

# Woodmansey Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	117999
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	326735
<b>Inspection date</b>	30 June 2009
<b>Reporting inspector</b>	Ann Wallis

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.

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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 (total)	57
Government funded early education provision for children aged 3 to the end of the EYFS	22
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Celia Lee
<b>Headteacher</b>	Ms Ann Stoney
<b>Date of previous school inspection</b>	1 April 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Hull Road Woodmansey Beverley HU17 0TH
<b>Telephone number</b>	01482 862186
<b>Fax number</b>	01482 862186

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This small primary school close to Beverley in the East Riding of Yorkshire has a Nursery unit with part-time places for 22 children from the age of three. The school also offers extended day care for the Nursery children. The Early Years Foundation Stage includes children in the Reception class. All pupils are of White British heritage. The percentage of pupils entitled to free school meals is above average. The proportion of pupils who have learning difficulties and/or disabilities is above average. A well above average proportion of pupils join and leave the school part way through their primary education. The school has Activemark and Healthy Schools awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Woodmansey Primary is a satisfactory school. Pupils' personal development is a strength of the school and is good. Pupils behave well around the school and are keen to take responsibility. Older pupils are particularly good at looking after younger ones. This is a very inclusive school where the talents of all pupils are nurtured and valued. This was very apparent to inspectors when they were privileged to see a preview of an excellent school concert in which every pupil was involved. The health, safety, enjoyment and achievement of all pupils are at the heart of the school's work. Many pupils join the school mid-year and settle quickly into its friendly, family atmosphere. Parents are overwhelmingly supportive of the school and are particularly appreciative of the good personal care and support given to their children.

Achievement is satisfactory. In this small school, often with less than five pupils in a year group, standards fluctuate from year to year. Overall, pupils enter Year 1 with broadly average standards and make satisfactory progress as they move through the school to reach broadly average standards when they leave Year 6. Test results for Year 6 pupils in 2008 were average in English but below average in mathematics and science. The school has taken action to address this problem but recognises that there is more work to be done to further improve standards and achievement in mathematics and science.

Teaching and learning are satisfactory and all pupils were seen to be making satisfactory progress in lessons. Teachers know their pupils well and relationships are good, so most pupils want to learn and work hard. In the most effective lessons, the pace of learning is brisk, expectations are high and the work set is challenging for all pupils. However, this good practice is not consistent across the school and in less effective, although satisfactory, lessons some pupils begin to lose interest when the work is too easy or the pace of lessons too slow. New systems are now in place to record pupils' assessments and check their progress. These need to be streamlined further and become embedded in the school's work in order to monitor pupils' progress towards their targets accurately.

Leadership and management are satisfactory. The headteacher, staff and governors have a sound understanding of the school's strengths and weaknesses. The school has good partnerships with the church, with other schools and with a range of specialist agencies which both support pupils and enhance the curriculum.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children's abilities on entry to the Nursery vary from year to year but are generally broadly typical or, in some areas of development, a little below expectations for their age. They make good progress to reach broadly average standards when they enter Year 1. Children are very happy in the Early Years Foundation Stage. They are eager to join in the purposeful activities which are interesting and engage them fully. An example of this was seen when a group of boys and girls were washing dolls clothes and hanging them on the washing line to dry. The outdoor area greatly enhances the learning opportunities for the children. Although it is set apart from the school, it is used effectively all year and in all weathers. Staff care for the children well. All safeguarding and child protection requirements are met. Good teaching results in the children making good progress. Relationships with parents are good. They are kept well informed about their children's progress and are particularly appreciative of the work samples and

photographs which are kept for each child in 'My Special Book'. The Early Years Foundation Stage is well and enthusiastically led.

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

- Raise standards and achievement further in mathematics and science, particularly at Key Stage 2.
- Improve the quality of teaching from satisfactory to good by increasing the pace of lessons and ensuring work is challenging for all pupils.
- Streamline and embed systems to record and monitor pupils' progress accurately.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

