

Wilberfoss Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117998
Local Authority	East Riding of Yorkshire
Inspection number	326734
Inspection date	12 June 2009
Reporting inspector	Jonathan Sutcliffe

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	191
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Maureen Macleod
Headteacher	Mrs Sue Monkman
Date of previous school inspection	1 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Storking Lane Wilberfoss York East Yorkshire YO41 5ND
Telephone number	01759 380327

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues.

- Are pupils making sufficient progress in mathematics in Key Stage 1?
- Are all pupils making good progress in Key Stage 2, particularly the more able in writing?
- Do pupils have a secure knowledge and understanding of the diversity of a modern society?
- Are leadership and management at all levels as outstanding as the school judges them to be?

Evidence was collected from the school's performance data and other school documentation, observations of teaching and learning, the work produced by pupils, parents' questionnaires and discussions with pupils, staff and one governor. Other aspects of the school's work were not investigated in detail but the inspectors 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 in this report.

Description of the school

Wilberfoss is an average sized school. Almost all the children are of White British origin and the proportion taking free school meals is well below the national average. The percentage of pupils with learning difficulties and/or disabilities is below average, although the number with a statement of special educational need is above average. Children in the Early Years Foundation Stage are taught in a Foundation Stage Unit.

Wilberfoss and District Playgroup operates from the grounds of the school and provides care for children aged 2 to 3 years old each week-day morning during term time. The setting is registered with Ofsted, and has been inspected recently. A separate report is available.

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 many outstanding features. It gives its pupils a good standard of education and helps them to achieve well and reach above average standards. The school provides good value for money. One parent's comments echoed the views of many: 'I couldn't wish for a better learning environment for my child. The way the curriculum is covered interests and excites my child.'

The pupils' personal development and their pastoral care and support are excellent. All necessary steps to maintain safety and pupils' safeguarding are in place. There are effective systems for child protection and risk assessments are carried out appropriately. Vulnerable children are well cared for and the school works very closely with external agencies to support families. A very strong family ethos pervades the school and even a visitor feels part of a community that values each person within it. Pupils' outstanding spiritual, moral, social and cultural development has a positive influence on their behaviour and relationships. At all times, pupils are extremely well behaved and show care for each other. A particularly strong feature is the pupils' growing understanding of living in a culturally diverse society. Pupils have excellent opportunities to study different cultures and to reflect on the views of past and present statesmen such as Martin Luther King and President Obama. Pupils have a very good knowledge and understanding of the choices required to stay fit and healthy. The 'personal challenge' session, observed during the inspection, provided good opportunities for older pupils to test their physical fitness. Pupils manage their own budgets for planning activities such as recycling projects and the annual leavers' party. Together with their good basic skills, this contributes to their excellent preparation for their future lives. However, the pupils' enthusiasm for taking part in all the school has to offer is not reflected in the broadly average attendance figures. This is because of the number of holidays taken during term time. The school is doing all it can to ensure families take these holidays at a more appropriate time. The school is persistent in supporting and pressurising the small number of families who find it difficult to ensure that their children attend regularly.

Achievement is good. Pupils' attainment when they start the school varies but most start with skills that are just above those typical for their age. From this starting point the children make good progress and by the age of 11 reach above average standards in English, mathematics and science. Pupils with learning difficulties and/or disabilities make good progress in line with their peers. This is because their needs are identified early and specific support is provided promptly. In Key Stage 1, pupils make very good progress in reading and writing and achieve standards that are above and often well above average. Recent test results have shown progress in mathematics to be slower. However, inspection evidence from observing lessons and from the pupils' work shows progress to be good for all groups of pupils. In Key Stage 2, progress is good in reading, mathematics and science. In writing, progress is good in Year 6 but slower in other year groups. This is because in these year groups the teaching of writing, the monitoring of the pupils' progress and the guidance on what to improve is more inconsistent.

The quality of teaching is good. Pupils learn well because they find their lessons interesting. Teachers build positive relationships with them, resulting in excellent attitudes to learning. Teachers have good subject knowledge and make the learning objective of the lessons clear to pupils. These strengths are put to good use in planning lessons that enable pupils to make good progress. For example, in a Year 6 literacy lesson, pupils discussed and enthusiastically wrote interesting and imaginative play scripts. Marking and the presentation of pupils' work are good. Where marking is most effective, teachers advise pupils well how to improve and plan

their next steps in learning. Most subjects are taught effectively and tasks are set at the correct level to challenge pupils of all abilities. However, in Key Stage 2 there are inconsistencies in the teaching of writing. Teachers do not always provide enough structure to the teaching of writing. Furthermore, in some lessons there is a lack of balance between 'teacher-talk' and pupils' active involvement in their writing.

