

# North Wheatley Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	122772
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340213
<b>Inspection dates</b>	29–30 April 2010
<b>Reporting inspector</b>	Terry Elston

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Walster
<b>Headteacher</b>	Joanna Hall
<b>Date of previous school inspection</b>	5 February 2007
<b>School address</b>	Sturton Road South Wheatley Retford
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<b>Email address</b>	head@northwheatley.notts.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed all five teachers and visited 10 lessons. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, the tracking of pupils' progress, curriculum planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations and information from questionnaires completed by pupils, staff and 42 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievements of pupils in Key Stage 2
- the effectiveness of systems to improve the consistency of teaching and learning across the school
- how well the school promotes community cohesion.

## Information about the school

This is a much smaller than average school with very few pupils from minority ethnic groups or whose first language is not English. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils with special educational needs and/or disabilities is average. Most of these have difficulties with basic literacy and numeracy skills. The school has recently gained Healthy Schools status and the Activemark award. The current headteacher was appointed in January 2009 as acting headteacher and in March 2010 as substantive head. Pupils are taught in two mixed-age classes.

**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

This is a good school that fully justifies its reputation in the area for pupils' good achievements, both in their academic work and in their personal development. One parent, typical of many, commented, 'The caring ethos, dedicated staff and commitment to high standards make this a very positive experience for our children'. Pupils are rightly proud of their school and appreciate being part of a close-knit community. They enjoy their work, attend regularly and leave well prepared for the future. They behave well, and any form of bullying or racism is rare. They think deeply about issues such as poverty and the need to take care of the environment, and even the youngest ones write sensitively about people who make a difference to their lives. Their cultural development is satisfactory, but they have too few first hand opportunities to gain a thorough grasp of the rich diversity of faiths and cultures outside their local area.

Pupils make good progress from their broadly average starting points. Their attainment by Year 2 is consistently above average, and well above average in reading where they tackle new words with confidence. In Key Stage 2, progress is good, but faster by the older pupils who make rapid progress to attain high levels in English, mathematics and science by the end of Year 6. Progress in Years 3 and 4 is satisfactory, but slower in writing and mathematics than in reading because the expectations of the quality and quantity of pupils' work are not always high enough. The school has already identified this as a priority for improvement.

The leaders have worked effectively to improve the proportion of good and outstanding lessons, and parents and carers speak highly of the way teachers make school fun for their children. In the vast majority of lessons, teachers plan well for the different ages and abilities in the class, and use technology well to fire pupils' enthusiasm.

The school has developed an interesting curriculum that captures pupils' imagination. The topics have a strong focus on literacy and numeracy while providing good opportunities for pupils to develop their artistic talents. The many extra-curricular clubs are popular, and help pupils develop their skills in sport, technology and creative activities.

Parents and carers feel well-informed about their children's work at school and appreciate the way staff always have time to listen to their views. They appreciate how their children feel safe and always have someone to turn to if they are upset. They value the extra level of care provided in a small school by staff who know their children so well.

The school is led well, and parents and carers speak of it going from 'strength to strength'. The headteacher has done well in a short time to identify the school's

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strengths and weaknesses and put in place effective measures that are already improving the quality of teaching and raising standards. She has quickly gained a high level of respect from pupils, staff, parents and carers. Self-evaluation is good, and fuelled by accurate tracking of pupils' progress. Data are used well to identify pupils whose progress is too slow and the school sets challenging targets for them to aim towards. This explains why the school has made good improvement since the previous inspection and why it is well set to build on its successes.

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

- Increase the rate of progress in Years 3 and 4 by:
  - providing more challenging work to make the most of pupils' enthusiasm
  - ensuring that lessons move at a faster pace.
- Develop provision for community cohesion by:
  - giving pupils more first hand experience of the diversity of faiths and cultures in the United Kingdom and further afield
  - evaluating the impact of this provision on pupils' understanding.

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

In Key Stage 1, pupils learn quickly in lessons and say how much they enjoy their work. The good teaching of letters and sounds means they learn to read fluently and many read for their own pleasure. Their writing is mostly accurate, and many are starting to write at length. In mathematics, they develop a good feel for number, and use their skills well to solve problems. In Key Stage 2, pupils are starting to take responsibility for their own learning, and know just what to do to attain the next levels. They work steadily in Years 3 and 4, but sometimes become frustrated when the teacher talks too much or when too little is asked of them. In Years 5 and 6, their progress accelerates, and they relish the teachers' high expectations of what they can achieve. They read with expression, write exciting stories and solve complex problems in mathematics. In science, pupils develop an outstanding scientific knowledge and have the confidence to plan their own investigations. Pupils with basic literacy and numeracy difficulties make rapid progress. They gain much from the effective support, both in class and during the well-planned small group sessions.

Pupils develop a good sense of right and wrong and grow into mature, well-rounded individuals. They persevere well when set challenges, and are delighted when they meet their targets. One parent said how her child had, 'blossomed into a confident, outgoing girl who loves coming to school'. Most pupils try hard to live healthy lives, and enjoy the many opportunities to take vigorous exercise. This has been recognised by the award of Healthy Schools status. Pupils are well prepared for the future by taking responsibility as members of the Pupils' Voice, caring for the younger ones and their enthusiastic involvement in enterprises that raise funds for the school and wider community.

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*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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In the large majority of lessons learning is good because the teachers provide tasks that are challenging yet achievable for all groups of pupils. Teachers are quick to praise pupils for their efforts, and this gives them confidence to tackle even the hardest tasks. Teachers use computers and interactive whiteboards effectively, for example, to show different ways to solve subtraction sums or detail the characteristics of dinosaurs. Lessons mostly move at a brisk pace so that all pupils work busily at their own rate. Occasionally, however, the teachers' expectations of pupils are not high enough, and this affects their progress. Teachers assess pupils' work regularly, and use this information well to plan future lessons. A strength of the assessment is the way teachers help pupils understand their attainment levels and make it very clear what they need to do to improve.

