

# Wilby Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	122033
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	380388
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Steven Hill

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janice Felce
<b>Headteacher</b>	Lisa Pearce
<b>Date of previous school inspection</b>	3 February 2009
<b>School address</b>	Church Lane Wilby NN8 2UG
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## Introduction

This inspection was carried out by two additional inspectors. Twelve lessons were observed, taught by five teachers. Meetings were held with staff, groups of pupils and with members of the governing body. The inspectors observed the school's work, and looked at a range of documentation, particularly that related to pupils' progress and safeguarding. Samples of pupils' work were scrutinised in books and in displays. Questionnaires were analysed from staff, older pupils, and from 28 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are pupils now making good progress, following a dip in national assessment results in summer 2011?
- Has the school maintained the strengths in pupils' personal development seen at the previous inspection?
- Are the school's systems to track pupils' progress sufficiently robust?

## Information about the school

This is a small primary school in a village near the edge of Wellingborough. About a quarter of pupils live in the village, with most other pupils coming from the nearby town. Most pupils are of White British origin. The proportion of pupils who come from a variety of other ethnic heritages is similar to that in most schools. Very few pupils speak English as an additional language, and none is at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is below average.

The youngest children work in a single-age Reception class, and the rest are in three mixed-aged classes. In the last two years, a high proportion of teachers have left the school and have been replaced, and there has been significant staff absence through illness.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good education for all its pupils. It has maintained and built upon the good pastoral care identified at the previous inspection, so that all aspects of pupils' personal development are good. Pupils greatly enjoy school, and this is reflected in their high attendance. They behave well and the behaviour of older pupils is often exemplary, especially in their caring attitudes towards younger children. Pupils' spiritual, moral, social and cultural development is good. Relationships are very positive, and boys and girls of all ages and ethnic origins get on well together. Pupils know a good deal about healthy lifestyles and are keen on exercise. However, at break-times, the opportunities to exercise safely are limited because of the very small size of the playground. The school organises a good range of activities to engage pupils at lunchtimes, but few of these enable them to exercise energetically.

Pupils achieve well and enjoy learning, regardless of their background or ability. Good progress leads to attainment that is above average in most years by the end of Year 6. A dip in the results of national tests in 2011 was partly related to the lower starting points of these pupils in Year 3, particularly in writing. However, records also suggest that the progress of many pupils was sometimes erratic during the last two years. Progress in lessons is now good throughout the school and pupils are achieving well because of consistently good teaching. A good curriculum supports pupils' enjoyment and understanding, and is enhanced by meaningful links made between different subjects.

The school has a thorough system to record pupils' progress that shows their attainment on a term-by-term basis in reading, writing and mathematics. However, in the last few years, teachers have used a variety of different assessment systems to produce the data that goes into this tracking system. This means that term-by-term results for individuals and groups are not comparable because of these inconsistencies. As a result, the picture of progress during the year across the school is not clear. The school has identified this issue, and is implementing a more consistent assessment system.

Most aspects of the school's management are good. Clear leadership from the headteacher and good teamwork from colleagues have improved teaching and achievement since the previous inspection, despite changes in staffing. This positive track record, along with the school's accurate self-evaluation, show that it has a good capacity to improve further. The promotion of community cohesion within the school

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is excellent, and is good in the local area. However, there are few opportunities to link directly with communities beyond Northamptonshire, and a planned link with a school abroad has been slow to get underway.

**What does the school need to do to improve further?**

- Implement plans to provide more consistency in how assessments are made, so that term-by-term comparisons of pupils' attainment are more valid, and provide a better basis to judge the progress of individuals and groups.
- Improve the promotion of community cohesion beyond the immediate locality by providing more opportunities to interact with contrasting communities in the United Kingdom and around the world.
- Give pupils better opportunities to take part safely in energetic activities at break-times, by organising such activities on a regular basis.

