

Woodmansey Church of England Voluntary Controlled Primary School

Hull Road, Woodmansey, Beverley, East Yorkshire HU17 0TH

Inspection dates

30–31 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, senior leaders and governors have successfully reversed a decline in the school's performance caused by some ineffective teaching. As a result, the school is now providing its pupils with a good education.
- The recent partnership with a local outstanding school is highly effective. The leadership of the executive headteacher and the head of school is instrumental in securing rapid improvement across all classes. Consequently, pupils make good progress in reading, writing and mathematics.
- Teaching has improved rapidly because leaders have introduced a stimulating curriculum which successfully captures pupils' interests and enables teachers and teaching assistants to make effective use of their extensive training.
- The school's robust systems enable teachers to assess pupils' progress accurately. Teachers generally use this information well to match work to pupils' abilities. On occasion, tasks for the most able, including those in the early years, lack challenge. This slows their progress.
- Pupils are eager to succeed and the school's values and the rich curriculum ensure that they are well prepared for life in modern Britain.
- The teaching of phonics is highly effective and pupils' phonics skills are very strong. This is reflected in the good progress that pupils now make in reading across the school.
- Teachers' recent focus on improving pupils' standards in writing has proved successful. Pupils apply their knowledge of grammar, spelling and punctuation well and they are confident in editing and redrafting their work. However, not all pupils have developed a fluent style of handwriting and this makes their writing difficult to read at times.
- Children make good progress in the early years. They are inquisitive and enjoy trying things out for themselves. Opportunities for exploration and learning outside are not as frequent as in the high-quality indoor area.
- Pupils' higher-than-average attendance is a strength and their behaviour is impeccable. Pupils receive exceptional support to ensure that any barriers to learning are overcome.
- Well-targeted support for disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities results in these pupils making good progress.

Full report

What does the school need to do to improve further?

- Draw on the existing strengths across the partnership of schools to further improve the quality of teaching and to accelerate pupils' progress even further, including in the early years, by:
 - giving the most able pupils more difficult work to challenge them and enable them to reach high standards for their age in all aspects of their learning
 - ensuring that pupils' handwriting is legible across the curriculum.
- Improve the outdoor area in the early years to ensure that children have as many opportunities for exploration and learning outside as they do in the high-quality indoor area.

Inspection judgements

Effectiveness of leadership and management

Good

- Governors have successfully overseen the school's partnership with a local outstanding teaching school, which has done much to strengthen this school's leadership since the last inspection. The executive headteacher, head of school, staff and governors share a commitment and determination to provide the best possible learning and experiences for pupils. Leaders have engaged well with the local authority and diocese to reverse a decline in standards and bring about rapid improvement.
- Since joining the school, senior leaders have worked relentlessly to eradicate weaker teaching and improve outcomes for pupils. Leaders have established effective systems to quickly identify the school's strengths and weaknesses. The school's improvement plan sets out very clearly the priorities, staff responsibilities, resources required and the criteria against which success will be measured. This information is used skilfully by leaders and they have already made rapid progress to address the areas for improvement in the quality of teaching and leadership identified at the school's previous inspection.
- A wide range of successful strategies have been implemented quickly, including the revised, stimulating curriculum that enables pupils to gain new knowledge, understanding and skills across a range of subjects. Pupils spoke excitedly to the inspector about how they benefit from many opportunities to participate in interesting family learning activities, such as the recent 'book in a box' project. Pupils from the early years to Year 6 spoke enthusiastically about the recent international theme and how much they learned about different countries as they 'travelled around the world' to fill their proudly held passports. As a result of these and many similar initiatives, the school widens and enriches pupils' experiences and enables them to become responsible, self-confident citizens.
- Teachers value the opportunities they now have to observe the best practice found in the outstanding partner school. This is extending and enhancing their skills and expertise. As a result, teachers are invigorated, the quality of teaching across the key stages is very effective and pupils are making good progress.
- Arrangements for managing teachers' performance are well established and robust. The newly appointed subject leaders are benefiting from effective mentoring from senior leaders. They have quickly acquired the leadership skills they need to improve the teaching of their subjects, particularly in English, mathematics and science.
- Leaders regularly observe lessons, scrutinise pupils' work and track their progress. They use their findings to arrange suitable training to help teachers and other members of staff to improve their practice further. Senior leaders, including governors, hold staff to account for their pupils' progress and do not shy away from making difficult decisions if the required improvement is not forthcoming.
- Parents and carers value the excellent pastoral care provided for pupils and their families, which supports pupils' physical, mental and emotional welfare. The school's work is particularly effective in helping those pupils whose circumstances make them

vulnerable. As a result, all groups of pupils, including those who have SEN and/or disabilities and disadvantaged pupils are well supported and make good progress.

