



Wilby CE Primary School

Inspection Report

Unique Reference Number 124747
Local Authority SUFFOLK
Inspection number 293099
Inspection date 1 November 2006
Reporting inspector John Francis

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

Type of school	Primary	School address	Wilby
School category	Voluntary controlled		Eye
Age range of pupils	4-11		Suffolk IP21 5LR
Gender of pupils	Mixed	Telephone number	01379384708
Number on roll (school)	72	Fax number	01379384708
Appropriate authority	The governing body	Chair	Mrs Emma Henchoz
		Headteacher	Mr Garry Deeks
Date of previous school inspection	3 July 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average primary school serving a rural community in the north of Suffolk. All pupils are of White British background. There are currently no children eligible for free school meals. The number of children with learning difficulties or disabilities is broadly average. Approximately 40% of the pupils did not begin their schooling at Wilby and a similar proportion come from outside the school's catchment area. When children start school their standards are broadly average.

The school is accredited under the Healthy School's initiative.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school where pupils of all ages, including Reception, achieve exceptionally well: better than the school's own, more modest evaluations. Pupils individually make outstanding progress, particularly between Year 2 and Year 6, and especially those who do less well at Year 2. With good teaching linked to an excellent curriculum and outstanding care and guidance, pupils achieve exceptionally high standards.

The school has established a good, caring ethos within a challenging, but nurturing environment. This is recognised and appreciated by parents. Pupils say it is a good place to be. They enjoy their lessons a great deal and as one commented, 'Teachers make you use your imagination a lot.' Behaviour is excellent because the children know exactly what is expected of them in the classroom and around the school.

Excellent personal development enables pupils to grow in confidence as they progress through the school. Pupils know how to stay safe and healthy and make the most of the wide range of sporting opportunities available to them. The development of literacy, numeracy and information and communication technology (ICT) skills, is excellent preparation for the next stage of their education and indeed for adult life. A particular strength is the development of financial skills.

Lessons are well planned to accommodate the range of ages and achievements in the classes. The school is flexible enough to allow particularly talented children to work outside their age group. There are secure systems for setting individual targets, assessing pupils' progress and recording this. However, it is not centrally recorded in such a way that would make it easy for everyone to use this information to check on progress. There are also some missed opportunities in the Reception and Nursery class to capture and record day-to-day progress of children. The curriculum goes well beyond what is usually seen. Not just the wide range of clubs, visits and visitors, but enhancements such as the two modern foreign languages that all children experience between Years 3 and 6.

Leadership is excellent. The headteacher, assistant headteacher and governors have a clear picture of what is happening because of the systems they have for monitoring this. Innovations such as the curriculum monitoring teams, involving all staff and governors, strengthen this knowledge and understanding. The school has done well to maintain the quality of provision through the many staff changes over the last three years. While there are already high levels of collaboration, further opportunities are needed for the more inexperienced teachers to constantly revisit the school's expectations and gain even greater knowledge of National Curriculum levels.

The continued drive to maintain and improve the high standards and the improvements since the previous inspection show an excellent capacity for further improvement. The school provides very good value for money.

What the school should do to improve further

- Modify the whole-school recording systems to include more frequent monitoring of pupils' progress against their targets.
- Create further opportunities to ensure all teachers have the same understanding of the expectations and standards of work throughout the school.

Achievement and standards

Grade: 1

Standards are exceptionally high and progress for most pupils is outstanding throughout the school. Throughout the Nursery, Reception and Years 1 and 2, pupils make outstanding progress and build well on their early skills. The high expectations continue as pupils move through the rest of the school. As a consequence, test results at Year 6 in 2005 were exceptionally high in English and science and above average in mathematics. However, the very small numbers make comparisons with national averages more unreliable. Nevertheless, the school has achieved or exceeded its targets over many years. Pupils who have learning difficulties or disabilities are very well supported and consequently they make outstanding progress. The school makes very good provision for those who do not achieve as well at Year 2, enabling them to make the same rate of progress as others.

Personal development and well-being

Grade: 1

Outstanding personal development, including spiritual, social, moral and cultural development, is at the heart of the school's success. Behaviour is excellent; pupils have very positive attitudes and show great enthusiasm for school. Pupils say there is little disagreement and where it happens there are effective systems to ensure a quick and sensible resolution. As a consequence, they feel safe and appreciated and are keen to come to school. Attendance has been consistently well above average. Pupils have a good understanding of healthy lifestyles, enjoy physical activities and are actively involved in the wide range of sports and games on offer.

