

# Wick Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109177
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	356494
<b>Inspection dates</b>	5–6 October 2010
<b>Reporting inspector</b>	Jenny Batelen

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deb Barnard
<b>Headteacher</b>	Robert Cockle
<b>Date of previous school inspection</b>	18 March 2008
<b>School address</b>	Church Road Bristol BS30 5PD
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## Introduction

This inspection was carried out by three additional inspectors. They observed 10 lessons and eight teaching staff. They held meetings with representatives of the governing body, staff and groups of pupils. Inspectors also spoke to parents as pupils were arriving at school. They observed the school's work, and looked at documents including the school development plan, safeguarding and welfare arrangements and records of pupils' progress. Inspectors also analysed questionnaires from staff, pupils and 51 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The progress of pupils throughout the school, particularly in English and mathematics.
- The consistency of teaching and learning across the school and how this contributes to the achievement of pupils.
- How leaders and managers in the school enable staff and pupils to do their best, especially since the arrival of the new headteacher.

## Information about the school

The school is smaller than the average-sized primary school. It serves the village of Wick, the nearby village of Doynton and the local community. The proportion known to be eligible for free school meals is below average. The majority of pupils are from White British backgrounds, with a small percentage from minority ethnic families. The proportion identified with special educational needs and/or disabilities is below the national average and these include a range of moderate learning needs. The school has had a period of change, with a new senior leadership team in place this year. The school has achieved the following awards: Healthy Schools, Activemark, and Bronze Eco Schools. The breakfast club is managed by the governors. There is an after-school club managed by private providers which was not part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Wick Church of England Primary is a satisfactory school, a strong feature of which is pupils' good behaviour both in class and around the school. They are welcoming, keen to share how much they enjoy school and the many activities they can take part in, especially being involved in the planning of their learning. 'School makes learning fun,' sums up their views. Parents and carers are overwhelmingly positive and tell of how 'the school is very welcoming' and that there is '... a supportive and encouraging ethos'. Pupils have an excellent understanding of how to keep themselves healthy and appreciate the school's support for this. They enjoy the many sporting opportunities and chances to grow, cook and eat healthy food.

Children in the Early Years Foundation Stage have a very secure start to school because of comprehensive induction procedures that ensure they are happy and ready to learn. They start school with skill levels broadly in line with those expected for their age and by the end of Key Stage 2, attainment is average, although rising, particularly in reading and mathematics. Progress through the school for most pupils is as expected, although pupils with special educational needs and/or disabilities often make better than expected progress, because of well-targeted interventions.

Teaching and learning are broadly satisfactory, but variable in quality. In the better lessons, pupils work hard at tasks that challenge them and are able to assess how well they have done. Where learning is less successful, pupils often sit for too long listening to their teacher, tasks are not sufficiently challenging and pupils are not clear about how they can improve their work. There is a comprehensive marking policy in place which, at its best, provides clear improvement targets for pupils; however, this is not being consistently used. Recently introduced tracking data is now supporting more effective knowledge of pupils' skill levels and this is beginning to be used to better inform teachers' planning of work that challenges all pupils.

The new headteacher, well supported by other leaders, has already identified key areas for development and made considerable improvements to the learning environment. Staff, parents, carers and children comment on these changes very positively and the benefits are already being felt, particularly at playtimes and in the Early Years Foundation Stage.

Recent school self-evaluation is broadly accurate, but not always focused on outcomes for pupils. The governing body has given good stability to the school during a period of change and are clear about the areas to develop. They hold the school to account and are involved in evaluating its work. As a small school, all staff have responsibilities, but until recently, not all have not been effective leaders, when the focus is more on provision rather than the outcomes for pupils. Staff are appreciative of the guidance and opportunities now being given to them and are keen to monitor and evaluate the areas of

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their responsibility more rigorously. As a result, the school has satisfactory capacity for sustained improvement.

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

- Increase attainment and rates of progress in English, mathematics and science by:
  - improving the quality of teaching and learning, particularly through providing more challenging tasks for all pupils.
- Improve the quality and consistency of assessment across the school by:
  - making better use of the outcomes of assessment to inform planning
  - ensuring the marking policy is used consistently
  - setting clearer and more concise improvement targets for pupils.
- Ensure that all staff play a more significant role in monitoring and evaluating the work of the school by:
  - establishing an effective programme of training to enable staff to carry out leadership roles more effectively
  - ensuring a clear focus on outcomes, rather than provision.

