

Welford Sibbertoft and Sulby Endowed School

Inspection report

Unique Reference Number	121997
Local Authority	Northamptonshire
Inspection number	340065
Inspection dates	16–17 November 2009
Reporting inspector	Steven Hill

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Mrs Clare Webber
Headteacher	Mrs Michelle Pye
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school's documentation, particularly its tracking of pupils' progress, self-evaluation and improvement plans. Replies to questionnaires from staff and pupils were analysed, as were 45 completed questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils have made progress since the last inspection, and the current progress made by different ability groups in lessons
- the strengths and weaknesses in teaching and learning
- how well the school monitors teaching and progress, and how effectively the resulting information is used to make improvements.

Information about the school

This is a small school in a large village. Pupils come from the village, another village nearby and the surrounding rural area. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs, is above average. There has been extensive staffing disruption since the last inspection, with many teachers having extended periods of leave, and the employment of several temporary and/or less experienced teachers to cover their absence. This situation continues to some extent at present, but is much more stable this term. The school provides for children in the Early Years Foundation Stage of Reception age. In previous years these children have been in a separate Reception class, but because of low numbers this year they are currently sharing a class with Year 1 pupils. There is a pre-school provision on site for younger children in the Early Years Foundation Stage, which is privately run and was inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school has maintained above-average standards despite the many disruptions to staffing over the last few years, and has made significant improvements in important areas. This is because the disruption has been well managed by the headteacher, with good support from those colleagues who have remained in school throughout this period. The progress of pupils continued to be good in the youngest classes, but after the previous inspection it varied too much across different year groups and more able pupils at Key Stage 2 seldom made good progress. The main reason for this variability was that the quality of teaching was inconsistent. Teaching is much improved and is now good across the school, having been satisfactory at the last inspection.

Achievement remains satisfactory. Pupils are now making good progress in lessons. In particular, pupils with special educational needs and/or disabilities are now doing well because of greatly improved systems to track pupils' progress and to address the particular needs of those who start to fall behind. However, the overall standards reached by some pupils in Years 5 and 6 are still below where they should be, given their potential in Year 2, even though better teaching is now helping them to rapidly make up the lost ground.

Pupils behave well in lessons and around the school. They take part enthusiastically in a variety of activities. They feel safe and happy and are confident that, although friends sometimes 'fall out', bullying is extremely rare and is dealt with well by staff. Pupils' spiritual and moral development is excellent and they reflect in depth about important issues, and value different viewpoints. They get on well together and with staff, and their social and cultural development is good. They greatly enjoy lessons, particularly the exciting and varied cross-curricular themes that form the heart of the school's new curriculum. Pupils say they feel cared for and looked after, reflecting the school's good provision for care, guidance and support. This is particularly effective in contributing to the inclusion, well-being and subsequent good progress of pupils with special educational needs and/or disabilities.

Provision and outcomes for children in the Early Years Foundation Stage continue to be good. The change of accommodation has meant that they have more space to play indoors, and are better able to liaise with the pre-school provision on site. However, at the moment the change also means that children no longer have easy access to a sheltered outdoor space, which limits learning when the weather is poor. Plans are in place to develop this in the near future.

Many good aspects of leadership and management have maintained standards and led to improved teaching since the last inspection. Improved self-evaluation systems mean the school has a clearer idea of its strengths and weakness, and has a good capacity to

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improve further. Safeguarding procedures are satisfactory. All members of staff are keen to ensure that pupils are kept safe on a day-to-day basis, and do this well. However, a few members of the support staff are unclear exactly how to respond in some situations, although in-house training has been provided in the past. The headteacher has already taken steps to address this. All the required policies to promote safeguarding of pupils are in place. However, the programme for reviewing and updating them has fallen behind schedule, so that some may not reflect the most up to date guidance and requirements.

What does the school need to do to improve further?

- Build on the better teaching which has been established to improve the consistency of pupils' progress, particularly that of the more able pupils.
 - Urgently improve the efficiency of the procedures for safeguarding pupils. In particular:
 - ensure, through more frequent reminders, that all staff are completely familiar with how they should deal with child protection issues that arise
 - make sure that relevant policies are reviewed and updated when they should be, particularly that for child protection.
 - Implement, as soon as is practicable, the plans to provide a sheltered outdoor area for the Early Years Foundation Stage children.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' current good progress in lessons means they are rapidly making up for patchy progress in the past. Pupils who struggle with their work do well because of the help they are given in class, and the extra support they receive that is carefully tailored to their needs. In an outstanding lesson, pupils in Years 4 and 5 were enthralled by a short film of *The Pianist* and their responses showed a sensitive understanding of emotional issues, as well as very good progress in their English skills.