The school has developed a rich curriculum that is enhanced by exciting visits to museums and theatres that bring topics to life. For example, following a visit to a local theatre, pupils wrote with great enthusiasm in literacy about their own imaginary place, and made a lurid magic potion in science. Literacy and numeracy lessons are planned

<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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well, and teachers ensure that these skills are developed further in other subjects. The curriculum provides some opportunities to experience different faiths and cultures, but the school recognises that pupils need more if they are to have a real awareness of how other people live and worship.

The good care, guidance and support make pupils feel secure and valued. Pupils whose circumstances make them vulnerable benefit from sensitive support, and do well. Pupils are prepared well for the next stages of their education by comprehensive links with other schools. Staff offer good levels of guidance to help pupils learn about personal safety and the dangers of activities such as smoking, unsupervised internet access and misuse of drugs. Some opportunities are missed, however, to help the small minority of pupils who ignore the advice about healthy options at lunchtimes, and devour their chocolate bars and leave the sandwiches. The school works very closely with parents and outside specialists to provide effective support for pupils with learning, medical and emotional difficulties.

*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 headteacher has helped create a strong team spirit in the school, where all staff share the same high expectations of pupils' achievements. The leaders analyse individual pupils' performance rigorously and use the improvement plan effectively to help rectify any weaknesses. This has, for example, helped develop the school's assessment systems so teachers know just how to move pupils on to the next levels in their learning. The strong focus on providing equal opportunities for all pupils and determination to tackle any form of discrimination are evident in the way all the pupils feel safe and confident to meet any challenge. The leaders evaluate the quality of teaching and learning rigorously, and give teachers clear guidance on how to improve their work. This is mostly effective, although some inconsistencies remain. Safeguarding is taken seriously, and systems are robust.

While the promotion of community cohesion is satisfactory, the school is right to see this as a key area for improvement. There are good links with the local church, village community and a school in Nepal, but the leaders are only just starting to develop partnerships with contrasting schools in the United Kingdom and evaluate the impact of their work on pupils' cultural awareness.

The new governing body supports the school well. Governors have a clear view of the

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school's strengths and weaknesses, and are not afraid to hold the leaders to account.

*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 provision is good and ensures that nearly all children meet or exceed the expected goals in all areas by the end of the Reception Year. Regular assessments provide staff with clear evidence of children's progress that they use well to plan further work. Children develop good reading and number skills because of the many opportunities provided for them to read, count and explore shapes. They enjoy writing, but the boys in particular struggle to write at any length.

The comprehensive induction procedures, good links with parents and thorough attention to children's welfare mean that children settle quickly into school routines and feel safe. The good teaching, with a strong emphasis on developing children's language and social skills, ensures that children make good progress in all areas of their development. The classroom is bright and stimulating, and children choose happily from the wide range of activities provided. The curriculum is planned well to provide a good balance between children working independently and at tasks set by the teacher. Children benefit from working alongside older ones who are eager to help them with their work. Children enjoy learning outside, but the lack of a covered area limits these opportunities.

Children develop their personal and social skills well, as can be seen in the way they work and play so happily together and tidy up after activities. They learn the rules for good behaviour quickly, and listen carefully to the teacher. The leaders evaluate the



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provision rigorously and know what needs to be improved.

*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 proportion of responses to the questionnaire is higher than normally found. Parents' and carers' views are extremely positive, and they feel that the school gives children a good start to their education. They are particularly appreciative of the way all staff know, and care for, their children so well. They value the good teaching, and the regular communication between home and school concerning their children's progress. They appreciate the strong leadership and management, and feel that the headteacher has made a very good start.

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

Ofsted invited all the registered parents and carers of pupils registered at North Wheatley 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 62 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	67	13	31	0	0	1	2
The school keeps my child safe	34	81	7	17	1	2	0	0
The school informs me about my child's progress	28	67	12	29	1	2	1	2
My child is making enough progress at this school	22	52	18	43	0	0	1	2
The teaching is good at this school	26	62	14	33	0	0	1	2
The school helps me to support my child's learning	24	57	17	40	0	0	1	2
The school helps my child to have a healthy lifestyle	25	60	15	36	1	2	1	2
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)	18	43	21	50	0	0	1	2
The school meets my child's particular needs	24	57	15	36	1	2	1	2
The school deals effectively with unacceptable behaviour	21	50	19	45	1	2	1	2
The school takes account of my suggestions and concerns	26	62	13	31	2	5	1	2
The school is led and managed effectively	31	74	7	17	2	5	1	2
Overall, I am happy with my child's experience at this school	28	67	13	31	0	0	1	2

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



3 May 2010

Dear Pupils

Inspection of North Wheatley Church of England Primary School, Retford, DN22 9DH

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and play so happily outside. A highlight for me was hearing you sing so beautifully in assembly. You think yours is a good school, and we agree.

This is what we found out about your school:

- you work hard in lessons and make good progress
- you behave well, and take good care of each other
- you know a lot about how to live healthy lives, although not all of you eat the healthiest things at lunchtimes
- you think deeply about people in the world who are not as lucky as you
- your leaders do a good job, and help the school to improve
- the activities provided for you are interesting, and you enjoy the many clubs at lunchtime and after school that teach you important skills in things like music and sport
- your teachers make learning fun and help you when you find things difficult
- all staff at the school help to keep you safe.

To make your school even better, we have asked your school to:

- make sure that you learn equally well in all classes
- help you learn more about the way people across the world live and worship.

Good luck for the future and keep up the good work.

Yours sincerely

Terry Elston

Lead inspector

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