**Outcomes for individuals and groups of pupils****2**

Children start in the Reception class with attainment that is wide ranging but, overall, is in line with that expected for their age. All groups across the school, including girls and boys, make similarly good progress so that standards by Year 6 are above average. They take a pride in their achievements, and are willing to tackle difficult problems. Pupils in Years 3 and 4, made excellent progress in their mental arithmetic skills as they responded positively to the teacher's challenge to attempt harder and harder number problems. Pupils in Years 5 and 6 concentrated well and contributed their ideas thoughtfully to a discussion about a story. They made good progress in their writing and showed a good understanding of character as they tackled tasks that were well-matched to their different needs. In the Key Stage 1 class, pupils made good progress in their reading and writing skills as they were fully engaged in a series of fast-paced tasks that developed their understanding of how different letter combinations are linked to sounds. Pupils with special educational needs and/or disabilities make the same good progress as their classmates. Teachers are careful to match work to their specific needs. Good use is made of extra adults to monitor the pupils' progress in class, helping them if they are confused, and challenging them to do their best. These pupils are often given high quality input in short withdrawal sessions, when the careful targeting of tasks to their specific needs, and a high level of adult support and challenge, mean they progress quickly.

Pupils say they feel extremely safe in the school, and learn how to keep themselves safe. A group of older pupils agreed that the school is, '...so happy and relaxed, with really nice friends to play with.' They show a good awareness of safety issues, for example as they asked and answered questions of the community police support officer, who gave a presentation in an assembly. Their good behaviour and their concern for each other also contribute to their safety, although occasional over-exuberance from younger pupils in the confined space of the playground can lead to

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minor bumps and scrapes. Pupils make a good contribution to the community through the active school council, and through other responsibilities that they undertake conscientiously. For example, a group of older pupils have lunch with the younger classes, to help them, before cheerfully organising games for them in the playground. Pupils’ good basic skills, particularly in using information and communication technology (ICT), and their good collaborative skills and independence, stand them in good stead for their future lives.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Teachers manage classes well and establish high expectations of work and behaviour, which pupils strive hard to fulfil. One pupil said, to general agreement, that ‘Teachers are very, very kind...’ and ‘...strict but nice.’ Teachers routinely prepare different work to match pupils’ varying needs in English and mathematics lessons, so all are appropriately challenged. In most lessons, a key strength is how adults monitor ongoing progress, intervening effectively to correct any misconceptions, and challenging pupils to extend and refine their work. Very occasionally, learning is satisfactory rather than good when the adults spend too long working with groups without monitoring the progress of the whole class. Marking of pupils’ work is good across the school, and they are told clearly how they have succeeded and given pointers to help them improve in future.

The curriculum is wide ranging and interesting, with strong links between subjects. This was seen in a lesson when older pupils learnt about the music of John Lennon in

<sup>1</sup> 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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a way that developed their historical and personal skills extremely effectively, as well as promoting good progress in music. Pupils agreed that, 'The school's really fun, but you learn stuff in having fun.' A variety of trips out, visitors to school and a wide range of clubs all contribute positively to pupils' learning and enjoyment.

Good care, guidance and support underpin the many strengths in pupils' personal development. All staff consistently reinforce positive moral and social values, and pupils take these on board well. Older pupils, in particular, contribute to the care of their younger schoolmates in a kindly way. Rigorous systems to chase up attendance mean it has been at a high level for several years. The school makes good use of outside agencies to support pupils who have particular needs, both academically and socially, with consequent improvements in their well-being and learning.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The staff and governing body share the headteacher's very clear ambition to raise pupils' achievement and work together well to bring this about. The headteacher and other teachers monitor provision and outcomes on a regular basis, so are able to give colleagues timely advice and support to help them improve their practice. Consequently, teaching and learning have improved since the previous inspection, despite the numerous changes to staffing in the last two years. The progress of individuals is tracked systematically and, despite some problems with the validity of some assessments, the data show clearly that all groups make the same overall good progress. This illustrates the good promotion of equal opportunities, as does the way in which pupils from different backgrounds get on so well together. Governance is good. There are effective systems to give the governing body a clear oversight of the school's strengths and weaknesses, so that they hold it to account effectively for its performance. The governing body is particularly knowledgeable about health and safety issues, and has taken a full part in ensuring that policies are of good quality, and matched to the particular needs of the school; safeguarding is good as a result. Staff are well trained and tailor systems effectively to the school's situation. For example, efficient timetabling ensures that the whole school does not often have to use the tiny playground at the same time.