Pupils make a strong contribution to the school community, particularly through the school council. The new lunchtime arrangements, planned with the children, work well and pupils appreciate the changes. Good support for the wider community is also seen in the good links with other schools. They particularly benefit from events such as their 'money week' in conjunction with the Financial Services Authority, where they learn about financial management and budgeting.

Quality of provision

Teaching and learning

Grade: 2

The teaching seen was lively and well matched to pupils' needs. Across the school teachers motivate pupils to achieve high standards and have high expectations of their behaviour and application. This is achieved through very good relationships and the use of praise and encouragement. As a result, pupils approach their work with confidence. Assessment is regular and systematic. Teachers plan in great detail and provide a wide range of opportunities for all pupils regardless of their ability. Teaching assistants are partners in pupils' education and play an important role in the classroom. A strong sense of teamwork means that teachers support each other well. This is particularly important as the school has a high proportion of new and inexperienced teachers and this ensures good practice is being shared. The excellent leadership by the headteacher contributes strongly to a culture that promotes good learning. All are constantly striving to improve the quality of their teaching.

Curriculum and other activities

Grade: 1

The curriculum is exceptionally good and pupils experience a broad range of interesting and creative activities. For example, the school offers two modern foreign languages: French for pupils in Years 3 and 4, and Spanish in Years 5 and 6. Other innovations which provide outstanding benefits to pupils, and sometimes parents, include the 'Year of Art' and 'money week'. The effective organisation of the curriculum for pupils with learning difficulties and disabilities enables them to achieve as well as others in the school. Planning for all subjects is detailed and provides a clear structure for the teaching of the full range of skills. Analysis of test results in mathematics led to a change in the curriculum that is already showing improvements to standards. ICT is planned well to develop pupils' skills and good use is made of the technology as an integral part of day-to-day teaching and learning.

Outside the school day a wide range of popular activities including sports and creative activities enhance pupils' learning. Through these, pupils are encouraged to be active and healthy and develop an interest in music and the arts.

Care, guidance and support

Grade: 1

The care and welfare of pupils is taken very seriously and the school has very good systems in place to ensure this. Pupils' personal development is promoted just as highly as their academic achievement. Pupils say they feel safe and secure in school and know that they will be listened to if they are having problems with anything. Parents say there are very good systems for them to be informed about their children's progress. Pupils' targets in literacy and numeracy are suitably challenging and carefully matched to teachers' knowledge of each pupil's progress. Where this is less effective is that

there is no central record to show, for example, how the results of the regular assessment weeks can be quickly compared with these targets to see if changes need to be made. Pupils with learning difficulties or disabilities are identified rapidly and very good support is provided.

Leadership and management

Grade: 1

Leadership and management, including governance, are good at all levels and outstanding in significant aspects. The headteacher has a clear understanding of the school's strengths and areas for further development and uses this to give excellent direction to the work of the school. There is a strong team approach in which all teachers are committed to continued improvement, particularly in the support of inexperienced colleagues. The school's development plan provides a clear focus on further improvement. The active involvement of all staff and the governing body in, for example, the newly formed curriculum teams ensures total involvement and commitment by all. Governors are very supportive, have a good understanding of the school's working and provide rigorous challenge. There are good systems to ensure that vetting procedures for all staff are in place. Parents are very supportive of the school and feel they are well informed - a view shared by the inspector. The school works very closely with other schools to ensure high standards of achievement and care. This is particularly well illustrated by the shared nursery provision run in partnership with its nearest neighbour.

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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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

2 November 2006

Dear Children

Wilby CE Primary School, Wilby, Eye, Suffolk, IP21 5LR

Thank you for making me welcome in your school. I enjoyed meeting you and was pleased that you wanted to share your ideas and views about your school with me. This letter is to tell you what I think of your school and how it can be even better.

You told me how much you enjoy school. I agree that it is an outstanding school. Your teachers make your lessons interesting and enjoyable. I also noticed that you listen carefully to your teachers and do all that is asked of you. This means that you do extremely well in your work and reach very high standards. I was very impressed by the way you grow into thoughtful young people who express their views so clearly and politely. You say that everyone in school cares for each other and I could see this through your excellent behaviour in lessons, around the school, in the dining hall and the way you play together sensibly. I am pleased that you enjoy other things about school such as the visits, clubs, sports and music. These give you very good opportunities to have a wide education.

To make the school even better I have asked the teachers to do two things. They are not really things you can be involved in as they are more to do with the organisation of the school. The first is about improving ways of recording what you do and the second is about teachers helping each other even more so that they know what you are all capable of.

I am sure that Mr Deeks and the teachers will continue to work as hard as they do to keep the school interesting and exciting. You can do your bit by keeping up your wonderful attitudes and continuing to enjoy all you do so that your school becomes even better.

John Francis

Lead inspector