time at school. Pupils develop good personal skills. Leadership and management are good and leaders have shown that they can move the school forward significantly, following a period when it was causing concern and can continue to do so. In achieving that, the headteacher has played a major role. Standards continue to improve and the school has addressed most of the issues identified at the last inspection. The school provides satisfactory value for money.

What the school should do to improve further

- Ensure teaching in Years 3 to 6 makes more effective use of the assessment data gathered on pupils to set more challenging work for the most able pupils in order to raise standards.
- Remedy the weaknesses in writing by providing pupils with more opportunities to write at length.

Achievement and standards

Grade: 3

Standards are average by the end of Year 6 and pupils achieve satisfactorily from their time on entry into the school. There was a significant improvement in overall standards in 2005 because the school set challenging targets. In the 2005 national tests, Year 2 pupils achieved the best results since 2001, along with much improvement in results for pupils in Year 6. Results in the national tests for pupils in Year 6 were average. The progress of pupils in Year 6 has been hindered following a period of considerable staffing instability and change; and it will take time for the improved standards lower down in the school to work their way through.

When pupils start school, most have the skills and knowledge typical of four-year-olds although their writing skills are below those expected. During their time in the Reception class and in Years 1 and 2, pupils make good progress because teaching is good. Their standards are above average overall by the end of Year 2, although their standards of writing are average.

By the time pupils reach Year 6, listening skills are good and pupils are articulate and confident in expressing their views, particularly to visitors. However, writing remains a relative weakness because there are not enough opportunities to write at length.

More able pupils do not make as much progress as other pupils, because some work is too easy for them. Pupils with learning difficulties are well supported by teaching assistants so they tend to make better progress than others.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. In conversations with pupils, it is very clear that they are happy being members of the school 'family'. Pupils thoroughly enjoy all aspects of school life and show exemplary attitudes to their teachers and each other. Consequently, behaviour is good, and often excellent, both inside and outside the classroom. It is also reflected in the good levels of school attendance, supported well by positive measures taken by the headteacher. Pupils show considerable self-confidence and are polite in conversation with adults and their peers. Good self-esteem is encouraged by, for example, rotating membership of the school council. Pupils' suggestions have been taken on board in drawing up an anti-bullying policy, setting up an after-school art club and the repainting of the toilets.

Aspects of provision for spiritual and cultural development are outstanding. For example, the pupils led the school's Remembrance Day service. A caring Christian ethos permeates all aspects of the school's work and regular visits to other faith communities add to their awareness and understanding of a wider society. There are good opportunities to develop social skills and Year 6, for example, respond well when 'hosting' a table of younger diners and when given the chance of organising an assembly.

Significant steps have been taken by the school to encourage healthy and safe lifestyles. The pupils are very clear about the importance of healthy eating and they take part enthusiastically in a good range of sporting activities. The school is developing good links with local secondary schools and pupils have a satisfactory level of skills to move into this phase of their education and beyond.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and are good in the Reception class and Years 1 and 2, where teachers know the pupils well and work is well matched to the needs of all pupils. In the Reception class particularly, interesting activities are provided that support pupils' creative and physical development, such as making puppets to help them with their stories.

In contrast, in Years 3 to 6, teaching does not always use the assessment data gathered on pupils. When this occurs, work is not well matched to the needs of all pupils, particularly those of more able pupils. Clear evidence of progress slowing down because

pupils are not always given enough opportunities to develop their writing skills was seen in pupils' work.

Teachers' class management is good, with pupils responding very positively to the praise and encouragement they receive. The teaching assistants are used well to support those pupils who require additional help and to enable them to achieve well.

Curriculum and other activities

Grade: 2

The curriculum is good because of the many extra opportunities offered to pupils. It includes the full range of subjects, including personal, social and health education, which supports their personal development well. In addition to activities in art and sport, lunchtime and after-school activities include French and a school choir. The wide range of stimulating activities and imaginative use of resources in the Reception curriculum enable pupils to achieve well. The good links with a local secondary school enable pupils to have expert coaching in different sports. The school has invested in new ICT facilities in each classroom but these are not yet being used fully to develop pupils' research skills.

Care, guidance and support

Grade: 2

Pupils receive good care, support and guidance. Pupils are pleased the school is small. Some of them remarked that it made them 'feel part of a large family'. Consequently, relationships are strong and pupils always feel able to discuss with an adult any problems they may have. Pupils with learning difficulties are supported well.

Teachers track the progress of pupils well, especially in the Reception class and Years 1 and 2. The information gathered is used to set targets for pupils. The pupils have a very good understanding of their individual targets and the rewards for achieving them.

Pupils consider that bullying is not a problem but say 'we occasionally fall out'. The school is careful in explaining what bullying actually is. Should bullying ever arise, pupils know how to respond and where to get help. Child protection procedures are fully in place and training is up-to-date. The school is a safe environment in which to work and the pupils feel well cared for and protected.

Relationships with parents are strong. They do, without exception, feel confident in approaching the school about any matter. Access to a 'cool' room for pupils at lunchtimes in hot weather was instigated at their request. Parents consider the teachers give their children exceptional care and support.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher has successfully steered the school through a difficult period, particularly with reference to staffing difficulties. When the headteacher was appointed four years ago, she quickly identified that the school had major weaknesses and the school was placed on the local education authority's list of 'schools causing concern'. In 2004, the school was removed from the list because of strong leadership and the good progress it had made. The headteacher, with the support of the governors, has worked hard to develop consistency and high expectations across the whole school in order to raise standards. The fruits of her labour were demonstrated so clearly by the improved test results of 2005. Since the previous inspection, the behaviour of pupils is much improved. Many new initiatives and systems have been introduced. For the most part, these are working successfully. Systems for monitoring the work of the school are rigorously applied although some of the weaknesses in the use of assessment data have not been picked up sufficiently. The school is not complacent and has already identified that writing in Years 3 to 6 needs to improve. The literacy coordinator has set in motion a series of training events to support staff to bring that about. The school's self-evaluation is mostly accurate and paints a picture of a school that now provides a satisfactory education and is well on the way to making further progress.

Through surveys and parent focus groups, the school has sought the views of parents. Parents speak highly of the school and comment on how happy their children are there. They praise the headteacher and her staff for bringing about many improvements in the school. The school has responded positively to parents' requests for more educational visits and improved home-school communications.

Governors challenge the headteacher when necessary, give the school good support and make sure statutory requirements are met. They are fully involved in the monitoring of the school.

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	2	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

As you know, we visited your school recently to find out how well you are doing. Thank you for looking after us and making us feel welcome. Thank you also for talking to us about your school, the work you have done and how well you enjoy coming to school.

What we liked about your school:

- you behave well and you enjoy being at school a great deal
- your school is a healthy and safe place to be
- many of you younger children do well and get off to a good start
- teachers and other staff in the school look after you well
- your headteacher is making sure that your school gets better and you have lots of extra activities to do, especially in music and sport
- the people who run your school know what it does well and what needs to get even better.

What we have asked your school to do now:

- help you to improve your learning by making better use of the information they have about you to set work which always makes you do your best
- give you more opportunities to improve your writing by asking you to write longer pieces of work.