



# North Wheatley Church of England Primary School

## Inspection Report

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**Unique Reference Number** 122772  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292506  
**Inspection dates** 5–6 February 2007  
**Reporting inspector** John Foster

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 address</b>	Sturton Road
<b>School category</b>	Voluntary controlled		South Wheatley, South Wheatley
<b>Age range of pupils</b>	3–11		RETFORD, Nottinghamshire DN22 9DH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01427 880409
<b>Number on roll (school)</b>	70	<b>Fax number</b>	01427 880 409
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Fiona Garner
		<b>Headteacher</b>	Mr Jonathan Hickman
<b>Date of previous school inspection</b>	25 February 2002		

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<b>Age group</b> 3–11	<b>Inspection dates</b> 5–6 February 2007	<b>Inspection number</b> 292506
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This small school serves the villages of North Wheatley, South Wheatley and Bole, though about one-third of pupils are from other areas. All pupils are of White British descent and have English as their first language. The percentage of pupils eligible for free school meals is below average. The percentage with learning difficulties is about average, though none has a statement of special educational need.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that gives good value for money, a judgement that closely matches the school's own view of its provision. The recently appointed headteacher, with the governing body, has devised an effective and detailed plan to improve provision further. During recent months there have been some changes within the teaching staff and most of the current teachers are new to the school. Because of this, the monitoring of subjects has not been as effective as it might have been, though plans are in place to deal with this shortcoming. The governing body has recently become more involved in monitoring the school's performance and governors undertake, for example, the observation of lessons. Parents generally support the headteacher and school well. As one parent wrote, 'The school has a lovely atmosphere'. However, a very small number expressed concerns over the headteacher's leadership. Inspection evidence does not support these concerns.

The quality of teaching is good overall and this has led to pupils making good progress. Starting in reception with standards that are at expected levels, children have a good start to their schooling and by the time they reach the end of Year 2, many attain above average levels in the national tests, and these high levels are maintained throughout the school. Throughout the past five years standards have been consistently above average. Pupils achieve well overall. The 2006 results showed, for example, that over half of the pupils in the Year 6 group attained the higher level 5 in both English and mathematics. The school sets challenging targets and these are usually met. Whilst teachers assess pupils' work well overall, in some classes pupils are not given clear enough guidance about improving their work. The systems for tracking progress throughout the school are too newly established to have had any impact on clearly identifying those pupils whose progress is not rapid enough.

Pupils' personal development and well-being are good. They are encouraged to enjoy healthy lifestyles and are keen to attend school. They behave well in lessons and play well together in the playground. The Pupils' Voice group is elected by their peers and has formed an effective committee to express the pupils' views about how the school can be improved. Pupils are involved well in the community, such as when they perform at Christmas and participate in the local produce show, displaying what they have grown at school. The curriculum is good and is enhanced by a wide range of activities to extend pupils' learning. Pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in the spiritual and moral aspects. However, whilst they are introduced to many cultural activities, such as when they visit a local art centre, their understanding of the multi-cultural aspects of Britain is limited. The school improvement plan identifies this as a priority for development and plans are in place for links with a Nottingham school with pupils from wide-ranging ethnic backgrounds. Pupils are cared for well. They are happy and say that they feel safe at school. The staff know their pupils well and good relationships are evident between pupils and between pupils and adults. Pupils say that if they have a problem they would always be willing to go to the headteacher or another adult for support and that they would be listened to and their concerns acted upon.

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

- Develop the newly introduced systems for tracking pupils' progress, thus enabling teachers to plan work for individual pupils' needs more effectively.
- Develop the role of subject co-ordinators to enable them to monitor more accurately the strengths and weaknesses in their subjects.
- Implement the planned strategies to strengthen pupils' understanding of the multi-cultural mix found throughout Britain.

## **Achievement and standards**

### **Grade: 2**

Pupils, including those with learning difficulties or disabilities, make good progress and achieve well. The quality of teaching in the Foundation Stage is good and this enables the children to make good progress. By the end of their reception year most attain, and many exceed, the expected standards in all areas of their learning. By the end of Year 2 and Year 6, pupils attain above average standards. Year-by-year, pupils' attainment has been higher than that for schools nationally. The national data for 2006 show that, by the end of Year 6, over half the total number of Year 6 pupils attained above average levels in the national tests in English and mathematics. Pupils made good progress to maintain high standards between Years 3 and 6 as a result of the good teaching that they have received. At Year 2 in the 2006 tests pupils attained above average standards in reading overall but their attainment in writing and mathematics was average. The lower ability of this group of pupils on entry to school compared to most other years indicates that this represents good progress from when they started school.