- The physical education and sport premium funding is used effectively to provide specialist coaching for pupils and to develop teachers' skills. As a result, pupils learn the importance of regular exercise as part of a healthy lifestyle and more pupils are able to participate in an increased range and variety of sports during lunchtimes and after school.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum and during the daily act of worship, as well as in the 'we are Woodmansey' key values. Pupils learn about differences in faiths, cultures and backgrounds. Pupils created a beautiful display during their study of the Jewish festival of Sukkot and others spoke knowledgeably about their visits to various places of worship. Pupils are well prepared for life in modern Britain as the school's values foster a culture of respect and tolerance where difference is celebrated.
- The local authority provides strong support to the school through regular checks and visits. The school's link adviser closely monitors the high-quality partnership arrangements and has effectively supported leaders in evaluating the impact of this alliance. Consequently, leaders maintain a very sharp focus on the school's priorities.

Governance of the school

- Governors are ambitious for the school and, since the last inspection, they have been relentless in their efforts to secure effective leadership and to rapidly improve the quality of education and outcomes for pupils.
- The governing body is well led and plays a supportive role in the strategic development of the school. Governors fulfil their roles and responsibilities effectively. They regularly visit the school to observe learning in action and talk with staff and pupils about their work.
- Governors are aware of the outcomes for all groups of pupils because they regularly check on progress and challenge the reports provided by leaders. Governors are kept informed of all aspects of school life. As a result, they are well aware of the school's strengths and areas for improvement. Governors use this information well to set challenging targets for senior leaders and to hold them to account.
- Governors have a good understanding of performance management procedures and they ensure that the teachers' standards are central to pay and performance discussions and decisions.
- Governors play an important role in ensuring that safeguarding is effective. The safeguarding governor regularly audits the school's procedures and ensures that timely and appropriate support is given to vulnerable pupils, making sure that all pupils are safe and valued.
- The governing body ensures that pupil premium funding and physical education and sport funding are spent effectively and make a positive difference to pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that the school's safeguarding policies are followed rigorously. Staff know how to keep pupils safe at school. They are clear about safeguarding procedures, including the potential signs to alert them to concerns about pupils' welfare.
- Pupils said that they feel safe and all parents who responded to Ofsted's online questionnaire, Parent View, said that their children are safe at school.
- Safeguarding procedures and checks on the suitability of staff to work with children meet statutory requirements. Governors have been trained in safer recruitment. Staff are up to date with the latest government guidance for safeguarding.
- School files for vulnerable pupils are well organised. Record-keeping is effective, and the designated safeguarding leader has clear systems in place to ensure that referrals are timely and additional support is available to pupils and families.

Quality of teaching, learning and assessment

Good

- Leaders are raising teachers' expectations about what pupils should achieve. As a result, the quality of teaching is good and is continuing to improve. Teachers and their assistants are enthusiastic and they work effectively as a team. Pupils understand what they need to do and are quickly immersed in interesting classroom activities. This is reflected in the good progress that pupils now make in reading, writing and mathematics in each year group.
- Teachers use the small class sizes to their advantage and are becoming more adept at building upon what pupils already know and understand. For example, highly effective planning in mathematics includes an introductory session at the beginning of each lesson to enable staff to quickly identify gaps in pupils' learning. Effective use is made of the online assessment system to enable staff to record and tackle any misconceptions at the earliest opportunity.
- Work in pupils' books and displays of their work around the school demonstrate the many exciting tasks which staff organise to improve pupils' learning across subjects. For example, in science, teachers encourage pupils to solve problems and to try things out when carrying out experiments. Year 6 pupils were able to accurately describe mutation when undertaking challenging research to answer the question 'what happens in a person's DNA for adaptation to take place?'
- Teachers generally use assessment information well to plan tasks that are more closely matched to pupils' needs. However, the tasks set by teachers are sometimes not challenging enough for the most able pupils. On these occasions, the most able pupils do not make as much progress as they should to reach the higher standards.
- Teachers have a good understanding of the abilities of disadvantaged pupils and pupils who have SEN and/or disabilities. Teachers plan carefully to ensure that activities meet the needs of these groups of pupils. Teachers and leaders carefully monitor their needs

and quickly put support in place. As a result, disadvantaged pupils and pupils who have SEN and/or disabilities are making good, and in some instances rapid, progress.