Pupils' good behaviour is a major factor in the good quality of learning. Pupils like and respect their teachers, are keen to do well, work hard and take a pride in their accomplishments. Their enjoyment of school is reflected in above-average attendance. Pupils have good collaborative skills and work together well in class, and when undertaking responsibilities around the school, such as organising the hall for assembly. They reflect thoughtfully and talk sensitively about complex moral issues. Their contribution to the life of the school is enhanced by their work on the Eco Committee, for example. They are fully involved in the life of the local area. They learn about democracy through the class and school councils, and are confident that their views are valued and acted upon. They know how to keep themselves safe and do so well,

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ensuring that boisterous play does not get out of hand. Pupils have a good understanding of keeping healthy, and join in exuberantly with the variety of physical exercise that is provided, such as the daily 'activate' sessions. Their cultural development is enhanced by improved provision for music, and they enjoy art and drama sessions. Pupils have a good understanding of the variety of lives and cultures beyond the immediate neighbourhood, because the curriculum is structured to ensure this. They show respect and understanding for a variety of viewpoints. Their positive attitudes and good social, literacy, numeracy and ICT skills mean they are well prepared for their future lives, in education and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage classes well and make their expectations clear, so that pupils work hard and concentrate well. Teachers use interactive white boards to enthuse pupils and to clarify and illustrate ideas so that pupils easily follow explanations and progress is good. Good use is made of discussion, which improves pupils' speaking and listening skills as well as helping them sort out their ideas in different subjects. Teachers make

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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increasingly good use of the improved assessment data to prepare different work for pupils' of different abilities. Skilled teaching assistants make a very positive contribution to the progress of pupils, particularly those who find academic work difficult. Higher attaining pupils routinely get work that is harder than that of their classmates, but sometimes this is still not challenging enough to ensure that they reach the standards they are capable of. Marking is good, and shows pupils why they have succeeded and where things have gone wrong. Better examples give pupils clear pointers for improving in the future.

The school has done extensive work to make the curriculum more interesting for pupils through a programme of whole-school topics that, by linking different subjects, make learning more meaningful and relevant. Pupils are thoroughly enjoying this, the related range of visits provided and visitors such as the 'Mathmagician'. The provision for modern foreign languages has been reviewed and pupils report they are enjoying learning French. The provision for personal, social and health education is strong. The teaching of 'philosophy for children' is particularly effective in getting pupils to think about complex ideas, strongly supporting their excellent spiritual and moral development. There is a good range of clubs for such a small school, from the usual football and netball to the 'Welly Walking' club. The latter is just one of many ways in which the school uses the locality as a good learning resource.

The strengths in pastoral provision since the last inspection have been maintained, and continue to support the many positive outcomes for pupils. Care is taken to meet pupils' individual social and emotional needs, and this is particularly successful in enabling pupils with special educational needs and/or disabilities to play a full part in the life of the school. Adults consistently reinforce positive moral and social values, both in specific lessons and in day-to-day life. Assemblies play a big part in this process.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and the established staff have done a good job in maintaining strengths, driving ambition and making improvements during difficult times. In particular, the monitoring of teaching and clear feedback and support to colleagues to help them improve practice have been successful in raising the quality of teaching and learning. Teachers with particular responsibilities for subjects are now more effective in monitoring provision and outcomes, and helping to drive improvements. Governors are

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actively involved in the day-to-day life of the school and provide good support. They hold the school to account for many aspects of its provision and understand its strengths. However, they have not focused enough on pupils' progress, and much of the strategic direction for dealing with this issue has come from the headteacher. Most statutory duties are met well, but some safeguarding policies have not been kept up to date.

Parents get good information about the life of the school in both formal and informal ways, and are encouraged to be involved in their children's education. This has recently been enhanced by a new text-messaging system that can be used in cases of urgency. Links with other partners are strong, including with other local schools and the on-site pre-school, and contribute to good provision for equal opportunities. Links with the church are good and the vicar and his colleagues make a positive contribution to pupils' personal development, in assemblies, for example. Good use is made of a range of expertise from the local authority, especially in providing things that the school alone could not. This is particularly valuable in supporting pupils with special educational needs and/or disabilities to play a full part in school life, and to make good progress.