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

### **Grade: 2**

Pupils' personal development and well-being are good. They enjoy school life and are given opportunities to take responsibility for themselves and others. For example, the older pupils help the younger ones at lunchtime, they support each other at playtimes and the elected Pupils' Voice has been closely involved in developing the school environment. This group, however, is largely organised by adults and does not have its own chairperson or secretary. Pupils' behaviour is good and they share the newly acquired equipment and toys in the playground well. The pupils' spiritual, moral, social and cultural development is good overall. There are particular strengths in spiritual and moral development resulting from the school's Christian ethos. Whilst there are good aspects to pupils' cultural development, such as in music and art, pupils are not sufficiently aware of the breadth of different cultures found in Britain. The school actively encourages pupils to enjoy a healthy lifestyle through, for example, the use of the school's fitness trail, participation in the many sporting activities available and through healthy eating. Pupils contribute well to the community, such as arranging regular coffee mornings for the villagers and through links with the church.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning, though variable, is good overall. Teachers plan work well for pupils and encourage them to participate fully in their learning. Relationships between the teachers and their pupils are good and this encourages the pupils to learn. Teaching assistants contribute fully to the learning process and are used very well by staff to help pupils in their learning. This is particularly the case in the Early Years area. Teachers' marking is variable in quality, though generally accurate. However, it does not always give the pupils enough guidance on how their work can be improved. Pupils with learning difficulties or disabilities are taught well.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good curriculum which is enhanced by a good range of activities extending beyond the school day. In the Foundation Stage the curriculum is organised so that during the day all children are able to participate in a range of activities to develop all areas of learning. This gives them a good start to their schooling. The outdoor area is very good and allows freedom of play. Throughout the school the national strategies for English and mathematics are used and, at Key Stage 2, pupils are beginning to learn French. The school uses visits and visitors well to enrich learning and a range of clubs gives pupils the opportunities to engage in sporting and musical activities. However, the school recognises that the range of extra activities needs to be extended further.

### **Care, guidance and support**

#### **Grade: 2**

This aspect of the school's provision is good. Pupils say that they feel safe and secure in school and that should they have a problem they would readily go to any member of staff. There are clear procedures for Child Protection and staff know what they should do if they have concerns over pupils' welfare. Pupils' views are taken into account and are acted upon. This has resulted in pupils being instrumental in formulating a new behaviour code and arranging for playground toys to be purchased. Academic guidance is good overall, though variable throughout the school. Pupils have targets set for them but they have little input themselves, in deciding what these should be. They are aware of these and how they should work to achieve them. The systems for tracking pupils' progress are too recently introduced to have had any impact on raising standards further.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, recently appointed to the post, is an experienced head. Since his appointment he has undertaken an analysis of the school and devised a new school improvement plan to move the school forward. This has been done in close consultation with the governors. Whilst the monitoring of performance is developing, and newly established programmes for lesson observations are now in place, the role of co-ordinators in monitoring their subjects is underdeveloped. A major reason for this has been the instability in staffing, with only one teacher having been in the school for longer than two terms and thus there has been little continuity. The governing body is led well by the chairperson, and governors say that they are now taking a more active part in monitoring and decision-making. The issues raised at the previous inspection have been successfully addressed and the school is well placed to move forward.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

## Text from letter to pupils explaining the findings of the inspection

7 February 2007

Dear Children

North Wheatley CE Primary School, Sturton Road, South Wheatley

As you know, I came to your school earlier this week to see how well you are doing with your work. This letter is to thank you for the welcome you gave me, for helping me with my work and to tell you what I found out about your school.

You are fortunate to go to a good school. The staff all care for you and look after you well. You are taught well, encouraged to work hard and this enables you to achieve well. As a result, your standards are higher than in many schools in England. You are given many opportunities to develop your skills and the staff use visits and visitors well to help you to learn. The Pupils' Voice group you have elected works well with the staff to let them know your feelings about school life. You told me that if you have a problem, you would always be happy to go to one of your teachers for help. You are much involved with what is happening in your village.

Your new headteacher has worked well with the governors to plan for the school's future development. The governors are involved in all aspects of your school to ensure that you get a good education and are happy at school.

In order to make your school even better, I have asked Mr Hickman, the staff and governors to:

- Maintain a check on your work to make sure that you are making the best progress you can.
- Enable the staff to monitor more closely what is happening in the subjects for which they have responsibility.
- Plan opportunities for you to find out more about the different cultures found in Britain.

With all best wishes for the future.

Yours sincerely

John Foster Lead inspector