

# Wargrave CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	104787
<b>Local Authority</b>	St. Helens
<b>Inspection number</b>	355632
<b>Inspection dates</b>	9–10 May 2011
<b>Reporting inspector</b>	Stephen Wall

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Dave Banks
<b>Headteacher</b>	Mrs Sue Thomas
<b>Date of previous school inspection</b>	3 July 2008
<b>School address</b>	Bradlegh Road Newton-le-Willows Merseyside WA12 8QL
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## Introduction

This inspection was carried out by three additional inspectors. They visited nine lessons and observed the work of eight teachers. Meetings were held with staff, pupils and members of the governing body. Inspectors evaluated the school's work, and looked at relevant policies, the school improvement plan, records of meetings, the school's monitoring records and analyses of pupils' attainment and progress. The 52 questionnaires returned by parents and carers were also analysed together with those returned by staff and pupils.

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

- How well children and pupils attain and make progress, especially in the Early Years Foundation Stage and in Key Stage 1.
- How effectively the curriculum meets pupils' needs and supports their learning and progress, especially their basic skills in literacy and numeracy.
- The impact of teaching on pupils' attainment, learning and progress, especially in the Early Years Foundation Stage and in Key Stage 1.

## Information about the school

This is an average size primary school in which the proportion of pupils known to be eligible for free school meals is very high. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is well above average. Almost all pupils are of White British heritage. The school has Healthy School status, the Activemark, the International Schools award and the Quality Mark. A new headteacher has been in post since September 2010.

**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

This is a good school. Staff are responding very positively to the dynamic and purposeful leadership of the new headteacher. Accurate self-evaluation is enabling shortcomings to be identified and tackled rigorously and effectively. As a result, the quality of teaching has improved significantly since the last inspection and is now good. Governance has also improved greatly since the last inspection and is now also good. The governing body is now much more active in holding the school rigorously to account. Factors such as these demonstrate the school's good capacity for continued improvement.

From children's starting points that are generally below and sometimes well-below expected levels on entry to the Early Years Foundation Stage, pupils make good progress to attain average and rising standards by the end of Key Stage 2. Attainment in the Early Years Foundation Stage and in Key Stage 1 has risen significantly and is now average. Pupils with special educational needs and/or disabilities also make good progress because of the effective support they receive from in-class teaching assistants. Pupils' enjoyment of school is seen in their above average attendance. Their behaviour in lessons and around school is good. Pupils are polite, respectful and well-mannered. Their spiritual, moral, social and cultural development is good; it is underpinned by the strong Christian ethos that is evident in the vibrant displays around school and in the deeply spiritual assemblies that take place.

Throughout the school, including in the Early Years Foundation Stage, teaching is generally good. In some instances it is outstanding. However, in Key Stage 2, the quality is more variable. On occasions, tasks are not matched closely enough to pupils' abilities and needs, and sometimes the pace of learning is too slow.

Good assessment procedures enable the school to track pupils' progress accurately and provide highly effective support where and when necessary. The curriculum is satisfactory. The school has started to plan changes to the curriculum to provide more stimulating activities to enthuse pupils, but currently it does not provide a sufficiently coherent plan for the further development, across subjects, of basic skills in literacy and numeracy.

Excellent care, guidance and support ensure that every pupil is exceptionally well-known and valued as an individual. The outstanding effectiveness of the learning mentor ensures that the care and support for vulnerable pupils and their families are of the very highest order. It enables these pupils to make good and sometimes outstanding progress.

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

- Improve the consistency of teaching in Key Stage 2 so that it is always at least good by:

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- ensuring that the pace of learning is brisk in all classes
- ensuring that the level of challenge always matches closely the needs and abilities of different groups of pupils.
- Sharpen the planning of the curriculum to ensure that it is more effective in developing even further pupils' literacy and numeracy skills.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy their lessons and are keen to learn. They are eager to contribute their ideas and answer questions. They work well together in small groups and in paired discussions. They have positive attitudes to learning and are hard-working. Pupils' good behaviour supports their learning well; only occasionally when the pace of teaching is too slow does their attention start to wander.

