

Wroot Travis Charity Church of England Primary School

Inspection report

Unique Reference Number	118022
Local Authority	North Lincolnshire
Inspection number	363880
Inspection dates	10–11 May 2011
Reporting inspector	David Matthews

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Mrs Julie Spry
Headteacher	Mrs Christine Cook
Date of previous school inspection	25 April 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons and observed three teachers. He held meetings with members of the governing body, staff and pupils. He observed the school's work, and looked at documents relating to safeguarding, the school's tracking of pupils' progress and the monitoring of teaching and learning. Questionnaires received from 32 parents and carers were analysed.

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

- An apparent anomaly between the school's evaluations of attainment and progress, and the quality of the school's evidence to support these judgements was examined.
- The inspector evaluated the level of challenge provided for the more-able pupils.
- He looked for evidence that the majority of groups of pupils make good progress.
- The progress pupils make through the school was checked to see if the school's expectations are high enough.

Information about the school

Most pupils at this very small rural primary school are of White British heritage, and all speak English as their first language. Over half of the pupils travel to the school from the surrounding villages. The proportion of pupils with special educational needs and/or disabilities is higher than that nationally, as is the proportion of pupils with a statement of special educational needs. There are currently no pupils known to be eligible for free school meals. Since the last inspection, the number on roll has risen significantly, and there is now a breakfast club for which the governing body is responsible. The proportion of pupils joining or leaving the school at other than the usual times is higher than average, due mainly to pupils joining the school. About two-thirds of pupils on roll have joined the school at times other than the start of the Nursery Year. The school has Healthy School status, the Activemark, the Financial Managements in Schools award, and it is a Leadership Development 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It provides outstanding pastoral care for its pupils. Parents and carers hold it in high esteem, and it is highly regarded in the local community. Adults working in the school know the pupils exceptionally well as individuals, and the remarkable nurture that they provide enables pupils to feel extremely safe and well cared for.

The school accurately judges that attainment in the current Year 6 is average and that pupils through the school are making mainly good progress. Children join the nursery with skills and abilities that are overall typical for their age. However, the high proportion of pupils who have joined the school at times other than the Nursery Year have widely differing needs and abilities. This applies particularly to the current Year 6 where only one of the eight pupils has been at the school since entry to the nursery and where there are significant variations in pupils' individual needs and capabilities. From its detailed tracking of individual pupils' progress, the school has robust evidence that pupils make good progress overall from their starting points. However, the way this data is presented makes it difficult to access and interpret, in particular by the governing body.

Adults have high expectations of pupils' progress and the level of challenge for more-able pupils is generally good. Tasks are often well-matched to pupils' individual levels of attainment, although there are some inconsistencies in this that prevent progress from being consistently good for all pupils all of the time. All adults make a strong contribution to learning and teaching assistants are usually, though not always, deployed to maximise learning.

The headteacher is particularly effective in harnessing the support of all staff and the governing body in a determination to make the school as effective as possible. Staff morale is high; they and the governing body are proud of the school and responsive to external advice about how to improve it. The school's evaluation of its work is accurate and management systems run smoothly. Since its last inspection, the school has sustained and further improved good performance, as is evident, for example, in its now outstanding provision of care, guidance and support. Hence, it demonstrates good capacity to improve further.

What does the school need to do to improve further?

- Ensure that pupils' progress is consistently good by:
 - always providing individual pupils with tasks that precisely match their level of knowledge and understanding

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- deploying teaching assistants consistently well to have maximum effect on learning.
- Strengthen the school's overview of attainment and progress of different groups of pupils in mathematics and English by presenting data in a way that makes it easier for the governing body, in particular, to interpret.

Outcomes for individuals and groups of pupils

2

The quality of pupils' learning in lessons is good. They are keen to do well, and the majority apply themselves diligently to their tasks. Most take pride in the way they present their recorded work, and many are enthusiastic about their learning. They show clear enjoyment, particularly in practical activities, such as martial arts and instrumental music. A very small minority find it difficult to sustain concentration.