- Working relationships between adults and pupils are strong. This leads to consistency in pupils' positive attitudes to their learning and their excellent behaviour. Pupils discuss their learning with one another and value each other's opinions.
- Pupils apply their knowledge of grammar, spelling and punctuation well in writing across the curriculum. Pupils, particularly boys, enjoy using the school's 'writing plaster' method for editing and redrafting their work because it allows them to retain their original draft but cover it neatly with an improved version. Pupils are now adept and confident when improving their writing independently.
- Work in books confirms pupils' good progress in writing. However, not all pupils have developed a fluent style of handwriting and, although neatly presented, their writing is sometimes difficult to read.
- The promotion of pupils' love of reading is now particularly strong and pupils are encouraged to read widely and enthusiastically. Staff demonstrate high expectations and secure subject knowledge in phonics. As a result, challenging tasks are set and pupils' phonics skills are very strong. Pupils said that they thoroughly enjoy reading and they have plentiful opportunities to read to adults from the interesting books in their well-stocked classroom libraries. Reading records show that most pupils enjoy reading regularly at home.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils said that they feel safe and secure in the calm environment of this small and inclusive school. They said this is a happy, friendly place to be. The school's Christian ethos is evident in displays around the school and in the way that pupils, as well as staff, show consideration and kindness to others.
- Pupils enjoy celebrating their successes and are proud to receive their rewards from staff. The opportunities for pupils to have a say and make decisions are plentiful. For example, all pupils were proactive in creating their school rules and they said that they are very proud of this because there are only three rules and everyone follows them.
- Pupils spoke positively about how adults help them to do well, have fun and make friends. Older pupils take good care of the youngest pupils and this demonstrates their caring attitudes towards one another.
- Pupils said they know that the staff are here to help them. Pupils said that there are no instances of bullying and they can talk confidently about the different forms of bullying, including online bullying. Pupils said they would stop the use of hurtful language and they would alert an adult to solve any issues that may arise.
- Leaders and staff take pupils' spiritual and emotional well-being very seriously. They make sure that the school is a safe and harmonious place where pupils develop a strong awareness of their own identity. Pupils and parents spoke highly of the pastoral

care and welfare support offered by the school, such as the friendship group organised by highly competent staff to support the most vulnerable children.

- There were numerous positive comments from parents to Ofsted’s free-text service. One parent reflected the overwhelming views of others by saying:

‘The headteacher is extremely dedicated and hard-working and has made really positive changes to the school. She always puts the needs of the children first. All of the staff do their best to promote the children’s learning and bring out the best in each child. The children feel safe at this school and the parents feel welcomed and listened to.’

- The breakfast and after-school clubs provide pupils with a calm start and a productive end to the school day.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils have a strong sense of right and wrong and respond instantaneously to instructions. Behaviour is impeccable in lessons and pupils’ conduct around the school is praiseworthy. Pupils are respectful of adults from an early age. For example, without being prompted, a child from the early years class opened the gate and welcomed the inspector and the head of school into the outdoor learning area.
- The school environment showcases pupils’ work, and displays are of a high standard and reflective of pupils’ enjoyment of learning. Staff expertly support the few children who find managing their emotions more difficult. As a result, inappropriate incidents of any nature are extremely rare.
- Pupils play together well and they are kind and courteous to each other. For example, older pupils have organised a timetable to ensure that pupils of all ages have equal opportunities to play football or basketball in mixed-gender teams at break and lunchtimes.
- Pupils value their education, and attendance is above the national average. Persistent absence is low and the school’s leaders swiftly follow up any such incidents with parents.

Outcomes for pupils

Good

- The number of pupils within year groups and between successive years is small. Consequently, statistical patterns of pupils’ outcomes over time are variable and unreliable. Leaders’ monitoring and tracking of pupils’ progress and attainment from early years to Year 6 are rigorous and informative. This information, confirmed by the quality of work in books, shows that, currently, pupils are making good progress and at a faster rate than in the past.
- Observations, displays and work in pupils’ books demonstrate high expectations of pupils. Standards in reading, writing and mathematics are continuing to improve and more pupils than in the past are making good progress from their starting points. Pupils’ work in other subjects, such as art, science, physical education, religious

education, history and geography, is also of a high quality. This demonstrates teachers' expertise across the curriculum. There are plentiful opportunities for pupils to apply their writing skills in these subjects. This enables them to further develop their vocabulary and practise their writing for different audiences.

- The number of disadvantaged pupils in Year 6 in 2017 was too low to report on their achievement compared to that of other pupils, both within the school and nationally. Validated school evidence shows that disadvantaged pupils within year groups are currently making good progress and gaps in attainment between them and other pupils are small.
- Pupils who have SEN and/or disabilities are well supported. Well-organised and carefully planned group and individual teaching ensures that these pupils are making good progress because their individual needs are met well.
- Achievement in mathematics and reading has not been as strong as in writing in the past, but inspection evidence shows that this has improved rapidly, particularly for the very small number of disadvantaged pupils. Staff now have a more accurate understanding of the targets required for individuals and groups of pupils. Effective teaching, intervention and assessment are beginning to result in more pupils than in the past being on track to reach higher standards than expected for their age in mathematics and reading.