Since the last inspection, leaders and managers have focused effectively on raising attainment and improving progress. New leadership has added extra zest to accelerating the rate of improvement. Higher expectations and decisive action have led to very rapid improvement in the Early Years Foundation Stage and in Key Stage 1, where pupils make good and rapidly improving progress. Consequently, all pupils now make good progress at all stages as they move up through the school. Improved professional development and the astute deployment of teaching assistants enable pupils with special educational needs and/or disabilities to also make good progress as they move up through the school.

Pupils feel safe in school. They have complete confidence in sharing any problems or concerns with the adults working with them. A wide range of popular sporting enrichment activities and the effective promotion of healthy lifestyles in the curriculum mean that pupils' adoption of healthy lifestyles is good. Pupils enjoy taking on responsibilities in school. They are also very active in the local community. For example, the 'Dawn Patrol' initiative encourages pupils on their way to and from school to look out for the welfare of elderly residents living in the neighbourhood. Pupils show good respect for each other and the adults working with them. Their good behaviour shows their good grasp of right and wrong. They participate actively in the opportunities they are given in class and in assemblies to reflect on moral issues and the significance of world events. Pupils' good achievement in the basic skills of literacy, numeracy and information and communication technology and their positive attitudes to learning demonstrate their good preparation for future success.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>2</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>2</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?

Most teaching is good and sometimes is outstanding. The most successful teaching is lively and engaging. The pace is brisk and pupils are kept involved through a carefully planned sequence of activities appropriate to their needs and abilities. In a very effective Key Stage 2 lesson, for example, five separate activities around the class challenged pupils of differing abilities fully in the task of ordering words alphabetically. Because the activities were intriguing and the challenge appropriate, all pupils made very good progress. Occasionally, in some Key Stage 2 lessons, the rate of learning and progress slows because the pace of teaching is not brisk enough. On a few occasions, the tasks set for different groups of pupils are either too easy or too hard. This acts as a brake on progress. A detailed and helpful system for tracking pupils' progress is providing good information to assist in the planning of lessons and targeting intervention.

The curriculum is satisfactory and developing. It has a number of strengths. For example, there is a wide range of enrichment activities; these help greatly with pupils' personal development and well-being. The school is starting to extend its use of topic and theme-based work to add extra stimulus to pupils' learning. However, currently the curriculum is not fully supporting the development of pupils' literacy and numeracy skills across subjects because planning lacks overall coherence. This leads to some variation and inconsistency in pupils' rate of learning, especially in Key Stage 2.

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The school has highly effective and comprehensive procedures in place to care for, guide and support pupils at all stages. The excellent work of the learning mentor is central to the very good and sometimes outstanding progress made by the significant number of potentially vulnerable pupils. The school works exceptionally closely with families needing help and/or advice. Transition arrangements into the Early Years Foundation Stage are highly effective in enabling children to settle seamlessly into school life. Similarly, very well-embedded transition arrangements to secondary school ensure that pupils transfer effortlessly to high school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has established a clear sense of purpose and set high expectations. Weaknesses, for example in teaching, are being challenged rigorously and effectively. The physical environment of much of the school, including displays, has been transformed. The clarity of expectations and the vision for the future success are key factors in the school's on-going improvement. Other leaders and managers, especially able middle managers, are providing strong support. Staff morale is palpably high and teamwork is strong in the pursuit of further improvement. Teaching is monitored regularly and accurately; action is taken to secure further improvement. Equality of opportunity is good. For example, strategies to improve the achievement of pupils with special educational needs and/or disabilities, especially in the Early Years Foundation Stage and Key Stage 1, are proving effective in accelerating their progress. Planning for development is clear and accessible. The school benefits from a very experienced and dedicated governing body who know the school and its community very well. They provide good levels of support and challenge.