Pupils make good progress overall from their starting points in the nursery or the many other times that they join the school, and they achieve well. Pupils with special educational needs make good progress overall. All pupils make good gains in developing their personal skills and some make outstanding progress in their learning because of the high quality support they receive. For others, progress occasionally slows to satisfactory. In two of the last three years, attainment at the end of Year 6 has been above average. However, pupil numbers in each cohort are often extremely small so that outcomes vary considerably year on year. The average attainment in the current Year 6 reflects pupils' wide-ranging capabilities, individual needs, and the short time that most pupils have benefited from what the school provides.

Pupils say they feel extremely safe at school at all times. This is aided by their great confidence in staff, based on high quality relationships. Parents and carers strongly agree that the school keeps their children safe. Behaviour is good. Pupils are welcoming and positive. They behave considerately to one another, the older ones quickly supporting the younger ones when they need help. While behaviour in lessons is generally good, time is sometimes wasted when prompting is required. Most pupils want to take action to improve their health, and they know that fruit makes them healthy. One was proud to say 'I don't eat chocolate'. Pupils' spiritual, moral, social and cultural development is good. They value their school community and willingly take on responsibilities such as playground 'buddies'. Their involvement in local events such as the Wroot Feast, together with church and other links, promote a positive relationship with the local community. Attendance is above average and pupils develop skills that will equip them well for the future. Notable is their ability to work together and their application of basic skills.

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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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	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 build very good relationships with pupils. They use a wide range of effective teaching styles, including the use of the interactive whiteboard, to engage them and promote good learning. They have good knowledge of the subjects that they teach and lessons usually move along at a good pace. Teaching assistants are often deployed effectively to extend the learning of individuals, including those working in small groups. However, there are inconsistencies in their deployment. When they are deployed to support behaviour, such as while the teacher is talking, their impact on learning is not maximised. Teachers use their good knowledge of pupils' individual levels of attainment to plan what each will do next, so that learning is often well matched to pupils' different learning needs. Where progress is not consistently good it is sometimes because of a lack of precision in matching work to pupils' individual level of understanding.

A broad range of rich opportunities and experiences contribute well to the pupils' development and well-being, and promote their good progress in English and mathematics. Effective links are made between subjects, including pupils' use of information and communication technology to enhance their work in history. The school's good links with other agencies result in curriculum enrichment that would otherwise be beyond the school's capacity. Pupils thoroughly enjoy the chance to play a musical instrument and to take part in the physical activities that visitors provide. An annual

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residential adventure course enables pupils to take part in adventurous activities with pupils from nearby schools.

The school provides an exceptionally warm, caring environment. Pupils are known as individuals and have high levels of confidence in the school's ability to care for and support them. Parents and carers are unanimously complimentary about the welcome that is given to children joining the school at times other than the start of the school year. Several commented on how staff had very effectively built their children's confidence. The school makes extremely sensitive provision for pupils with special educational needs and/or disabilities, including those with physical and/or emotional needs. Pupils enjoy the breakfast club where they are provided with fresh fruit and opportunities to socialise with their friends in a very caring setting.

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 effectively galvanises the enthusiasm of staff and channels their efforts to good effect, ensuring a commitment to maintaining a caring ethos and to identifying priorities for improvement, followed by clear actions. There is a range of monitoring activities, including the observation of teaching and learning, which lead to clearly identified areas for improvement. The progress of individual pupils is very carefully monitored and staff know precisely at which level each pupil is working. The school has very detailed information about the performance of individuals. However, procedures for analysing the attainment and progress of different groups are somewhat complicated.

