

# 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>	327625
<b>Inspection date</b>	3 February 2009
<b>Reporting inspector</b>	Alison Cartlidge

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	90
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Cleworth
<b>Headteacher</b>	Lisa Pearce
<b>Date of previous school inspection</b>	8 February 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>	Church Lane Wilby Wellingborough NN8 2UG

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<b>Age group</b>	3–11
<b>Inspection date</b>	3 February 2009
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**Telephone number**  
**Fax number**

01933 276491

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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- provision in the Early Years Foundation Stage
- provision and progress in Years 1 and 2
- how well more able pupils learn across the curriculum
- ways in which the school promotes good behaviour and positive attitudes.

Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, views of parents, and scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Pupils come to this small school from the village of Wilby and the surrounding area. The school has an above average proportion of pupils with learning difficulties and/or disabilities. Most pupils are from White British backgrounds. Children in the Early Years Foundation Stage work in one small class. The headteacher and other senior leader took up their posts in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Pupils are happy and confident at this satisfactory school. Children make a good start to their education in the Early Years Foundation Stage and are attaining above average standards when they start in Year 1. Satisfactory teaching between Years 1 and 6 enables most pupils to build steadily on what they already know and can do. As a result, pupils' achievement is satisfactory and standards remain above average by the end of Year 6. However, progress is uneven in different year groups and for different groups of pupils. Pupils in Years 1 and 2 are not encouraged to work hard enough in some lessons. In addition, teachers across the school do not consistently expect more able pupils to work at the levels of which they are capable. When this happens, these pupils do not learn fast enough. This is most noticeable when tasks are not sufficiently purposeful or do not encourage pupils to take the initiative in the way they complete their work. There is a clear focus on increasing the level of challenge and independence for these pupils, and this is beginning to have a positive effect. Pupils with learning difficulties and/or disabilities make satisfactory progress towards their individual targets. Monitoring of pupils' progress has been strengthened and the school is now setting challenging targets for pupils in all year groups.

Care, guidance and support are satisfactory overall. Pastoral care is a particular strength of this friendly school and ensures that attendance is good and pupils behave well and enjoy school. As one group of older pupils said, 'We do not want to leave.' Caring members of staff are successful in supporting the pupils' good personal development and well-being. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of the school's moral and social code and have a good awareness of local culture. Procedures for safeguarding pupils are fully in place to support those who are finding life difficult. The school has close links with parents and the church, and works satisfactorily with other external agencies to support the well-being of all of its pupils. Academic guidance is satisfactory. Teachers mark pupils' work frequently, but do not consistently provide clear information on how their work could be improved.

Pupils support each other well when working in pairs and work hard in most lessons. On occasions, when work is not sufficiently interesting or challenging, a few pupils in Years 1 and 2 become quietly inattentive. When this happens, the pace of learning slows. Pupils make a sound contribution to the community by taking part in raising funds for charity and by helping with various tasks around the school. Pupils are particularly proud of the school council and say, 'We have our say in running our school.' Pupils feel safe at school and know that adults will help them should they have any concerns. Pupils' good understanding of how to stay safe is evident in the way they move with care around the school and in the cramped playground. Pupils lead fairly healthy lifestyles. They have healthy snacks at playtime but have limited opportunities for taking part in sports owing to the lack of space at the school. Senior leaders are starting to work more closely with other local small schools to provide competitive games.

The satisfactory curriculum supports pupils' personal development well. Older pupils learn French and German and the school is starting to link subjects together to make learning more interesting. Pupils particularly appreciate the good range of educational visits provided. Steady progress in developing basic skills and good personal development prepare pupils satisfactorily for the next stage of their education and later life.

Leadership and management are satisfactory. Senior leaders have not been in post long enough to be able to demonstrate a sustained impact on improving provision and standards. Systems for self-evaluation are satisfactory. The headteacher has carried out a thorough and accurate evaluation of provision. There are suitable plans to involve other members of staff and governors more fully in the self-evaluation process. Improvements made in tracking pupils' progress and setting challenging targets show that the school has a sound capacity to go on improving. The school's contribution towards community cohesion is satisfactory. The school has evaluated provision and has started to expand the opportunities for pupils to learn about the breadth of life and lifestyles in multicultural Britain and around the world.

Most parents are very pleased with the work of the school. Two summed up the positive views of many by writing, 'Our children have always felt safe and happy,' and, 'All the staff are supportive and always have time if you need to speak to them.' These comments demonstrate what the school is already doing well.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Members of staff ask probing questions and provide good individual support for children, enabling them to learn and develop quickly. Interesting activities indoors and outside encourage children to work together and explore the world around them. There is a good focus on the development of basic skills such as learning about letter sounds. Members of staff work together well as a team to meet children's differing needs. Children work together happily, concentrate well when working with an adult or independently, and are keen to talk about what they are doing. Members of staff promote the children's welfare well. For example, they maintain careful records of the children's progress and ensure that they understand the need for warm clothing on a snowy day. Leadership and management are good. Leaders have clear plans to improve the comparative weakness in provision for creative development by providing better resources and more purposeful activities.

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

- Ensure that work provided in Years 1 and 2 interests and involves all pupils and helps them to learn quickly.
- Increase the challenge for more able pupils by ensuring that work is always purposeful and encourages independence.
- Improve teachers' marking so that pupils have a clearer understanding of the next steps in their learning.

A small proportion of the 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.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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?	3
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	2
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

<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	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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	3
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**

4 February 2009

Dear Children

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

Thank you for welcoming us to your school and for sharing your work with us. We found that your school is satisfactory.

Here are some things we particularly liked about your school.

- You make a good start to your learning in the Reception class.
- You make satisfactory progress across the school and reach above average standards by the end of Year 6.
- You behave well and are good at helping others in school.
- You know how to stay safe and healthy.
- Teaching is satisfactory and your teachers help you to enjoy school by being kind and friendly.
- You study a suitable range of interesting topics and especially enjoy the mathematics computer games.
- All adults in school are caring and look after you well.
- Your headteacher, teachers and governors know how to make your school even better.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Make sure that you are always given interesting work in Years 1 and 2 so that you work more quickly.
- Help those of you who are quick at learning to make more decisions about how you are going to do your work.
- Write comments on your work so that you know what to do next to improve.

We thoroughly enjoyed talking with you about your school and wish you well for the future. You can help your teachers by continuing to work hard and always paying attention in lessons.

Yours sincerely

Alison Cartlidge Lead inspector