Relations with parents and carers are good and the school works with a variety of external partners to enhance the quality of provision. Discrimination has no place in this school. Its work to promote community cohesion is strong. Strategies to promote this aspect of the school's work are well planned and comprehensively evaluated. The school accepts the need to broaden further pupils' awareness and understanding of national and global diversity. The safeguarding of pupils is good. Policies and procedures for child protection and health and safety are fully in place. Checks on adults working with children are carried out meticulously. Training for staff in child protection is regular and of high quality.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills which are generally below and sometimes well below those expected for their age. They make good and improving progress because decisive action has been taken by the headteacher to re-organise the structure of the Early Years Foundation Stage, and the impact of good leadership and management is starting to become apparent. The majority of children attain the level of skills expected for their age on entry to Year 1. Children enjoy the Early Years Foundation Stage. The working environment is stimulating and welcoming. Children understand the importance of being safe and how important it is to be healthy.

Teaching is good with work in reception being particularly strong. Children are provided with a choice of activities to suit their needs. Arrangements are in place to ensure that there is a good balance between child-initiated and adult-led activities. Resources both indoors and out are stimulating and engaging. Activities give children opportunities to learn in all areas of the curriculum for this age range. Planning for learning is collaborative, although formal links between the Nursery and Reception classes are at an early stage. Behaviour is good and this supports good progress by creating a calm and secure environment. Parents and carers are kept fully involved through regular meetings and progress reports.

The setting is well led. Systems and procedures are firmly embedded to make the setting run smoothly on a day-to-day basis. There is a clear focus on raising attainment. There is an effective system of observing children as they play and work so that planning for the progress of each child is thorough. Formal meetings are held regularly and plans to improve the setting are constantly under review. The staff are all appropriately qualified and, as in the main school, safeguarding is of a high standard.



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*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**

There was a below average rate of return of questionnaires from parents and carers. Almost all of the returned questionnaires were positive about all aspects of the school's work. The inspectors discussed the very few negative comments with the headteacher and received convincing answers.

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

Ofsted invited all the registered parents and carers of pupils registered at Wargrave 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	58	20	38	2	4	0	0
The school keeps my child safe	23	44	26	50	2	4	0	0
My school informs me about my child's progress	23	44	27	52	2	4	0	0
My child is making enough progress at this school	23	44	27	52	2	4	0	0
The teaching is good at this school	24	46	26	50	0	0	0	0
The school helps me to support my child's learning	19	37	31	60	2	4	0	0
The school helps my child to have a healthy lifestyle	15	29	36	69	1	2	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)	16	31	29	56	0	0	0	0
The school meets my child's particular needs	18	35	32	62	1	2	0	0
The school deals effectively with unacceptable behaviour	13	25	34	65	2	4	0	0
The school takes account of my suggestions and concerns	15	29	33	63	0	0	0	0
The school is led and managed effectively	20	38	29	56	0	0	0	0
Overall, I am happy with my child's experience at this school	23	44	28	54	1	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><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.**



11 May 2011

Dear Pupils

**Inspection of Wargrave CE Primary School, Newton-le-Willows, WA12 8QL**

Thank you for making the inspection team so welcome during our recent visit to your school. Wargrave CE Primary is a good school. We were very impressed with your kindness and consideration and how polite and welcoming you are. You clearly enjoy school and were happy to talk to us about it. Your parents and carers expressed a very positive view of the school. You are held in high-esteem locally. We were pleased to see how well you behave and your good attendance records – well done!

You make good progress in school and your teachers work very hard to ensure your lessons are good. However, we thought that there were a few things that should be done to make them even better and to help you make even better progress. They are:

improve the consistency of teaching in Key Stage 2 so that it is always at least good by:

- ensuring that the pace of learning is brisk in all classes
- ensuring that the level of challenge is always matched closely to your differing needs and abilities.

sharpen the planning of the curriculum to ensure that it is more effective in developing further your skills in writing and mathematics.

We know you are very proud of your school. Please help your teachers by always behaving as well as you did during our visit to you, by trying your very best and by helping each other. Once again, thank you for your kindness and help.

Yours sincerely

Stephen Wall

Lead inspector

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