

Wreay CofE Primary School

Inspection report

Unique Reference Number	112260
Local Authority	Cumbria
Inspection number	357075
Inspection dates	2–3 March 2011
Reporting inspector	Brian Dower

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	70
Appropriate authority	The governing body
Chair	Mr Jason Smith
Headteacher	Mrs Claire Render
Date of previous school inspection	3 July 2008
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Introduction

This inspection was carried out by an additional inspector. He visited seven lessons and observed the work of six teachers. Meetings were held with groups of pupils, staff and the chair of the governing body. A telephone conversation was held with a representative of the local authority. The inspector observed the school's work, and looked at a range of documentation, including curriculum and lesson plans, safeguarding policies and action plans, minutes of the governing body's meetings, development plans and the school's assessment records. Pupils' workbooks from all year groups were scrutinised. Thirty parental questionnaires were analysed, together with a sample from pupils in Key Stage 2 and school staff.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The quality of boys' writing and girls' ability to solve problems using mathematics.
- Pupils' resilience and independence in the way they work.
- Pupils' enjoyment of school, new ideas and experiences, and working imaginatively and creatively.

Information about the school

The school is much smaller than others of a similar type. The proportion of pupils known to be eligible for free school meals is below average; that of pupils with special educational needs is above average. Almost all pupils have a White British heritage. There are a few from other White backgrounds. The proportion of pupils who join or leave the school at times other than the start or end of an academic year is high. The school has a number of awards, including Healthy Schools' status and the Sports and Active Marks. It is a Creative Partnership Change School.

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?**1****The school's capacity for sustained improvement****2**

Main findings

This is an outstanding school. Pupils make good academic progress and achieve well overall, attaining above-average standards by the end of Year 6. For some groups, progress and achievement are excellent. Pupils have an excellent understanding of issues relating to their own safety and they say they feel exceptionally secure and cared for at all times. Child protection arrangements are rigorously applied and risk assessments and health and safety audits are of the highest quality. Behaviour is outstanding with pupils acting responsibly and considerately towards others. Pupils know how to keep fit and well, demonstrating their awareness by eating nutritious snacks and lunches and taking plenty of exercise. They know right from wrong and have a keen sense of fair play. For their age, they have an exceptional understanding of their own and other cultures. Their social skills are highly-developed and they have an interest in and respect for the feelings and values of others.

Much of the provision for learning is outstanding, particularly in terms of the breadth and richness of the curriculum and the level of care and support afforded to pupils. Outstanding teaching was seen in some lessons and in teachers' marking there was outstanding practice in the use of assessments to inform pupils on how well they are doing and to give them the means to evaluate progress for themselves. Such exemplary provision is not consistently applied across the school, especially in the provision of challenging learning activities for all pupils, and in ensuring pace in learning and an appropriate balance between talk by teachers and individual or group activities.

The school works very closely with parents and carers to enable them to support their children's education and development. This was particularly evident in the Early Years Foundation Stage where children make excellent progress in their learning. Their ability to choose learning activities for themselves and pursue their own interests independently is exceptional for their age.

The school's self-assessment is accurate. It rightly has the wider dissemination of existing outstanding practice as a priority for development. There have been significant improvements in the quality of boys' writing and in writing generally across subjects. Girls are now using mathematics well in problem-solving activities. Attainment has risen and Year 6 pupils are on track to exceed their performance targets. The school's capacity to do even better is good.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that:
 - learning activities are always challenging for all groups

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- time is used well to give pace and a sense of urgency to learning
- teachers do not talk for too long before pupils get down to independent or group activities.

Outcomes for individuals and groups of pupils

1

Overall, pupils' achievement is good in relation to their below-average starting points, including those pupils with special educational needs and/or disabilities and those who join the school late. They enjoy school immensely and talk enthusiastically about their learning and the many out-of-school activities and the trips away. Attendance rates are above the national average. The quality of the work seen in lessons and in children's and pupils' books showed outstanding progress in the Early Years Foundation Stage and Key Stage 1, and rapid and very good progress in Years 5 and 6. The progress seen in lessons in Years 3 and 4 was not as rapid because learning lacked pace and challenge.

Pupils are well-prepared for the next stage in their education because they have excellent independent learning skills, they collaborate well and they use their basic skills flexibly across the curriculum. Their speaking and listening skills are highly-developed and they make good use of information and communication technology (ICT) for learning. The older pupils take on responsibilities to help care for and support the younger ones and all pupils are involved in charitable activities. Pupils are creative in their learning, evident from their imaginative writing and their art work displayed around the school. They make music and entertain others with dramatic productions. They relish new ideas and experiences, recently making a significant contribution to the design and construction of the 'Meadow' area adjacent to the school.

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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	2
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	1
Pupils' behaviour	1
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

The teaching and learning seen was often outstanding. Individual pupils in Years 1 and 2 had to stand at the front and explain to the class what they had learnt about mathematics in the previous lesson. They did so confidently, showing their enthusiasm for and enjoyment of the subject and responding at length to the teacher's challenging questions. The quality of marking in the Years 5 and 6 books is outstanding in the way it shows pupils how to improve. Their teachers are guiding them well on how to present their work logically, clearly and attractively. By contrast, lessons were seen where the teacher talked too much and provided too much support to individuals and groups, thus impeding independent learning. Pace and challenge was lacking in some of the lessons seen.

Curriculum provision for fostering pupils' creative and social development and giving them enjoyable and informative experiences of the world around them is outstanding.

