

Inspection of Wetwang Church of England Voluntary Controlled Primary School

Pulham Lane, Wetwang, Nr Driffield, York YO25 9XT

Inspection dates: 18 and 19 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Wetwang Church of England Primary School is much smaller than the average-sized primary school. It is a friendly, welcoming school where pupils are cared for, happy and safe. The school's vision of 'learning and growing in the love of God' spreads through this small village school.

Pupils behave very well and have a good understanding of the school rules. Bullying is rare. When it does happen, pupils say that adults deal with it quickly and effectively. Staff teach pupils about different types of bullying, so that they know how to recognise this if it happens.

Pupils enjoy school and have positive attitudes. They talk eagerly about visits to The Deep aquarium, MKM football stadium and Go Ape. Visitors to school support pupils' wider development. Pupils have learned about Braille, hedgehog rescue and birds of prey. The school provide pupils with opportunities to take part in extra-curricular activities such as JAM (Jesus and Me), debating, cooking and sports clubs. These experiences widen pupils' horizons and develop their interests.

Children in early years make a good start to their school journey. Adults establish warm and positive relationships. These relationships help children to feel safe, happy and confident.

Leaders at all levels have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff know the pupils well and this contributes to them achieving well.

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

Leaders are determined to deliver a high-quality education for all. They have thought carefully about how the curriculum builds knowledge over time and meets the needs of mixed-age classes. They have mapped out what they want pupils to learn and when in order to ensure that pupils cover the whole of the curriculum before moving on to key stage 3.

Phonics teaching begins in early years. Leaders ensure that staff have the skills and knowledge to teach phonics highly effectively, through personalised training and coaching. Pupils' reading books are closely matched to the sounds they can read. This helps pupils to become more confident when they read. Pupils use their knowledge of sounds well to tackle words that they have not read before. Pupils who need extra help are identified quickly. They get the support they need to catch up.

Pupils talk enthusiastically about their favourite authors, such as Jacqueline Wilson, Enid Blyton, Emma Carroll and Lee Bacon. They enjoy reading for pleasure during 'owl time'. Leaders have carefully selected the texts that pupils read. These are

either 'old and gold' or 'new and bold'. Leaders purchase books that pupils are keen to read, including sequels to class novels.

In mathematics, teachers present information clearly and make precise checks on what pupils know and can do. In subjects such as history, the school has identified the small steps of learning needed to achieve the ambitious end-points of the curriculum. As a result, teachers know what to teach and when. However, in some areas of the curriculum, the school has not yet considered the specific knowledge that pupils need in order to be successful. As a result, teachers are not as clear about what they need to teach. They cannot check whether pupils have gained the prerequisite knowledge for the next stage of their learning.

Early years provision is carefully planned to ensure that the range of developmental needs of the children are met. There is a sharp focus on developing children's communication and language skills through skilful interactions, the use of story time, poetry baskets and snapshot pictures.

There are effective systems and processes for identifying pupils with SEND. Teachers know these pupils well and use a range of strategies to remove barriers to learning. This helps pupils with SEND to access the same curriculum as their peers.

Pupils are taught about equality and discrimination. They know why it is important to treat others equally. They are respectful towards and tolerant of others. Pupils' spirituality is fostered through daily collective worship. They are taught about the Christian values of friendship, respect, forgiveness, honesty, perseverance and responsibility. Pupils learn about different cultures and world religions, such as Judaism, Islam and Hinduism. However, pupils' knowledge of different faiths lacks clarity.

Leaders at all levels are passionate about the school and its place in the local community. Governors are knowledgeable and have a clear vision for the school. They understand their statutory duties and have the skills to challenge and support the school. Leaders at all levels take staff workload and well-being into consideration. Staff feel well supported and are proud to work at Wetwang.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, leaders have not broken down the most important knowledge that they want pupils to know into precise, small steps. Teachers are not as clear about what they are teaching and when, or what pupils are required to know and remember. Leaders should ensure that the long-term

aims of the curriculum are broken down into small steps, so that teachers know what to teach and can check that pupils have learned the intended curriculum.

- Pupils know that it is important to respect everyone in the community and the wider world. However, they do not remember enough about other faiths and cultures. Leaders should develop strategies to help pupils better remember this aspect of the curriculum.

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

Unique reference number	117997
Local authority	East Riding of Yorkshire
Inspection number	10290041
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair of governing body	Andrew McCormack
Headteacher	Peter Richardson
Website	http://sledmereandwetwangfederation.co.uk
Date of previous inspection	16 May 2018, under section 8 of the Education Act 2005

Information about this school

- As a Church of England school, Wetwang Primary is part of the Diocese of York. Its most recent section 48 inspection for schools of a religious character was in April 2023. The school was judged to be good overall and good for the impact of collective worship.
- The school is federated with Sledmere Church of England Voluntary Controlled Primary School.
- The school has an on-site pre-school for children aged two to four years.
- The school does not currently make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school had 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.
- 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.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous inspection reports.
- Inspectors spoke to senior leaders, including the chair of the local governing board. The lead inspector also spoke to representatives from the local authority and the Diocese of York.
- Inspectors carried out deep dives in early reading, mathematics, and art and design. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans for history and a sample of science and history books.
- Inspectors spoke with leaders about SEND. They visited some pupils with SEND in lessons and spoke to them about their learning.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke to pupils about their views of the school, and behaviour and safety.
- Inspectors evaluated the responses from parents and carers to Ofsted Parent View. Inspectors also evaluated the responses that staff had made to Ofsted's online survey.

Inspection team

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Ofsted Inspector

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