The school promotes community cohesion well, as it is determined to ensure that pupils' horizons are not limited by the monocultural nature of its intake. The strong sense of community in the school and immediate locality has been extended through close links with another school in the authority whose pupils come from a more diverse range of faiths and cultures. A long-established link with a school in Gambia contributes well to pupils' understanding of life in the wider world, as does the more recent use of 'Global Gateway' to link with a variety of schools abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children consistently achieve standards above those usually found by the end of Reception. This year, the arrangements for sharing a teacher and accommodation with Year 1 pupils are working well because of good management. Children have settled in well, are happy and relaxed in school, and are gaining rapidly in independence and skills. This is enhanced by the good links with the pre-school on site.

Adults choose judiciously when children will benefit from working alongside older pupils as positive role models, and when they need separate provision. The two rooms available make this easy to arrange, although the temporary loss of a sheltered outside area is a disadvantage. The adults work together well to provide a consistently warm, welcoming and stimulating environment for children.

Children are provided with a good range of interesting hands-on activities, and there is a good balance drawn between those directed by adults and those where children choose for themselves. Adults intervene well to extend children's play and to encourage them to develop their thinking and their vocabulary. This was seen when children explored the 'caves' they had built, using torches and miners' helmets with great enjoyment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents are happy with their children's education. They particularly value how much their children enjoy school, and that they are kept safe. A few have some concerns about the quality of teaching and children's progress. The evidence from the inspection is that these concerns were justified for some classes in the last few years, but that teaching is now good, so progress in lessons is better. A small minority of parents have some concerns about how well unacceptable behaviour is dealt with. The behaviour seen during the inspection was consistently good, and pupils told the team that although sometimes their schoolmates could be silly or naughty, they felt teachers dealt with this well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Welford Sibbertoft and Sulby Endowed School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	51	20	44	0	0	0	0
The school keeps my child safe	22	49	20	44	1	2	0	0
The school informs me about my child's progress	11	24	28	62	2	5	2	5
My child is making enough progress at this school	11	24	27	60	4	9	1	2
The teaching is good at this school	16	36	22	49	4	9	1	2
The school helps me to support my child's learning	12	27	27	60	3	7	1	2
The school helps my child to have a healthy lifestyle	17	38	26	58	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	36	25	56	2	5	0	0
The school meets my child's particular needs	15	33	25	56	3	7	0	0
The school deals effectively with unacceptable behaviour	10	22	23	51	7	16	3	7
The school takes account of my suggestions and concerns	7	16	30	67	4	9	2	5
The school is led and managed effectively	11	24	27	60	5	11	0	0
Overall, I am happy with my child's experience at this school	20	44	20	44	6	13	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2009

Dear Pupils

Inspection of Welford Sibbertoft and Sulby Endowed School, Welford,
NN6 6HU

Thank you for your warm welcome when we visited your school. We enjoyed talking to you and seeing you work so sensibly in lessons. We were impressed by your good behaviour and by how thoughtful you are. It was good to see how well you all get along and work together.

There have been a lot of changes in staff since the last inspection, but the adults have managed things well to make sure you got a satisfactory education. Standards at the end of the school have stayed above average. This is because, overall, you all make the progress that you should, even though sometimes your progress has been a bit slow, particularly for those of you who find learning more easy. The adults have improved the systems for checking up on how you are doing, and have used these to help you learn even more. They are also giving you more exciting things to do in lessons, in your new school topics. We have agreed that now teaching is so good, the adults should make sure your progress is good all the time. You can help with this by keeping up your hard work in class.

The adults are very careful to make sure you are safe, and you told us that they look after you well. We found that some of the paperwork to help them do this is out of date, so we have asked them to improve this as soon as possible.

The Reception children get off to a good start in the school, and really enjoy learning. Because they have moved from their old classroom, they can't easily go to play outside in bad weather. The adults have plans to sort this out, and we have asked them to do this as soon as they can.

Thank you again for all your help. We hope you keep on enjoying school.

Yours sincerely

Steven Hill

Lead inspector

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