

Wrawby St Mary's CE Primary School

Inspection report

Unique Reference Number	118021
Local authority	North Lincolnshire
Inspection number	379518
Inspection dates	10–11 November 2011
Reporting inspector	Rosemary Eaton

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	130
Appropriate authority	The governing body
Chair	Rosie Hoyle
Headteacher	Sheila Rowe
Date of previous school inspection	30 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed five lessons each taught by a different teacher. Meetings were held with groups of pupils, staff and the Chair of the Governing Body. The inspection team observed the school's work, and looked at a range of documents including samples of pupils' work, assessment information, safeguarding policies and records, and the school's development plan. The 71 questionnaires returned by parents and carers were read and analysed as were those from pupils and staff.

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

- How well teaching meets the needs of all groups of pupils, particularly the higher attainers.
- How fully all staff with leadership responsibilities are involved in monitoring the school's work and planning for improvement.
- How effectively the organisation of the Early Years Foundation Stage enables children to learn independently.

Information about the school

This school is much smaller than an average-sized primary school. Most pupils are White British. A few are of Roma or Gypsy heritage. Although the overall proportion of pupils with special educational needs and/or disabilities is smaller than average there is considerable variation between year groups. The proportion of pupils known to be eligible for free school meals is smaller than average. Generally only around half of the children who join the Reception Year remain at the school until the end of Year 6. The school's achievements include the Activemark, Eco-Silver Award, Princess Diana Anti-Bullying Award, Global Award and Healthy School status.

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

1

Main findings

This is an outstanding school. Leaders have driven it forward exceptionally well in recent years. The majority of aspects of its work have improved significantly. For example, the provision for children in the Early Years Foundation Stage, which was previously good, is now outstanding as are the children's outcomes. Developments in the curriculum and the quality of care, guidance and support, both of which are first-rate, mean that all aspects of pupils' personal development have improved and are outstanding. Rigorous monitoring of every facet of the school's work provides leaders with a highly accurate understanding of the school's strengths and where there is scope for further enhancement. For example, although pupils' attainment in English is above average, reading is a stronger element than writing and so work is underway to even up the score. Its track record provides compelling evidence of the school's excellent capacity to continue to improve.

Good teaching results in pupils making good academic progress during their time in the school. Opportunities for them to develop as independent learners have increased greatly. Their consequent ability to think for themselves, pursue lines of enquiry and work as part of a team helps to prepare them extremely well for life beyond school. Pupils not only acquire a great deal of knowledge about healthy lifestyles, they actively encourage others to keep in good shape. For example, play leaders organise activities and pupils lead assemblies to promote good health. Pupils readily take on a host of such responsibilities both in school and in order to contribute to the local community. One reason why pupils say that they feel very safe in school is that 'buddies' help to resolve minor disputes and generally keep an eye open for any potential problems at playtimes. Behaviour is exceptionally good. Pupils remark that the school is 'like a big family' adding 'we do fall out, but no-one is nasty'.

Leaders vigorously and highly successfully pursue equal opportunities for all pupils. They tackle systematically any slight variations in the outcomes or experiences of different groups and make sure that gaps are closed. Leaders' work is enhanced extremely well by the school's links with parents and carers and its many partnerships, such as those with agencies and other schools. Community cohesion is promoted extremely well, for example, through partner schools in England and abroad. This work has a clear impact on pupils' outstanding spiritual, moral, social and cultural development as seen in debates on ethical issues such as policies on the

size of families in China. First-rate governance results, for example, in excellent safeguarding arrangements and the provision of outstanding value for money.

What does the school need to do to improve further?

- Raise attainment in writing so that it is as strong as that in reading by:
 - embedding the use of targets sheets to help pupils know precisely what they need to do in order to take the next step in learning
 - using discussions about books in order to enhance pupils' creative writing
 - making sure that pupils follow the advice given by teachers when written work is marked.

Outcomes for individuals and groups of pupils

1

Pupils' well-developed ability to learn independently contributes much to the enjoyment they display during lessons. They are self-disciplined and so concentrate on their tasks, often using resources such as dictionaries and information and communication technology (ICT) to help them learn. Pupils watch and listen attentively when adults or other pupils are explaining or demonstrating. They speak with confidence, for example when recounting how they have tackled a problem in mathematics. Pupils do not routinely respond to the comments teachers write in their books, however. Hence they miss these opportunities to accelerate their learning, especially in writing.

When they join the Early Years Foundation Stage, children's skills generally match the expectations for their age. By the end of Year 6, attainment in English and mathematics is above average overall. Typically, very few pupils do not reach or exceed the expected levels in these subjects. However, because year groups are small, there are fluctuations year on year. Pupils learn the skills they need to be successful writers. They apply these very well to tasks such as writing instructions or reports. Some find writing imaginatively more difficult and the school has identified this as an area to develop further. Pupils with special educational needs and/or disabilities make good progress because they are identified swiftly and the arrangements to help them are considered very carefully and administered systematically. Pupils of Gypsy or Roma heritage also progress well because, for example, the school provides them with intensive support when they return after travelling.

Pupils have an excellent awareness of factors that might compromise their safety. For example, those in Years 5 and 6 identify potential risks before they take part in residential visits and consider the part they can play in staying safe. Pupils are adamant that bullying is not a problem. They have each identified an adult in school to whom they can speak about any concerns or they use the 'issues box' or talk to buddies if they prefer. Pupils influence their own learning, for example by asking questions they wish to answer during lessons linked to their topic. They regularly seek out opportunities to contribute to their local community. This term, for instance, pupils have elected to give practical support to a dogs' rescue centre. 'My gran is teaching me to knit so I can make a blanket', one boy explained. Pupils make

frequent use of their literacy, numeracy and ICT skills, for example during enterprise activities. Pupils believe strongly that 'we are all the same' whilst understanding and appreciating cultural diversity. They are interested in lifestyles that are different from their own and empathise when other people are facing difficult circumstances.

