

# Inspection of a school judged good for overall effectiveness before September 2024: Wistow Parochial Church of England Voluntary Controlled Primary School

Church Hill, Wistow, Selby, North Yorkshire YO8 3UU

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Inspection date:

5 November 2024

## Outcome

Wistow Parochial Church of England Voluntary Controlled Primary School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils in this school are polite, well behaved and positive ambassadors for their school. They enjoy coming to school and attend well. Pupils feel safe in school and have positive relationships with adults. Pupils are proud of the work they do. Their achievements are celebrated all around the school. The school's values are embedded in all that they do. Pupils learn about different faiths and cultures. They become ready for life in modern Britain. The mental health and well-being of pupils is a priority. A range of strategies are in place to support this, such as 'calm corners' and safe spaces. Pupils behave well, living by the school's 'Golden Values'.

There are many opportunities for pupils to take on responsibility. They become school councillors, eco-warriors and play leaders, for example. Pupils have a strong voice. The school councillors were active in shaping the 'behaviour brochure'.

Staff are determined that all pupils will achieve well. The school ensures that the curriculum meets the needs of all pupils. The children in the early years get off to a flying start and are ready for Year 1. They achieve highly in phonics and learn to read quickly. Pupils with special educational needs and/or disabilities (SEND) make good progress.

## **What does the school do well and what does it need to do better?**

Over time, the school has developed a curriculum that is ambitious for all pupils. The majority of pupils are ready for the next stage of their education at the end of key stage 2. The school has put the achievement of pupils high on its list of priorities. It aims to ensure that pupils achieve their potential. The school has put in place a clear approach to check what pupils know and can remember. This ensures that any gaps in learning are identified and can be addressed.

Pupils have regular opportunities to revisit prior learning and commit this to their long-term memory. However, pupils sometimes struggle to remember the key vocabulary that they learned in previous lessons. The school identifies pupils with SEND quickly. Teachers and other adults support pupils with SEND to fully access the curriculum.

Pupils' enjoyment of reading is evident across the school. The school provides reading challenges with linked rewards. The school has carefully woven texts about other cultures throughout the curriculum. Pupils' reading achievement is effectively and regularly checked. Effective intervention is put in place to help pupils who fall behind. This starts right from the early years, where additional phonics sessions help children to catch up swiftly.

Children in the early years have many opportunities to practise their learning. In mathematics, for example, children count and write numbers throughout the day. Adults seize every opportunity to develop children's mathematical understanding. For example, children were creating shapes from sticks outside and naming them. This linked to the overall autumn topic in the setting. The mathematics curriculum has been reviewed recently. The school has ensured that there is challenge and depth of learning for all pupils. Pupils have responded well. They talk about being challenged 'in a good way'. They know adults in school will help them when they struggle.

Pupils attend school well. Leaders work with families when they need support to ensure their children attend school. There is a robust approach in place to check on absent pupils.

The school is aware that most pupils live in a small, rural community. It purposefully ensures that pupils are exposed to the wider world. Pupils learn about other faiths and cultures. This is through class novels, visitors, educational visits and virtual tours. Pupils learn about the fundamental British values. This links closely with the school's own values. Pupils demonstrate tolerance and acceptance of those who live differently to themselves.

The school is very much part of the local community. It is closely linked to the village church. Pupils raise money for charity and take part in environmental projects. Every pupil has a role in school. They take these responsibilities seriously and respect each other. The school councillors presented the new behaviour policy to other pupils. Pupils know they can make a difference in the world. They are ambitious and want to do well. Pupils know they have a voice in their school.

School leaders, the governing body, the diocese and the local authority work well together. They have a clear, shared vision. Leaders know how to maintain the standards achieved while striving for further improvements. Communication between all leaders is comprehensive. This provides clarity on the actions that school leaders are taking. The governing body ensures the well-being of the school leaders and the staff. Staff are appreciative of actions taken to support workload. They are very happy to be part of this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The school's current approach to check and identify gaps in learning and Tier 3 vocabulary has not been in place very long, therefore the impact is yet to be seen. This means that sometimes, gaps in pupils' learning, and particularly their recall of key vocabulary, is not identified and addressed. This makes it difficult for pupils to build on their previous knowledge. The school should ensure that the approaches already in place identify gaps in pupils' learning and support knowledge and vocabulary to become embedded in their long-term memory.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	121596
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10346351
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	119
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Allen Blake
<b>Headteacher</b>	Carla Cox
<b>Website</b>	<a href="http://www.wistowschool.co.uk">www.wistowschool.co.uk</a>
<b>Dates of previous inspection</b>	2 and 3 October 2019, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- This Church of England school is a member of the Diocese of York. The last statutory inspection under section 48 of the Education Act was in June 2017.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors met with senior leaders, governors, including the chair of governors, teachers and the wider school team.
- The inspectors also considered responses to Ofsted's online surveys for parents and carers, staff and pupils.

### **Inspection team**

Helen Haunch, lead inspector

Ofsted Inspector

Helen Stout

Ofsted Inspector

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