

# Bishop Wilton Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	117972
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	312764
<b>Inspection date</b>	22 May 2008
<b>Reporting inspector</b>	Joe Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Moses
<b>Headteacher</b>	Mrs Alison Halley
<b>Date of previous school inspection</b>	1 November 2004
<b>School address</b>	Bishop Wilton York North Yorkshire YO42 1SP
<b>Telephone number</b>	01759 368313
<b>Fax number</b>	01759 368313

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## Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues:

- how well pupils have achieved in the past and how well they are currently progressing
- how well teaching and learning support pupils' achievement
- whether the lack of space has an inhibiting effect on the school's provision
- the quality of pupils' spiritual, moral, social and cultural development.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate. Evidence was gathered from observations of lessons, scrutiny of documentation, discussions with senior leaders, teachers, pupils and governors. Parents' views as reflected in the Ofsted questionnaire were considered.

## Description of the school

This is a very small Church of England Voluntary Controlled primary school where indoor and outdoor space is at a premium. There is part-time on-site nursery provision. Pupils come mainly from advantaged socio-economic backgrounds with none entitled to free a school meal. All pupils are from a White British background and all have English as their first language. The proportion of pupils with learning difficulties and/or disabilities is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has some outstanding features. Pupils' personal development and well-being are excellent and make a very good contribution to how well they learn. Enrichment of the curriculum and provision in the creative arts curriculum are outstanding; they contribute very well to pupils' great love of learning. This is recognised by parents who have great confidence in the school. One parental comment was typical of several: 'This school provides everything my child currently needs in terms of a safe environment in which to socialise and play and sufficient stimulation to encourage a desire to learn.' This confidence is not misplaced for the school gives good value for money.

Children join Reception with skills and abilities that are generally typical for their age. In 2007, standards in the national tests at the end of Year 2 were significantly above average. Pupils in Year 6 reach high standards. Results in national tests at the end of Year 6 fluctuate somewhat given the small numbers. For example, only one pupil took the tests in 2007 and three in 2006. Standards vary, but given their starting points, pupils achieve well. The school's own monitoring data clearly demonstrate that pupils are currently making good progress and achieving standards generally that are well above average. Pupils with learning difficulties and/or disabilities are making good progress against the targets set out in their individual education plans. The school attaches great importance to developing reading skills and standards of reading are significantly above average.

Pupils' achievement is good and they learn well because they are well taught. Teachers and teaching assistants know the pupils extremely well and generally set work that is challenging but also interesting, with varied activities to aid learning. Teachers have a good knowledge and understanding of the requirements of each key stage of learning. They use this successfully so that groups of learners, such as pupils with learning difficulties and/or disabilities or those who are able, gifted and talented, are provided with individual programmes tailored to their needs. The pace of learning is good and information and communication technology is used well to present lessons in interesting ways, although pupils did say they would like more access to computers out of lesson times. Relationships are excellent; they motivate and encourage pupils to want to learn. Although there are some inconsistencies in marking, it is good, with some excellent guidance on what pupils need to do to improve their work. A good quality curriculum underpins pupils' achievement. Groups of pupils, such as pupils with learning difficulties and/or disabilities and pupils identified as able, gifted or talented are well catered for through extra provision. Excellent enrichment activities include opportunities in music, modern foreign languages, art and sport. Visits, for example, to Ryedale Folk Museum and links with other providers such as the local history group, ensure that pupils get a wide curriculum experience. School productions such as Hosanna Rock and Tinsel and Tea Towels are hugely popular. The Key Stage 1 children won an award – the Major Stewart Art Award – for the quality of their art work. A lack of space sometimes inhibits curriculum spontaneity and flexibility though the teachers make the best use they can of what is available.