Early years provision

Good

- The small number of children who join the early years classes do so with skills and abilities that are at or above those that are typical for their age. Their speech and language skills, however, are not always as well developed as this. Staff focus carefully on developing this area of learning, which supports all children well in reaching a good level of development by the end of the Reception Year. Leaders are aware that most-able children do not always exceed this good level of development.
- Effective transition arrangements are in place. Staff visit children at home to get to know their needs and interests before they join the school. Play sessions are organised prior to the starting date to familiarise the children with the learning environments. This helps children to settle quickly into school life.
- Children's personal, social and emotional development is supported well. They demonstrate a high level of independence from a very early age because routines are embedded quickly. Children are confident and happy individuals who behave very well. They are well prepared for Year 1.
- Children benefit from a high-quality indoor area which is well resourced and provides children with a great variety of opportunities for exploration and learning. Children are inquisitive and adults encourage them to try things out for themselves. Children have many opportunities to write and practise their understanding of numbers. For example, children were observed during the inspection discussing their wriggly worms. Their vocabulary demonstrated their accurate understanding of size and measurement as they compared whose worm was the 'biggest', 'longest' and 'shortest'.

- The curriculum is generally well designed and, where appropriate, children participate in whole-school themes such as the recent 'international week'. Children thoroughly enjoyed making their own passports and learning about the French flag and famous buildings in France.
- Staff work hard to regularly include the use of the outdoor area throughout the day, particularly to enable children to develop physically and improve their fine motor skills. However, this area is situated away from the early years building and this inevitably impacts on its availability and frequency of use, particularly when there is inclement weather.
- The early years leader and head of school are aware of this and they have a clear picture of the strengths and weaknesses of the provision. They have credible plans to raise standards further so that even more of the most able children exceed age-related expectations at the end of the Reception Year.
- Good leadership ensures that children are kept safe and encourages them to manage risk appropriately. For example, children were observed managing their own safety when walking across the playground to the outdoor area, making sure that they stayed on the perimeter line, as instructed.
- Links with parents are strong and parents talked positively about the way their children are settled and enjoy coming to school. Parents are welcomed into the early years classroom each morning and they participate in a range of opportunities to help them to support their children's learning. As in the main school, parents and children benefit from the support of the school's staff in ensuring their welfare.

School details

Unique reference number	117999
Local authority	East Riding of Yorkshire
Inspection number	10042166

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair	Kerri Harrold
Executive Headteacher	Michael Loncaster
Head of School	Bethan Nicholls
Telephone number	01482 862186
Website	www.woodmanseyprimary.school
Email address	woodmansey.head.primary@eastriding.gov.uk
Date of previous inspection	3–4 February 2016

Information about this school

- Woodmansey Church of England Voluntary Controlled Primary School is much smaller than the average-sized primary school.
- All pupils are from White British backgrounds.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The proportion of disadvantaged pupils is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

- In the early years, Nursery children attend part time and Reception children attend full time.
- In September 2017, the school entered into a formal partnership with Molescroft Primary School. Governors appointed, on a secondment basis, an executive headteacher, a head of school and a part-time leader of the provision for pupils who have SEN and/or disabilities, for the period of one academic year. This alliance is being extended further, in agreement with the governing body of both schools, the local authority and the diocese.

Information about this inspection

- The inspector undertook a series of short, focused visits to classrooms and longer lesson observations in each class. A number of these were conducted jointly with senior leaders.
- Formal and informal discussions took place with pupils, parents, senior and middle leaders, the local authority school improvement adviser, the chair of the governing body, governors and representatives from the local diocese.
- Documentation relating to the school's website and safeguarding, including the record of recruitment checks, was scrutinised.
- The school's self-evaluation, plans for improvement and analysis of current pupils' attainment and progress were evaluated.
- Some pupils' work in books and on display in different subjects was scrutinised with senior leaders.
- The inspector listened to several pupils read individually.
- The inspector observed pupils' behaviour in lessons and during break and lunchtimes.
- The inspector considered the 38 parents' responses to Ofsted's free-text service and the 39 parental responses to Ofsted's online questionnaire, Parent View. The inspector spoke with parents at the start of the school day and considered the school's own surveys of parents' views. The inspector also took account of the responses to Ofsted's questionnaires from 11 members of staff and 27 pupils, in addition to the responses to the school's own surveys of staff, parents' and pupils' views.

Inspection team

Cathy Morgan, lead inspector

Ofsted Inspector

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