The governing body is very supportive of the school. Relationships with staff are constructive and the governing body is not afraid to challenge the school in its capacity as 'a critical friend'. They are keen to gain a precise picture of the school's performance data to help them to compare pupils' achievement with those in other schools, as well as how different groups of pupils within the school are performing, although the complexity of the school's procedures make this task more difficult. The school has clear policies, strategies and procedures to safeguard pupils and ensure their welfare. It ensures that adults working with pupils are appropriately vetted and that they are well trained to safeguard pupils. Staff are vigilant in their safeguarding duties.

The school places strong emphasis on the promotion of equal opportunity and there is no evidence of discrimination. There are no significant differences in the experiences or performance of different groups. The school operates as a highly cohesive community and pupils understand the features that bring this about. The school's links with the local community are particularly effective and appreciated locally. The school's work in reaching

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out to other communities beyond the school is at an earlier stage of development. The school is highly effective in communicating with parents and carers. Unanimously they feel that their views and concerns are fully taken into account and acted upon, that the school keeps them well informed about their child's progress and helps them to support it.

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

Most children, including those with special educational needs and /or disabilities make good progress across the different areas of learning. Staff are alert to gaps in children's previous learning, including mathematical calculation, and have been swift to respond. Children have good relationships with adults and make good progress in developing personal qualities, including being able to make their own decisions about what they want to learn. This led recently to a theme about picnicking on the moon. Children play well on their own, choosing what they do, as when balancing on outdoor equipment and when watering plants. They also learn to play well together. They behave well and know that practising hygiene is important, telling how they wash their hands before eating strawberries because 'I don't want to put germs on my food'.

The learning environment is welcoming and interesting, both inside and out. Adults are well deployed to support children's welfare and learning, although their interventions are not consistently well focused in challenging and extending learning through high quality questioning and challenge. Observations of children's learning are thorough and detailed and meticulously recorded to illustrate good progress. Relationships are of high quality and behaviour is managed effectively. Partnerships with parents and carers are positive and links with other agencies support the efforts to meet children's needs well.

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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

Parents and carers are overwhelmingly supportive of the school and there was a high return rate of questionnaires. Typical comments are 'I am overwhelmed by the safe, nurturing, loving and Christian environment that Wroot Travis provides'; ' My child has grown so much in confidence' and 'Every child does matter'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wroot Travis Charity Church of England 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 inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 37 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	84	5	16	0	0	0	0
The school keeps my child safe	30	94	2	6	0	0	0	0
My school informs me about my child's progress	26	81	6	19	0	0	0	0
My child is making enough progress at this school	26	81	6	19	0	0	0	0
The teaching is good at this school	28	88	3	9	0	0	0	0
The school helps me to support my child's learning	30	94	2	6	0	0	0	0
The school helps my child to have a healthy lifestyle	31	97	1	3	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)	26	81	4	13	0	0	0	0
The school meets my child's particular needs	30	94	2	6	0	0	0	0
The school deals effectively with unacceptable behaviour	20	63	10	31	0	0	0	0
The school takes account of my suggestions and concerns	25	78	6	19	0	0	0	0
The school is led and managed effectively	27	84	5	16	0	0	0	0
Overall, I am happy with my child's experience at this school	29	91	3	9	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	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).

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"> ■ 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.



12 May 2011

Dear Pupils

**Inspection of Wroot Travis Charity Church of England Primary School,
Doncaster DN9 2BN**

Thank you for giving me such a warm welcome when I visited your school. Yours is a good school where everyone takes really good care of you and gets to know each of you very well. Your parents and carers are truly pleased with the school. You make good progress in your work and you told me that you feel really safe. Your headteacher, other adults and the governing body work well together and want the school to be as good as possible. I have suggested some ideas that might help them to make your school even better:

- to make it easier to check on the information about how well you are doing
- to make sure that the work you do is not too easy and not too hard, but just right
- to make sure all the adults spend their time in lessons helping you to make as much progress as possible.

You can all help by continuing to behave well and by trying hard as usual.

With best wishes for the future,

Yours sincerely,

David Matthews

Lead Inspector

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