## Outcomes for individuals and groups of pupils

**3**

In most lessons, pupils make satisfactory progress because they are able to understand the work, but are not always challenged to take a risk and try something harder. Where challenge happens, better progress is made, as when Year 6 pupils worked together to solve the problem of how to convert kilometres to miles. Very good interventions from other adults in the classroom enable those with special needs and/or disabilities to make at least good progress in reading and mathematics. Boys and girls make similar progress.

Pupils have a good understanding of how to keep themselves safe. They appreciate how the school site is kept safe for them. They know the importance of keeping safe when using modern technology and they are confident that the adults in school will help them if they have any concerns or worries. They play well together, have no concerns about bullying and have a good understanding of the school anti-bullying code. Healthy Schools status and Activemark reflect the school's commitment to ensuring that pupils have excellent opportunities to understand how to keep themselves healthy and be able to do so. Pupils have a very good understanding about healthy eating. They grow their own food in the recently established school allotment, and cook and eat the produce. Pupils also have a broad understanding of what affects their health, such as the amount of sleep and good and bad medicines.

Pupils contribute extensively to the life of the school. There are numerous roles and responsibilities for pupils in each class, including being part of the Eco club, which is now working towards the silver award. The school council has a strong voice, particularly in requesting extra resources for the playground and fundraising to facilitate the purchase of items. Pupils contribute well to the wider community through the strong link with the church and chapel. Safety on the road outside school has improved because of pupils' work with the local MP and police. They are confident in their use of information and communication technology and are helped to apply their basic skills of literacy and

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numeracy in a range of contexts. Attendance is above average and pupils understand the need to be punctual.

Pupils benefit from the Christian ethos of the school, particularly in assemblies, about which they comment in the 'Assembly Book'. They have a well-developed appreciation of the arts, music and literature and a good awareness of their own local heritage. Pupils have a good understanding of faiths and cultures from around the world, although understanding of the diversity within the United Kingdom is less well developed. The school has identified the need to develop links to address this.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

In the best lessons, well-planned activities and effective questioning challenge pupils and they make good progress. Thematic work creates links across the curriculum and pupils are enthusiastic when they are able to contribute to planning their learning, such as asking to learn about the Greeks when studying the theme 'Active 4 Life'. Other adults in the classroom give strong support in whole-class and group sessions. However, when pupils sit for too long and are not challenged in their thinking, they are not able to make progress rapidly enough. Some aspects of assessment are useful, such as in English, when pupils are given pointers to improve their work and reflect on how well they have done and what they must do next. Marking in books, however, does not always relate closely enough to the learning objectives or targets and so does not consistently help pupils to

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improve The recently introduced skills ladders and targets are a welcome addition, but are not yet used effectively so that pupils understand the next steps in their learning.

The good thematic curriculum has a strong focus on developing pupils' skills and is having a positive impact on the enthusiasm and interest of pupils. Pupils have a broad range of experiences through visits and visitors and the increasing use made of the outside areas of the school. The curriculum provides a range of sporting opportunities, including swimming in the on-site pool and many well-attended sporting after-school and lunchtime clubs, the latter run by pupils.

Pastoral support for all pupils is good. Support for vulnerable pupils and those with special educational needs and/or disabilities is well established and contributes to their development, particularly in the core subjects. Nurture groups enable pupils to be supported through particular difficulties, when necessary. The breakfast club provided by the governing body gives good support to families, enabling pupils to have a safe and welcoming start to their school day. Pupils are well prepared for their move to secondary school through transition days and activities led by secondary school staff.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The strong leadership of the headteacher has re-established the vision of the school and unified all staff and governors in their expectations. Staff are very supportive of the improvements that have already occurred and are keen to continue to strive to become an excellent school in time. Monitoring of teaching and learning is now established, but has not yet had long enough to impact upon the consistency of the quality of teaching and learning, the consistent use of relevant policies and in pupils' outcomes. Leadership functions are at present mainly undertaken by the two senior leaders but plans are emerging to build leadership capacity and involve other staff more fully, particularly in monitoring and evaluation.

