

Court-de-Wyck Primary School

Inspection report

Unique Reference Number	109223
Local Authority	North Somerset
Inspection number	356504
Inspection dates	13–14 January 2011
Reporting inspector	Christine Huard

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	The governing body
Chair	Mr Tim Brunton
Headteacher	Nick Riddiough
Date of previous school inspection	1 November 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons or parts of lessons taught by six teachers. They held meetings with staff, governors and a group of pupils. Inspectors observed the school's work and looked at some of the school's documentation. This included the school improvement plan, monitoring and assessment information as well as planning and the governing body minutes. The school's procedures for ensuring pupils' safety were closely scrutinised. In addition, 65 parents' questionnaires were analysed as well as 10 returned by staff and 54 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of strategies to improve attainment, particularly in mathematics and reading.
- The accuracy of teacher assessments and the use of assessment information to plan further steps in learning.
- The quality of provision for children in Reception and how well this prepares children for entry into Year 1.
- How effectively the governing body monitors the work of the school and measures the success of key decisions.

Information about the school

Court-de-Wyck is a smaller-than-average sized primary school in the village of Claverham. While most pupils are local, a significant minority travel some distance to school from the surrounding area. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is high. These needs mainly relate to behaviour and moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is above average. Children in the Early Years Foundation Stage are catered for in the Reception class. The school holds a number of awards including the Healthy Schools, Activemark, and the Bronze eco-award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Court-de-Wyck provides a good education for its pupils, which fully reflects its Christian ethos. It enables them to make good progress in both their academic and personal development. The care, guidance and support provided for pupils are outstanding; as one parent commented, 'they go above and beyond the call of duty, a five star school'. Adults ensure that the pupils feel safe and the needs of each individual pupil are met. Parents are delighted with the support provided and their comments reflect the views of one who said, 'The communication and support has been exceptional, the teaching staff are totally committed to each child reaching its full potential.' The school's success stems from the strong leadership of the headteacher. He has high expectations of what the pupils can achieve and constantly strives, with his senior leadership team and staff, to make the provision even stronger.

Children get a good start in Reception. The wide range of activities provided means that they learn effectively and make good progress. By the end of Year 6 attainment is broadly average and pupils achieve well. The school has done well to reverse the down turn in attainment seen in 2010. It takes swift action to address any perceived weaknesses. Through its rigorous monitoring and assessment procedures, the school identified that attainment in mathematics across the school was a weaker area. The decision was taken to remove the deputy headteacher from her class-teacher role in order for her to work with colleagues in all classes to raise standards. This included working and teaching alongside colleagues in classrooms and focusing on specific skills such as times tables. Pupils now not only reinforce their basic skills more effectively but can also better apply the knowledge they are gaining. As a consequence, underachievement has been eradicated and pupils work with greater enjoyment and confidence. Attainment in English, particularly reading, has also improved considerably. Writing is often imaginative with wonderful imagery. Punctuation and grammar are good. However, spelling is not as good as it should be because there is no consistent approach to teaching it and this means that pupils are not developing their spelling skills systematically.

Pupils make good progress because they receive consistently good teaching. Pupils with special educational needs and/or disabilities receive very good support both in class and in small group or individual tuition sessions which enables them to make good progress in their learning. Teachers take care to ensure that pupils are appropriately challenged in class. The careful matching of task to individual need ensures that all pupils achieve well. They really enjoy school and have positive attitudes towards their learning. Pupils behave well and say that lessons are interesting and exciting. They tackle tasks enthusiastically and take a pride in their work. Presentation was an area for development at the last inspection and the school has tackled this well. Pupils have an excellent understanding of what a healthy lifestyle entails. They respond enthusiastically to the many and varied opportunities the curriculum provides for sport and exercise, fully justifying the Healthy

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Schools and Activemark awards. The curriculum is good and has been recently revised to make it more relevant and exciting. However, the changes are not yet fully embedded and it has not been reviewed yet to ensure that all opportunities for learning are identified within each theme.

The school has a good understanding of its strengths and weaknesses and self-evaluation is accurate. The successful actions taken to improve mathematics, for example, are further proof of the school's good capacity to secure further improvements. It has extremely good relationships with and the support of its parents. As one commented, 'It is very friendly and professional at all times with a caring approach.'

What does the school need to do to improve further?