Pupils have excellent attitudes to learning. They enjoy coming to school as their above average attendance testifies. They develop mature and reflective attitudes to learning and to life, and their spiritual, moral, social and cultural development is outstanding, especially their spiritual development. There are many opportunities for social development, including outdoor activities, for example, on a residential visit to an outdoor activities centre. Behaviour is excellent, including on the crowded yard which pupils say restricts their opportunities for games. Older pupils, when

on the yard or around the school, look out for younger children, often brothers and sisters, to ensure their safety and well-being. Despite being a small village school, pupils have a good understanding of the wider world and of cultures other than their own through learning about Indian dance and African drumming, for example. Pupils talk knowledgeably about the benefits of healthy eating and taking regular exercise. They are well prepared for the next stage of their education, generally leaving school with very high standards in English and mathematics and with excellent social skills. Pupils make an outstanding contribution to the local community, particularly the church community. They are involved in many activities such as the Village Open Day and the Bishop Wilton Show.

Pupils say they have no experience of bullying and feel the school takes good care of them. They like the 'listening box' and say it is taken seriously and gives them the reassurance that if they have any concerns, an adult will deal with them. Both the pastoral care of pupils and the academic guidance they receive are of a good quality. There are excellent links with outside agencies and pupils with learning difficulties and/or disabilities receive good support. Required safeguarding procedures are in place.

The school is popular and numbers are increasing. Parents recognise that the leadership and management of the school are secure with good capacity for further improvement. Despite having a substantial teaching commitment, the headteacher gives clear direction. Under her leadership, pupil numbers have risen by almost 40% which has brought many benefits but which has placed strains on accommodation, both indoors and outdoors. Challenging targets are regularly met. School evaluation is accurate and informative. Planning to bring about improvement is good. Links with other providers, for example, through local clusters such as the Pocklington School cluster and the network of local schools with fewer than 100 pupils, provide opportunities to share expertise and support staff development. Systems for monitoring individual progress are robust and pupils are carefully tracked against previous assessments as they move through the school. There has been good improvement since the previous inspection in this area. Governors are supportive, well informed and fully involved in monitoring the school's work, including visiting classrooms and talking to pupils and teachers.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Foundation Stage. When they enter the Foundation Stage, their knowledge and skills are broadly typical for their age but these can fluctuate from year to year. Children settle in well, make good progress and often enter Year 1 at levels above those expected. A good curriculum and good teaching, underpinned by caring relationships and good support, have a positive effect on early learning. Children enjoy their learning, and work and play with enthusiasm. There is sometimes an imbalance between children choosing what they do and adult-led activities. The use of the outdoor classroom is underdeveloped, though the school does have plans in hand to improve this. Children with learning difficulties and/or disabilities are well supported and learn effectively alongside other children. Parents say their children enjoy school and feel secure and well cared for. Leadership and management are good and relationships are very supportive and encouraging.

### **What the school should do to improve further**

- Investigate the possibility of increasing the size and scope of learning areas in the school.
- Make better use of the outdoor classroom for the Foundation Stage, particularly in ensuring a good balance of adult led and child initiated activities.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

23 May 2008

Dear Pupils

Inspection of Bishop Wilton Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, YO42 1SP

Thank you so much for your warm welcome when I inspected your school. You attend a good school. I really appreciated the help you gave me in sharing your work and your ideas about the school. It was a pleasure to talk to you – and to share your Eucharist Service in your local church.

This is what I found best about your school.

- Your development as thoughtful, caring, reflective and mature young people is outstanding. You told me there was no bullying in school and how well everyone got on together. It is good to see that your attendance is better than that of most other schools.
- You have superb attitudes to your work, enjoy your lessons and are making good progress. Your behaviour is excellent.
- You are doing so well because the staff work hard to make your lessons interesting and enjoyable.
- The school takes good care of you and you know how well you are doing in your work and what you have to do to improve.
- All this is possible because the school is well led and managed, especially by your headteacher.

To improve even further, the school is going to explore ways of finding more space for you to work and play in. In the Foundation Stage, children do well but the school is going to help the younger children use the outdoor classroom more creatively, especially in encouraging them to choose more activities for themselves and not always waiting to be directed by an adult.

Thank you once again for being so helpful and good luck for the future.

Very best wishes

Joe Clark

Lead inspector