Residential trips, for example, are planned to ensure pupils have experience of rural and city settings and the links with a school in Liverpool give pupils an understanding of social differences. Opportunities for pupils to work creatively are extensive. There is a wide range of interesting enrichment activities after lessons and in the local community to promote pupils' enjoyment of learning and build their confidence and self-reliance. Provision for potentially vulnerable pupils' personal and emotional development is excellent, enabling them to make the same good progress as others. In this small school,

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every pupil is known well by every adult, giving them that sense of security and all round support which enables them to learn well.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is led by an experienced and highly effective headteacher who has driven the agenda for improvement. She is supported by able and committed staff who share her ambition for the school's success and who effectively undertake a range of leadership responsibilities. There is a sense of unity and common purpose and morale is high. Governors know the school well and monitor performance closely. Their oversight of policies and safeguarding procedures is rigorous. Safe working is evident everywhere and detailed risk assessments are made for any activity out of school. The school enjoys excellent relationships with all groups of parents and carers, giving information on how they can support their children's education and keeping them well-informed about teaching approaches and pupils' progress.

Christian values underpin the school's work and links with the church are close. Good partnership arrangements with other institutions and with outside agencies to promote learning and well-being, and pupils' extensive involvement in local and wider community activities ensure a positive impact on community cohesion. There is a commitment to equal opportunities for every pupil, resulting in the impressive personal qualities demonstrated by so many pupils. The school accepts that more needs to be done to ensure that learning and progress are rapid right across the school for all pupils. There are appropriate measures in its development planning to tackle this. The school gives excellent value for money.

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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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Although the level of children's skills varies on entry to the Reception year, overall it is below what is normally expected for their age, particularly in their writing and their ability to link sounds to letters. They settle quickly and are soon happy and secure because of the excellent induction arrangements and the close links with parents and carers. Children make exceptional progress, particularly in writing and phonics, and by the start of Year 1 their overall attainment is average. In their independent learning skills, their social, emotional and language development and in their knowledge and understanding of the world around them they are in advance of their age. This is because of the excellent teaching and care they receive and the stimulating learning environment indoors and outside. Leadership's strong influence is on children making their own decisions about their learning and being given the time, resources and support to pursue their own interests. There are adult-led activities but they are directed towards giving children the confidence to learn for themselves. Staff have an excellent understanding of how such young children learn and the approaches needed to overcome any barriers to their learning. Boys' writing, for example, has improved significantly because the topic work they are given is linked to their interests. The monitoring, assessment and recording of the children's progress is done well and allows the adults to review and adapt teaching approaches and activities to meet individual children's needs.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Just under a half of parents and carers returned completed questionnaires. The vast majority was supportive of the school and expressed appreciation for the care and support their children receive. All returns indicated that children enjoy school. The very small number of concerns mostly related to individual issues and there was no pattern of dissatisfaction. They were drawn to the attention of the leadership team without compromising confidentiality.

Three returns questioned whether the school dealt effectively with unacceptable behaviour. There are a very few pupils who find difficulty adjusting to school routines. They are managed and supported well and do not affect the learning and progress of others. Three other returns doubted whether their children are helped to adopt a healthy lifestyle. The inspection found, through talking to many pupils and through the school's records for the up-take of nutritious snacks and meals and participation rates in physical activities, that this is an outstanding aspect of its work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wreay CofE 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 70 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	80	6	20	0	0	0	0
The school keeps my child safe	21	70	9	30	0	0	0	0
My school informs me about my child's progress	22	73	5	17	3	10	0	0
My child is making enough progress at this school	26	87	2	7	1	3	0	0
The teaching is good at this school	27	90	3	10	0	0	0	0
The school helps me to support my child's learning	26	87	3	10	0	0	0	0
The school helps my child to have a healthy lifestyle	22	73	5	17	3	10	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)	21	70	8	27	0	0	0	0
The school meets my child's particular needs	23	77	7	23	0	0	0	0
The school deals effectively with unacceptable behaviour	18	60	6	20	3	10	2	7
The school takes account of my suggestions and concerns	18	60	10	33	2	7	0	0
The school is led and managed effectively	22	73	7	23	1	3	0	0
Overall, I am happy with my child's experience at this school	24	80	5	17	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



4 March 2011

Dear Pupils

Inspection of Wreay CofE Primary School, Carlisle, CA4 0RL

Thank you for the warm welcome we received when we visited your school recently. Many of you gave generously of your time to talk to us and you made a valuable contribution to the inspection.

Yours is an outstanding school. You work hard and reach above standards by the end of Year 6. The progress you make in lessons is good overall and in some areas it is outstanding, for example in the Reception and Years 1 and 2 classes. Your teachers and the assistants provide you with lots of enjoyable learning activities in the classroom and many clubs and trips away to build your self-confidence and help you learn about the wider world. You told us how well cared for you are and that there is always an adult there to help and support you if you have problems.

Your behaviour is excellent and you have a really good understanding of how to stay fit and well. You told us how safe and secure you feel in school. We were very impressed with how you can work independently in the classroom and on projects across the school and the local community. The work you have done in designing and helping to construct the 'Meadow' shows that you like taking responsibility and doing things for yourself. You are confident and articulate young people and you have the personal qualities to be successful in the future.

There are always things to do to make any school better. We have asked that learning activities are always challenging so that you are made to think hard. We have also asked that the pace of learning is always brisk and that teachers don't keep you listening for too long before you get down to group or individual activities.

You live in a beautiful part of the country and attend an excellent school. We hope you continue to enjoy both.

Yours sincerely

Brian Dower

Lead inspector

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