- Raise attainment in writing by ensuring strategies for teaching spelling are agreed and consistently applied across the whole school.
- Improve the curriculum by:
 - ensuring that key strategies, such as the teaching of spelling, are built into the opportunities for writing
 - identifying a range of visits and visitors appropriate to each theme to ensure that all learning opportunities are fully considered.

Outcomes for individuals and groups of pupils

2

Pupils say that they enjoy their learning. Their attainment is broadly average and they achieve well from low starting points because they are well motivated and relish the work they are given. They eagerly tackle the tasks they are presented with in class. For example, pupils in a Year 6 lesson were enthusiastically solving number problems by following a range of specific instructions. Pupils worked well together in pairs or small groups, discussing options and logically working through each card. Although the tasks were challenging they stuck at them and achieved success by the end of the session. In another lesson, Years 4 and 5 pupils were engaged in a range of tasks. While some groups were tackling problems involving fractions at a range of levels other, more able pupils, were working on tasks involving percentages. This careful matching of task to ability means that all pupils are appropriately challenged and consequently make good progress. Good support for pupils with special educational needs and/or disabilities ensures they learn well and make similar good progress.

Pupils thrive in the nurturing atmosphere of the school. They have a good understanding of how to stay safe and say that behaviour is good and has significantly improved. The play spaces are happy and harmonious places and should there be any falling out, pupils who have been trained as peer mediators effectively help sort out any problems. They are thoughtful and reflective, assertive and confident. Their spiritual, moral, social and cultural development is good. The school council works very effectively and pupils make a good contribution to the life of the school. They are asked for their ideas which are often then incorporated into the curriculum. Pupils are rightly very proud of their bronze eco-award and through this are learning very effectively about their wider, global responsibilities. Their above average attendance, as well as improving literacy, numeracy and information and communication technology skills, ensures they are getting a satisfactory grounding for the future.

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

These are the grades for pupils' outcomes

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

¹ 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?

Teachers work hard to enthuse and inspire their pupils. They ensure that pupils know what they are going to learn and use resources, such as interactive whiteboards, skilfully. Pupils have lots of opportunities to discuss and compare their thinking with partners. Tasks are carefully devised to meet the learning needs of all pupils so that they are appropriately challenged or supported. A Year 6 literacy lesson observed was lively with short-burst oral tasks interspersed with more structured activities to which pupils responded enthusiastically and learned effectively. Tasks are always accompanied by success criteria so that pupils can self-assess how well they have done. Marking is good in the majority of classes and target setting is highly individualised so that pupils know what they have to do to improve. Occasionally, the pace of lessons slips because teachers' input is a little too long, leaving less time for pupils to complete their tasks.

The school has recently revised its curriculum to make it more exciting and creative. The school has not yet fully evaluated the impact of this on the pupils' learning and has not ensured, for example, that the teaching of spelling is built into the opportunities for teaching writing. The themed approach means that effective links are made across a range of subjects. Pupils take part in a wide range of visits but the curriculum does not fully explore all available options, such as identifying a range of visits and visitors appropriate to each theme; for example, the theme about Islam did not include a visit to a

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mosque. This thematic approach has a particularly good impact on progress because it provides many opportunities for pupils to practise their basic skills. The use of information and communication technology (ICT) is fully integrated into all topics and the use of the internet means that pupils have a wide range of opportunities to further extend their learning. An excellent range of out-of-school activities provides pupils with many additional opportunities to enhance their learning.

A central feature of the ethos and culture of the school is that pupils' needs are often individually known and catered for. As a result, pupils, including those with special educational needs and/or disabilities, make good progress. The school works very closely with parents and a wide range of outside agencies to enable them to make the best possible provision. Transition arrangements into and out of the school are very effective. Pupils receive good support for their personal development and are very well cared for.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has tackled weaknesses tenaciously and swiftly reversed a recent downturn in attainment. This could not have occurred had not staff at all levels shared his vision and ambition to further improve standards and accelerate pupils' progress. There is good commitment from all staff to achieve the best for all the pupils. Monitoring of teaching and learning is good and ensures that specific priorities for improvement are identified clearly and addressed swiftly ensuring that pupils' good progress is sustained. Governors are knowledgeable and supportive. They play an active role in the school's strategic development and are fully involved in decision making. As one said, 'Nothing is presented as a fait accompli, we always fully discuss everything.'