The exciting curriculum provided for the pupils has many outstanding features. Creativity is fostered imaginatively, and the pupils have excellent opportunities to express themselves through a rich and varied programme of performing arts. The Creative Arts week further enhances the quality of the curriculum. The resulting displays of the pupils' work in art and other subjects are outstanding, and provide a high quality learning environment. An increasing integration of subjects enhances pupils' learning and adds to their enjoyment and love of school. Pupils have excellent opportunities to gain knowledge and skills in information and communication technology (ICT). They use these skills well to support their learning in other subjects. Curriculum enrichment is outstanding. Pupils participate in a wide range of extra-curricular activities including art, creative writing and sports clubs. Day trips and residential visits promote pupils' knowledge and understanding of the richness of the local and wider community.

The leadership and management of the school are good. The headteacher has a very clear vision of a caring community in which every child is important. Her inspirational and outstanding leadership enables those around her to flourish. Curriculum leaders manage their subjects very effectively. They analyse pupils' work and make good use of assessment data to set challenging targets so that pupils do as well as they can by the end of Year 6. Governors are supportive and visit the school often, but are not yet fully involved in the school's self-evaluation process. Parents are very supportive of the school and make a good contribution towards their children's learning. The school is actively engaged in promoting and increasing community cohesion. It is developing opportunities for pupils to participate in the wider and global communities. Clear plans for improvement have helped the school move forward at a good pace since the last inspection and ensure that the school is well placed to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children enter the Nursery with a range of skills that are slightly above what is typical for their age. They settle quickly into well-established routines, because the school makes excellent links with parents so that their children are very well prepared for school. They are also helped to feel safe and secure because of the high levels of care and support they receive from all adults.

Younger children quickly learn to follow the excellent example set by older children in the Reception group. They soon develop the important skills of listening and choosing, and rapidly develop independence and confidence in themselves as learners. Children make outstanding progress in all areas of their learning and achieve standards that are above and often well above average by the end of Reception. This is because staff have a very good knowledge of their needs and are eager to help them do their best. Excellent assessment practices underpin very good planning for all areas of learning so that children are challenged well no matter what their starting points. Children make very good gains in learning about how to stay healthy and safe and are keen to enjoy healthy snacks and wholesome lunches, as well as take vigorous exercise throughout the day. Welfare is excellent and all staff are familiar with the robust systems for keeping children safe and well cared for. Teaching is lively and well planned to follow children's interests and enthusiasms. Adults seize opportunities to develop children's thinking in this very

rich and vibrant learning environment, so their learning moves at a rapid pace. Children's behaviour is excellent and so too are relationships. The Early Years Foundation Stage is extremely well led by an outstanding practitioner. Parents are delighted with the start their children have to their education and with how the school involves them in their children's learning.

What the school should do to improve further

- Ensure all pupils make consistently good progress in writing as they move through Key Stage 2.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
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	1

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Wilberfoss Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, YO41 5ND

Thank you for making the inspection team so welcome when we visited the school recently. We really enjoyed meeting you, looking at your work and seeing the exciting things you do. You older pupils seemed to really enjoy the 'Personal Challenge' and I know you learnt many new skills.

You go to a good school, and the people in charge and your teachers do a very good job. This helps you reach above average standards by Year 6 and to make good progress in your work.

Here are some of the things we thought were good about your school:

- you do well in your work and this is helping to prepare you for your future
- your exciting curriculum really inspires you to learn
- you have very good opportunities to do well in subjects such as ICT, art and dance
- you are very good at keeping yourself healthy and safe from harm
- you really like your school and love to learn because many of your lessons are exciting
- your behaviour is excellent and you are keen to help those less fortunate than you are
- you take part in many interesting activities after school
- your headteacher and other staff lead and manage the school very well.

Many of you do well but some of you could do even better. In order to help, we have asked the school to make sure that children in Years 3, 4 and 5 make even more progress in their writing.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well in the future.

Yours faithfully

Jonathan Sutcliffe

Lead inspector