Parents and carers are given good information about the school, both in general terms and about their children's progress. This is currently being improved in response to parental suggestions and a new parents' forum has been established by

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the school’s parent link worker to enable parents’ and carers’ views to be given fuller consideration. Work with other partners strongly supports the curriculum and the school’s leadership and management, particularly through the links with other local schools in the ‘cluster’. Community cohesion is promoted very well in the locality, but this strength does not yet extend further afield.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The good provision noted at the previous inspection continues. Despite some swapping around of staffing in the last few years, children have continued to make good progress; recent assessments show that a greater-than-average proportion reached the expected outcomes in all early learning goals by the end of Reception. Children joining the school settle well in the class and soon follow routines well. They feel safe and happy and have good relationships with the adults. This is helped by good arrangements to ease their entry to school, such as visits to their homes and their various pre-school settings. Children get on well together, learning to share and take turns, and playing together happily. The adults provide an interesting range of activities that stimulate their enthusiasm and there is a good balance between those that children choose for themselves, and those directed by adults. Good examples were seen of the latter when small groups of children worked with the teacher to learn about the story of Rama and Sita, making good progress in their early literacy skills as well as their cultural understanding. Another group worked well with the teaching assistant to make candle holders and improved their skills in manipulating materials as well as extending their understanding of safety issues. Adults continually make assessments of children’s accomplishments, and collate these effectively into records that show their progress clearly, and they are used to plan what children need to learn next. Good use is made of the small outdoor area to provide for the

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different areas of learning there, as well as indoors. The adults are skilled in questioning children to extend their vocabulary and understanding; they do this well in small groups and when they intervene in children’s play to extend their learning. The class is managed well, illustrated by the smooth handover from last year’s teacher to the current teacher.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 majority of parents and carers are positive about all aspects of the school, and what it provides for their children. They particularly value that their children are safe and happy in school. However, about a quarter of respondents to the questionnaire were unhappy with the information they receive about their children’s progress. Inspection evidence shows that, as a general rule, they have received good information; however, last year information was less regular as staffing changes reduced the number of parent and carer consultation opportunities. This term the school is introducing systems that are intended to provide much better and more frequent information to parents and carers about progress. About a fifth of respondents had concerns about how poor behaviour is handled. The inspectors observed good behaviour around the school and in lessons, and evidence shows that pupils who find it difficult to conform are helped to behave well because they are given extra help from adults when required. A few parents had concerns about how children’s particular needs are met. The inspection evidence indicates that there are good systems to provide for pupils with particular needs, and such pupils received good support in lessons that were observed.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wilby Church of England Primary 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	50	13	46	0	0	1	4
The school keeps my child safe	20	71	7	25	1	4	0	0
The school informs me about my child’s progress	5	18	13	46	8	29	1	4
My child is making enough progress at this school	5	18	15	54	4	14	0	0
The teaching is good at this school	7	25	15	54	2	7	0	0
The school helps me to support my child’s learning	5	18	17	61	3	11	0	0
The school helps my child to have a healthy lifestyle	11	39	15	54	1	4	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)	6	21	14	50	2	7	0	0
The school meets my child’s particular needs	9	32	9	32	5	18	0	0
The school deals effectively with unacceptable behaviour	4	14	17	61	3	11	3	11
The school takes account of my suggestions and concerns	8	29	13	46	4	14	0	0
The school is led and managed effectively	10	36	9	32	1	4	2	7
Overall, I am happy with my child’s experience at this school	17	61	9	32	1	4	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



20 October 2011

Dear Pupils

**Inspection of Wilby Church of England Primary School, Wilby, NN8 2UG**

Thank you for your help and your warm welcome when we inspected your school. We were impressed by how well you all get along together and by your good behaviour and hard work in lessons. You told us that you enjoyed school and we could see why. Your school provides you with a good education.

You make good progress in lessons because your teachers are good at helping you to learn. You enjoy all the interesting things that you get to do, including learning about different people from around the world. However, you do not have enough chances to be in contact with different communities beyond Northamptonshire, in this country or abroad, and the school is planning to improve this during the year. You know how to stay healthy and are keen on exercise. However, because the playground is so small, it is difficult for you to be very energetic safely at break-times and we have agreed with the headteacher that the staff will organise more opportunities for this in future.

The adults in the school are good at looking after you and keep a careful eye on how everyone is getting on. However, the way they record your progress can be confusing and they are planning to make this more consistent so that it is clear just how well you are doing from term to term. I have agreed with them that this is the most important thing to improve to make the school better. You can help by keeping up your hard work and good behaviour.

We hope that you carry on enjoying life at Wilby.

Yours sincerely

Steven Hill  
Lead inspector

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