Equality of opportunity for all pupils is promoted effectively. The school ensures that pupils, whatever their ethnic or cultural background, or their ability, are valued and free from discrimination. Governors and leaders promote community cohesion well. The school has several links with schools in contrasting settings both at home and abroad. A residential visit to London also gives pupils opportunities to sample life in a big city and to visit and play a part in ceremonies at different places of worship such as a Hindu temple. At the time of the inspection, governors have ensured that all safeguarding procedures are robust and fully meet requirements.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are eager to learn and make good progress because teaching is lively and exciting. As a result, they join Year 1 very well prepared for National Curriculum work having reached the average standards in most areas of the Early Years curriculum. Nevertheless, attainment is still a little below that expected in writing and calculation. There is a good balance of activities led by the teacher and those that children choose for themselves. There are many opportunities for children to pursue their early literacy and numeracy skills. Role play, such as that observed in the 'Site Office', reflects well what is happening outside the Reception class window as a new pre-school building is erected. Children eagerly don hard hats and strut around using clip boards to plan and chart progress, organise each other's tasks and construct their own buildings using lego or larger bricks. Teachers use 'complaints from the neighbours' effectively as a tool for obtaining quiet so that instructions can be given by adults!

Children learn to share and take turns and develop independence and the ability to make choices. Interesting themes make the curriculum and learning relevant and exciting. The care and attention given to children's welfare are excellent. Children's individual needs are known and acted upon and children feel very safe and secure. Induction processes are outstanding and the school makes every effort to ensure that children settle happily. There are very good relationships with the many settings from which children attend. Leadership and management are good. Ongoing monitoring of the progress children are making ensures that activities are well matched to their needs on a day-to-day basis. Learning diaries provide a good record of the progress made by each child; however, at times the observations made are descriptive rather than evaluative and consequently do not always identify next steps in learning precisely enough.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Almost all parents and carers who responded to the questionnaire are happy with their children's experience at the school and think their children enjoy school. Most think that the teaching is good and their children make good progress. While most parents feel that unacceptable behaviour is effectively dealt with, a very small minority expressed concerns. The inspections findings are that behaviour is good in and around the school. Although a very few pupils do occasionally present challenging behaviour, this is dealt with well. Any more serious incidents, which are few and far between, are fully documented and parents are informed and consulted.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Court-de-Wyck 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 117 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	62	24	37	1	2	0	0
The school keeps my child safe	39	60	23	35	3	5	0	0
My school informs me about my child's progress	21	32	38	58	4	6	0	0
My child is making enough progress at this school	25	38	34	52	4	6	0	0
The teaching is good at this school	31	48	31	48	2	3	0	0
The school helps me to support my child's learning	26	40	37	57	0	0	0	0
The school helps my child to have a healthy lifestyle	30	46	35	54	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)	29	45	29	45	0	0	0	0
The school meets my child's particular needs	28	43	30	46	5	8	0	0
The school deals effectively with unacceptable behaviour	21	32	38	58	4	6	2	3
The school takes account of my suggestions and concerns	25	38	36	55	2	3	0	0
The school is led and managed effectively	37	57	24	37	0	0	2	3
Overall, I am happy with my child's experience at this school	35	54	28	43	2	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



17 January 2011

Dear Pupils

Inspection of Court-de-Wyck Primary School, Claverham BS49 4NF

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and are proud of how well you are doing. You are right to be pleased, because it is a good school!

What we found out about your school:

- You really enjoy school and make good progress, reaching the standards you should in English, mathematics and science.
- You behave well, both in class and out in the playground.
- You get on well with the other pupils and look after each other.
- The headteacher and governors are good at running the school and understand well how they could make it even better.
- You have an excellent understanding of how to live healthy lives.
- Your teachers work hard to plan interesting lessons and always mark your work carefully.
- All staff take excellent care of you and keep you safe.
- Children in Reception get a good start to their school life.

This is what we would like the school to do now to make it even better:

- Ensure that you are taught how to spell on a more regular basis so that your writing improves even more.
- Make sure that your exciting curriculum includes all the things that will enable you to make even more progress with your learning, such as visits and visitors related to each theme.

You can help your school to do even better by always working as hard as you can. Good luck for the future. We hope you continue to enjoy school as much as you do now.

Yours sincerely

Christine Huard

Lead inspector

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