

# Inspection of a good school: Wheldrake with Thorganby Church of England Primary School

North Lane, Wheldrake, York, North Yorkshire YO19 6BB

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Inspection dates:

15 and 16 November 2022

## **Outcome**

Wheldrake with Thorganby Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils at Wheldrake with Thorganby Church of England Primary School are friendly, polite and welcoming. They are proud of their school. They remember the three school rules, 'respectful, ready and safe'. This helps them to behave well and do their best in lessons.

Leaders and staff have high expectations of every pupil, including those with special educational needs and/or disabilities (SEND). Pupils respond to these high expectations by working hard. They enjoy learning and the interesting discussions they have. Teachers plan exciting activities that bring the curriculum to life.

Behaviour in lessons and at breaktimes is good. Pupils of all ages thoroughly enjoy playing together in the lovely outdoor environment. Bullying is rare. Pupils know the difference between 'falling out' and bullying. They trust the adults in school to help them sort things out.

Older pupils are proud of their many leadership responsibilities. They care for younger pupils and are excellent ambassadors for the school.

Pupils love the wide range of enrichment activities and events that leaders provide for them. They are carefully planned to make the curriculum more memorable and to give pupils experience of the wider world. Year 6 pupils are full of enthusiasm about their recent residential visit to an outdoor activity centre.

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

Leaders have continued to develop the curriculum throughout the COVID-19 pandemic. They have identified the important knowledge that they want pupils to learn. In most subjects the curriculum is broken down into small steps. This helps teachers to plan

lessons that build firm foundations for future learning. However, in some foundation subjects this is not the case. Leaders are working on the organisation and content of knowledge in these subjects to ensure consistency across the curriculum. Teachers make learning interesting. For example, a recent trip to the Yorkshire Sculpture Park for pupils in Years 5 and 6 inspired them to recreate their own smaller versions in the same style. Pupils appreciate the visits that teachers plan to bring learning to life.

Mathematics is a popular subject at this school. Pupils enjoy lessons and the activities that help them learn important facts. Teachers remind pupils of what they have already learned at the start of every lesson. This helps pupils to remember and use their mathematical knowledge to tackle new learning. Pupils use resources effectively to deepen their understanding of the number system. For example, in one class, pupils use counters to make square numbers. This helps them to explain why a number is, or is not, square. Teachers introduce children to mathematical language from the start of the Reception Year. This prepares pupils for learning in Year 1 and beyond. Teachers check that pupils are keeping up. They provide extra help for pupils when they need it.

Reading is a high priority. Pupils are encouraged to read every day at home. They enjoy the books that teachers read to them. Children in the Reception Year are excited to unwrap their new book each week. They get to know five books very well each half term. Children get off to a flying start in learning the sounds they need to read simple words. They are able to enjoy their reading books because these closely match the sounds they know. Teachers provide extra help to make sure everyone can keep up. Those pupils who need it get regular help to fill gaps in their knowledge.

Pupils with SEND learn the full curriculum. Leaders and staff work together to make sure all pupils get the help they need to be successful. Pupils with SEND are fully involved in every aspect of school life.

Pupils learn how to recognise and manage their feelings and emotions. They know how to use the 'zones of regulation' to help them to do this. Pupils say that a very small number of pupils sometimes find it difficult to manage their feelings. They say that adults make sure this does not stop others from learning.

Pupils learn about different faiths and cultures. They explained how much they had enjoyed visiting a mosque and what they had learned there. Pupils are introduced to many different role models. Respect for others is embedded in the everyday life of the school. Pupils enjoy playing board games with members of the local community at school coffee mornings.

Leaders enable pupils to make a positive contribution to the local community. The school choir regularly performs at nearby events. Many pupils take part in activities to support charities in their own time. They are encouraged and applauded for their efforts by the school community. Pupils raise money for many good causes in school. Leaders make sure that pupils learn about the people they are helping. This helps to expand their knowledge of other countries and cultures around the world.

A range of lunchtime and after-school clubs keep pupils busy and give them the chance to try new things. These include chess, drama, multi-sports, debating, construction and times tables club.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive annual safeguarding training and regular updates. Leaders make sure that all staff understand that 'anything could happen here'. Staff are diligent in reporting concerns. Leaders take swift action to help to keep pupils safe. They work closely with families and outside agencies to get the right help for pupils at risk of harm.

Pupils feel safe in school. They know they can talk to a trusted adult if they have any worries. Pupils learn about appropriate relationships and how to stay safe online. Leaders enlist the help of outside agencies to reinforce important safety messages.

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

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

- The knowledge and skills that leaders want pupils to learn have not been fully broken down into small steps in some foundation subjects. As a result, pupils do not acquire all of the important knowledge they need in these subjects. Leaders should ensure that the curriculum is further developed and refined, with curriculum content accurately organised. They should ensure that pupils acquire the secure building blocks they need to achieve the aims of the curriculum in all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 predecessor school, Wheldrake with Thorganby Church of England Voluntary Aided Primary School, to be good in January 2014.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144712
<b>Local authority</b>	York
<b>Inspection number</b>	10241351
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Philip Baldacchino-Steward
<b>Headteacher</b>	Alison Shaw
<b>Website</b>	<a href="http://www.wheldrakewiththorganbyschool.co.uk">www.wheldrakewiththorganbyschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a member of the South York Multi Academy Trust.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the reading leader, the mathematics leader and the art and design subject leader.
- The inspector met with the chair of the local governing body and the chair of the board of trustees.
- The inspector met with the chief executive officer of the trust.
- The inspector had a telephone call with the diocesan representative.
- The inspector met with a group of girls and a group of boys.
- The inspector carried out deep dives in reading, mathematics and art and design. This included meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and

scrutinising pupils' work. The inspector also considered how leaders organise other subjects across the wider curriculum.

- The inspector observed pupils in key stage 1 and 2 read.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. The inspector also talked to the designated safeguarding lead.
- The inspector discussed the school's records on attendance and behaviour with the headteacher.
- The inspector reviewed the school's self-evaluation document and plans for improvement.
- The inspector talked informally with pupils.
- The inspector considered responses to Ofsted Parent View, including the free-text responses. The inspector also considered the responses to the Ofsted staff surveys.

### **Inspection team**

Janet Keefe, lead inspector

Ofsted Inspector

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