

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



5 March 2012

Ms S Joskey  
Headteacher  
Wrington Church of England Primary School  
School Road  
Wrington  
Bristol  
BS40 5NA

Dear Ms Joskey

### **Ofsted 2011–12 subject survey inspection programme: science**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 27 February 2012 to look at work in science.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons.

The overall effectiveness of science is outstanding.

#### **Achievement in science**

Achievement in science is outstanding.

- Pupils make outstanding progress in the Early Years Foundation Stage. Pupils' level of knowledge and understanding of the world around them are broadly in line with that expected for their age on entry to the reception class. By the time they start Year 1, their knowledge and understanding of the world are above expected levels.
- Pupils continue to make outstanding progress between Years 1 and 6, although there is some variation in progress between year groups. By the end of Year 6, attainment is high. All pupils have attained the expected Level 4 in teacher assessments for the past two years. The proportion of pupils attaining the higher Level 5 has been well above the national average.

- Pupils made at least good progress in all the lessons observed and outstanding progress in half the lessons. Pupils made particularly good progress in developing their skills of scientific enquiry.
- All groups of pupils make similar outstanding progress, pupils with special educational needs and/or disabilities.
- Pupils enjoy science and are curious and inquisitive about the world around them. They are keen to discover and learn about new things and behave extremely well when completing the tasks set for them by their teachers.
- The school does much to develop children's respect for the living and non-living environment.

### **Quality of teaching in science**

The quality of teaching in science is outstanding.

- Teachers' good subject knowledge is used well to plan interesting lessons that actively engage pupils in learning. Teaching is characterised by first-hand investigations, where the focus is on developing pupils' skills of scientific enquiry.
- Teachers make effective use of questioning not only to check pupils' knowledge but to delve deeper to explore and develop their understanding of scientific ideas.
- Teachers make effective use of paired and group work to encourage pupils to talk about their ideas. This enables children to learn from each other.
- Staff know pupils well and the tasks they are set in lessons are well matched to their ability and learning needs. Teaching assistants provide pupils with special educational needs and/or disabilities with effective in-class support.
- Pupils value the good relationships they have with their teachers and find them helpful and supportive.
- Much of the marking of pupils' work is clear and gives them very helpful advice about how to improve. However, the quality of advice given to pupils varies across classes.

### **Quality of the curriculum in science**

The quality of the curriculum in science is outstanding.

- The curriculum has a very clear focus on developing children's sense of curiosity and their skills of scientific enquiry.
- Long-term planning ensures coverage of national curriculum requirements and very effectively builds pupils' understanding of key ideas over time.
- Effective use is made of local resources and the school grounds to ensure that science is taught within contexts that have meaning and relevance to pupils. Schemes of work also make effective links with learning in other subject areas.

- Pupils' experience of science is enriched by number of visitors to the school and science based trips and activities. These provide pupils with memorable experiences that increase their enjoyment of the subject.

### **Effectiveness of leadership and management in science**

The effectiveness of leadership and management in science is outstanding.

- The science leader is well informed of recent initiatives in science education. They have created a clear vision for science based around developing pupils' sense of curiosity and their skills of enquiry. This vision is shared by all staff.
- There is a culture of high expectation in the school with all staff fully committed to ensuring that all pupils achieve highly.
- Through effective monitoring and evaluation the science leader has a good understanding of current strengths and weaknesses in science. They have a good, clear sighted plan to drive further improvement.
- Pupils' attainment in science is assessed well, although systems are currently being reviewed in order that they can be further improved. The progress of individual and groups of pupils' is tracked by the science leader to ensure that all make at least good progress. At the moment this information is not stored on the school's new central tracking system; however, good plans are in place to address this issue.

### **Areas for improvement, which we discussed, include:**

- ensuring that all written feed back to pupils gives them very clear and helpful advice about how to improve by sharing the outstanding practice that exists in the school
- developing the new central tracking system in science as planned.

I hope that these observations are useful as you continue to develop science in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

**Peter Sanderson**  
**Her Majesty's Inspector**