The governing body has had a pivotal role in maintaining continuity during the period of change. They have a good understanding of the context of their school and fulfil their role of challenging leaders and holding them to account for its performance. Safeguarding policies and procedures are securely in place, with appropriate training for all staff and a clear understanding of risk. Parents and carers' views are taken into consideration when considering developments, as demonstrated by the creation of the breakfast club. Parents are given good support to enable them to help their children, because of the approachability of staff and of curriculum information evenings.

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Data and tracking systems now in place enable staff and the governing body to have a good understanding of the progress of groups and individual pupils, ensuring that equal opportunities are well promoted and discrimination, when it occurs, is tackled appropriately. A very thorough audit of its good provision for community cohesion highlights the strength of the school's contribution to the local community, and how it values and supports the school, particularly with regard to environmental issues.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The newly sited and refurbished Early Years Foundation Stage is an excellent stimulating environment for children's enriching and happy experiences. Parents and carers speak positively of the good start their children have made because of the thorough induction process, including home visits, which means that children settle well. Representative comments from parents and carers praise the 'fantastic teachers who are calm and friendly.'

Children enter school with skill levels broadly in line with those expected for their age. They make sound progress in all areas of learning and enter Key Stage 1 with average levels of attainment; personal development and attitudes to learning are particularly strong features. The transition to Year 1 is well planned so that children move on well through the school.

The leader of the Early Years Foundation Stage is a skilled practitioner, with an excellent understanding of the needs of children of this age. A clear action plan correctly identifies the next step as further development of the use of the whole environment. She is well supported by the senior leadership team of the school and a well-qualified teaching assistant.



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There are a wide range of activities for children to engage in, both adult-led and child-initiated. Planting of a St George's flag using pansies complements the learning about England as part of the school's international week. Children move seamlessly between the classroom and outside, whatever the weather. After practising their counting and number recognition skills in the classroom, a hunt for numbered bears, both inside and outside, allows children to develop these skills further. Children have a very good understanding of how to keep themselves safe. They work and play very well together and are learning about keeping themselves healthy through what they eat and having plenty of exercise.

Ongoing assessments, through observation and discussion with children, allow staff to plan for future learning. Children contribute to the planning and parents are well informed about the current theme.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of questionnaires returned is about average for similar primary schools. Parents and carers are very supportive of the school. The returned questionnaires were overwhelmingly positive. Parents and carers praise the welcoming, supportive, caring and nurturing approach of the school and the approachability of the staff. They value the school's educational standards and the additional activities provided. Inspection evidence mostly agreed with parents' views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wick CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	80	10	20	0	0	0	0
The school keeps my child safe	42	82	9	18	0	0	0	0
My school informs me about my child's progress	30	59	20	39	0	0	0	0
My child is making enough progress at this school	29	57	21	41	0	0	0	0
The teaching is good at this school	34	67	16	31	0	0	0	0
The school helps me to support my child's learning	34	67	16	31	0	0	0	0
The school helps my child to have a healthy lifestyle	38	75	13	25	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	65	13	25	2	4	0	0
The school meets my child's particular needs	37	73	14	27	0	0	0	0
The school deals effectively with unacceptable behaviour	29	57	19	37	2	4	0	0
The school takes account of my suggestions and concerns	25	49	26	51	0	0	0	0
The school is led and managed effectively	38	75	13	25	0	0	0	0
Overall, I am happy with my child's experience at this school	43	84	8	16	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 October 2010

Dear Pupils

**Inspection of Wick CE Primary School, Bristol BS30 5PD**

Thank you for making us welcome when we visited your school recently. Thank you also to those of you who returned questionnaires about your school. We enjoyed joining in your lessons and talking to you. Here are some of the things we found out about your school.

- You behave well around school and look after each other well.
- You enjoy school and the many after-school activities you take part in.
- You have lovely outside areas, which you enjoy playing and working in.
- All the adults in the school care a lot about you and make sure that you understand how to keep yourselves safe.
- You enjoy being able to help your teacher plan the work you do
- You have an excellent understanding about how to keep yourselves healthy.

Your school is satisfactory overall and we have asked your headteacher and the governors to do certain things to make it better. These are:

- to help you make faster progress in English, mathematics and science by giving you work that challenges you more
- to set you clearer targets and mark your work more thoroughly so that you know better how to improve
- to make sure teachers and other staff monitor how well you are doing in more detail and quickly make any improvements that are necessary.

You can help by making sure you continue to try your best in all lessons.

Yours sincerely

Jenny Batelen  
Lead inspector

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