

# Inspection of a good school: Woodmansey Church of England Voluntary Controlled Primary School

Hull Road, Woodmansey, Beverley, East Yorkshire HU17 0TH

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Inspection date:

11 May 2023

## **Outcome**

Woodmansey Church of England Voluntary Controlled Primary School continues to be a good school.

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

Leaders have developed a curriculum where all pupils have the chance to succeed. The Christian values of hope, trust, respect and compassion underpin the school's key rules and responsibilities. Pupils know the key rules, which they feel are fair and help them to behave well.

Pupils know to tell an adult if they feel worried about bullying. However, pupils are adamant that bullying does not happen often.

This school is formally partnered with a larger local primary school. The executive headteacher and head of school have strengthened the way the schools work together to expand opportunities for pupils and staff.

Leaders provide pupils with incredible memories of their primary education. Pupils take part in the Christmas concert at Beverley Minster, enjoy outdoor adventure residentials, learn to play an instrument, and participate in the international festival. The international festival is an opportunity for pupils to immerse themselves in the culture of another country. Pupils remember participating in sporting activities, cooking, art and dance, as well as learning about the geography of Canada.

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

Leaders provide a deep, exciting curriculum based on the pupils' interests. Leaders developed this by using the additional expertise of subject leaders from the partner school. The curriculum clearly and consistently maps out the skills, vocabulary and knowledge leaders want pupils to remember from early years to Year 6. Subject leaders are knowledgeable about the curriculum in the mixed-age class they teach. However, they

need further support to ensure they have a clear picture of how well the intended curriculum is taught across all phases.

The curriculum is designed to ensure that teachers are reinforcing and building on previous knowledge. For example, pupils in Years 5 and 6 learn about rivers in geography, which builds on previous work on physical geography in Years 3 and 4. Teachers make regular checks on pupil misunderstandings in lessons. They use this information to teach concepts again as necessary.

In early years, because of the small cohorts, leaders can adapt the planned content to meet the specific needs of children. Leaders use information on pupils' progression through the curriculum to their advantage. They analyse what individuals know and consequently amend the curriculum as needed.

Leaders are ambitious for pupils with special educational needs and/or disabilities. Leaders expect them to achieve the same outcomes as their peers. They recognise, however, that often their journey will be scaffolded with additional support. For example, some pupils use touchscreen tablet or 'talk to text' technology to support their learning.

From Nursery, leaders embed a love of reading among the children. They use listening games as they begin to teach phonics. As pupils progress through key stage 1, they use their phonic knowledge to read unfamiliar words in books. Pupils are resilient in their efforts to read. Leaders check, during the daily phonic session, the sounds pupils know. Leaders use this information to determine who needs extra phonic input. Pupils receive additional phonics and targeted support in the guided reading session to help ensure they catch up quickly.

Leaders help children to master mathematics from an early age. This ensures that pupils have a good understanding of number and number composition. Pupils can explain their mathematical thinking and use the associated vocabulary. Teachers support pupils who find mathematics difficult, providing immediate help to ensure that they can keep up with their year group.

Leaders link the school's Christian values to the 'rhythm of the year'. These are significant events, such as festivals or celebratory days, including Europe Day or Environment Week. Leaders provide pupils with opportunities to build friendships worldwide. The school currently has connections with pupils in Germany and Poland. Leaders encourage pupils to fill a box with items that honour who they are. Pupils share 'my life in a box' with their international friends. This enables pupils to acknowledge commonalities and celebrate differences. Leaders ensure that pupils are aware of discrimination. However, pupils comment that 'it wouldn't happen, as everyone is treated as family at Woodmansey.'

Leaders support staff well to undertake the many different roles they have in the small school. Staff recognise that working with colleagues from the partner school has reduced their workload, as they share ideas, resources and planning.

Governors are committed to the school. They are determined that it serves the village community and continues to improve. Governors conduct an annual skills audit to ensure that they are best placed to continue to challenge and support the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff maintain an 'it could happen here' attitude and are continually attentive to the possibility that safeguarding concerns could arise. Staff complete regular training, which include scenarios to prompt discussions on how they would respond to a safeguarding risk.

Leaders recognise that, as pupils in Year 6 approach their transition to secondary school, they begin to seek independence. For example, older pupils want to travel into Beverley town. To support this independence, leaders invite the police to talk to pupils about being 'street and bus wise'.

Pupils report any concerns about their safety and welfare to staff. They can write down their worries, nominate an adult to help them and post it in the 'talk to' box.

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

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

- Subject leaders do not have a clear enough picture of how well the planned curriculum is taught across all ages and phases. Leaders should work with subject leaders to help them to check more effectively how the subject curriculum is progressing across the school. This will help them to build on strengths and address any weaknesses.

## **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 school to be good on 30 and 31 January 2018.

## **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>	117999
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10255879
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kerri Harold
<b>Headteacher</b>	Bethan Nicholls (head of school)
<b>Website</b>	<a href="http://www.woodmanseyprimary.school">www.woodmanseyprimary.school</a>
<b>Date of previous inspection</b>	30 and 31 January 2018, under section 5 of the Education Act 2005

## Information about this school

- This is a smaller-than-average primary school.
- This school is in a formal partnership with Molescroft Primary School. They share an executive headteacher and special educational needs and disabilities coordinator.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school was in 2019. The timescales for reinspection have been extended because of the COVID-19 pandemic.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, curriculum leaders, staff and pupils.

- Meetings were also held with representatives of the governing body, the local authority and the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at samples of pupils' work. Inspectors heard pupils read.
- Inspectors examined safeguarding records, attendance figures, curriculum plans and policies.
- Inspectors considered the views of parents from the responses to Ofsted's survey, Parent View.
- The views of staff and pupils were considered through meetings and through their responses to Ofsted's questionnaires.

### **Inspection team**

Alison Stephenson, lead inspector

His Majesty's Inspector

Sarah Gordon

His Majesty's Inspector

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