In this very small school, standards fluctuate widely from year to year but over a three year period, are broadly average. Achievement is satisfactory. Pupils reach broadly average standards by the time they enter Year 1. They make satisfactory progress as they move through Key Stages 1 and 2 to reach average standards when they leave Year 6. In 2008, Year 2 pupils reached average standards in national assessments. Year 6 pupils reached average standards in tests in English but standards were below average in mathematics and science. Most targets were met in English and mathematics but not in science. The school has now strengthened the curriculum and provided extra lessons in mathematics and science so standards and achievement are beginning to rise. Given pupils' starting points and the fact that almost three quarters of this year group entered the school mid-way through Key Stage 2, their achievement was satisfactory. Current pupils were seen to be making satisfactory progress in lessons. This was further confirmed by a scrutiny of their work in books. All groups of pupils make satisfactory progress. Those with learning difficulties and/or disabilities achieve as well as their peers because they are given good support by teachers and teaching assistants.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Pupils treat each other with respect and behave well around the school. Attendance is average. Spiritual, moral and social development are good. Pupils' understanding of other cultures is less well developed. Pupils know how to stay safe and eat healthily. They enjoy taking responsibility, being part of teams and being members of the school council. They demonstrate good personal and social skills and have the confidence to enjoy all that the school offers. They are satisfactorily equipped for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Staff know their pupils well and lessons are conducted in a calm atmosphere of respect and trust. In the best lessons, good use is made of varied resources which help to engage pupils' interest. Pupils welcome the opportunity to work

independently and Year 6 pupils enjoyed using information and communication technology (ICT) to research topics and present information. In less effective lessons, the pace of learning is slower because tasks are not as challenging, expectations are lower and some pupils lose interest. Pupils with learning difficulties and/or disabilities are well supported by teachers and teaching assistants who give them constructive individual help so they make satisfactory progress. Pupils' work is marked regularly. Most pupils know their targets but not all know what they need to do to reach them.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is broad and balanced and meets pupils' needs satisfactorily. Pupils enjoy the opportunities for cross-curricular work, such as the current topic on the Sixties. This work which is linked to a visit to the York Castle museum and to the school concert involves every child in the school and allows all to work together and achieve well. Basic skills in literacy, numeracy and ICT are developed satisfactorily. There is good provision for pupils' personal, social and health education. Good partnerships with outside specialists such as the school nurse, who delivers sex education, contribute well to pupils' good personal development. A range of clubs, activities, visits and visitors all enhance the curriculum and add to pupils' enjoyment.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory overall. The academic guidance given to pupils is satisfactory. Most pupils are clear about their learning targets but are not always sure how to take the next steps to reach them. Systems to track pupils' progress are improving but are not yet fully embedded in the work of the school. However, the personal care and support the school gives is a strength of the school and is much appreciated by pupils and parents. All pupils, including the most vulnerable are well cared for by the school staff and through good links with specialist agencies. Safeguarding procedures meet requirements and pupils feel safe in school. There are effective arrangements to ensure pupils smooth transition to secondary school.

## **Leadership and management**

### **Grade: 3**

The headteacher provides clear leadership and promotes a caring and compassionate ethos in the school. She is well supported by a hardworking staff team. The work of the school is monitored satisfactorily and this has led to appropriate priorities being identified for development. The school has recognised the need to raise standards and achievement especially in mathematics and science and has taken strong action to do this by appointing an extra teacher for these subjects. Newly introduced systems for monitoring pupils' progress have yet to become streamlined and embedded in the work of the school. Satisfactory progress has been made in addressing issues raised at the last inspection and the school now has sound capacity to improve further.

The school makes a satisfactory contribution to community cohesion. Sporting events, work with charities, links with partner schools and organisations and the taught curriculum are all

ensuring pupils have a better understanding of the needs of global, national and local communities.

Governance is satisfactory. Governors are very supportive of the school and play a part in monitoring its work. Finances are well managed and the school provides satisfactory 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](http://www.ofsted.gov.uk).**



**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?	3
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	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

1 July 2009

Dear Pupils

Inspection of Woodmansey Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, HU17 0TH

Thank you for making me and my colleague so welcome when we inspected your school this week. A particular thank you to those of you who took time to talk with us and tell us about the progress you are making and all the things you enjoy at school. Please also thank your parents for returning the questionnaires and letting us know what they think about your school.

These are the main findings included in our report.

- Woodmansey is a satisfactory school with some good features.
- Your personal development is good and you behave well.
- The education provided for the youngest children is good.
- Your reach average standards and your achievement is satisfactory.
- Lessons and the curriculum you follow are satisfactory.
- The leadership and management of your school is satisfactory.

This is what we have asked your school to do now.

- Improve your progress and the standards you reach in mathematics and science and particularly for the older pupils.
- Make lessons even better by giving you all really challenging work.
- Continue to improve the way in which your progress is checked.

You can help your school improve even further by attending regularly and working with your teachers to achieve the very best you can.

Yours faithfully

Ann Wallis

Lead inspector