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	1
The extent to which pupils develop skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers use assessment information well in order to meet the wide-ranging needs of pupils in each class. In particular, they now make sure that higher-attaining pupils have work that is hard enough for them to make good progress. Teaching assistants are carefully deployed to support particular individuals or groups. They make good contributions to learning. Good account is taken of how well pupils have coped with previous tasks. For example, one teacher had noted from reports that pupils in Years 3 and 4 had written that they were confusing words that sound the same but have different spellings. Accordingly, she arranged a lesson to clarify pupils' understanding. Occasionally, activities are allowed to run on for too long when pupils are ready to take on another challenge.

The curriculum takes full account of pupils' needs and its context. For example, because residents in the locality are predominantly White British, the school provides many opportunities for pupils to learn about other cultures through visits, visitors and the use of ICT. Planning ensures that each subject is covered in sufficient depth but enables teachers to adopt flexible approaches that respond to pupils' interests. Pupils learn identified skills and the following term they apply them to work linked to topics such as 'Patterns in the Environment'. Reading is developed systematically. Staff are currently starting to use discussions about books to support creative writing by giving pupils more ideas for structuring their work and to widen their vocabulary. Its excellent partnerships within the community enable the school to provide pupils with memorable experiences such as a visit by fire fighters or a helicopter landing in its grounds. Pupils' personal development is promoted at every turn and to excellent effect.

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

Pupils and their families are known very well by the school. As a result, support is targeted accurately to where it is most needed. When necessary, parents and carers are encouraged to work closely with the school to ensure that, for example, there are consistent approaches to managing their children's behaviour. Support for pupils with special educational needs and/or disabilities is very well organised and effective. Its excellent partnerships with a wide range of agencies enable the school to call on the best available support or direct parents and carers to where additional help is available. Attendance is promoted vigorously and has led to striking improvements for individuals and in the school's overall good attendance rate. Transition arrangements are very thorough and ensure that pupils joining the school at whatever point settle quickly and those leaving for secondary school are confident to move on.

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?

Staff and the governing body share and strive towards meeting the headteacher's high aspirations for every pupil. They ensure that this is a school that is constantly challenging itself. Leaders at all levels are involved in monitoring the school's work and identifying ways forward. For example, following analysis of assessment information, the English co-ordinator has through the school's partnership with a secondary school recently introduced detailed target sheets. These are intended to help pupils appreciate exactly what they need to do in order to improve their writing. The governing body is exceptionally well organised. Its members' close scrutiny of the school's performance enables them to ask challenging questions and play an active part in establishing the direction the school takes. Parents and carers support the school in many ways, such as by helping to develop its wildlife area. The school shares its expertise with others very well, for example in innovative practice to deliver occupational therapy programmes. The provision of equality of opportunity is central to all the school's work. Last year, actions were devised to support lower-attaining pupils who did not have regular opportunities to read at home. This work contributed to all Year 6 pupils reaching or exceeding the expected level in reading. The school's exceptional work to promote community cohesion ensures that its own community is extremely close-knit with all groups playing a full part in every aspect of its life. Its efforts to involve the Gypsy and Roma communities and inform others about their culture are unflagging and highly effective. The school pays meticulous attention to detail when it comes to safeguarding pupils. Procedures are exceptionally well established. They are applied consistently because staff have regular reminders to reinforce the annual formal training they receive.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Exceptionally well-organised provision means that after half a term in the setting, children are enthusiastic and confident learners. Adults promote independence extremely effectively. They show children how to use the role play area and teach them to collect resources, use them correctly and put them away tidily. Children are taught to share and to consider others. As a result, they direct the traffic and use the 'lollipop' to provide a safe crossing, while they are waiting their turn to ride a bike. Children play together very happily but are equally content to pursue their own inclinations and quietly complete their painting. Planning is flexible and responds to children's interests. During a farm visit, children were captivated by an owl box and the pellets they saw. Back at school, the story of the 'Owl Babies' was quickly introduced, prompting a host of activities and involving families in offering resources. Children respond eagerly to challenges, such as inventing an action to represent owls hunting, as they retell the story in words and gestures. They learn skills, such as reading and writing, and then have motivating opportunities to practise and improve. For example, children's fascination with owls led them to use their knowledge of letter sounds and attempt to write dialogue in speech bubbles above pictures of the baby birds. As a result of this high-quality provision, children make at least good progress in all aspects of their learning. By the end of the Reception year, most pupils are working very securely within the goals for their age and some have exceeded them. The leader of the setting promotes staff teamwork particularly well so all adults share the same high expectations and keep children safe at all times. They contribute to assessments of children's learning and ensure that planning takes these fully into account. Most children are visited at home before they join the class, so staff are familiar faces and can talk with children about their family, helping them to settle quickly and start learning and having fun.

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 in the Early Years Foundation Stage	1

Views of parents and carers

Nearly all the parents and carers returning the questionnaire are very happy with what the school provides. Their very positive views were reflected in the inspection findings. Several wrote comments in appreciation of the school's efforts. A similar proportion of responses was critical of certain aspects of the school, mainly relating to their personal experiences. Where possible and maintaining confidentiality the inspectors followed up these comments, for example by looking at records and other documents. A number of parents and carers would like to have easier and more informal contact with teachers at the start and end of the day. The current arrangements are in place to ensure that children are entirely safe when at school. However, because parents and carers raised a similar issue in response to the school's own questionnaire, the governing body is considering whether procedures can be amended without compromising children's safety.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wrawby St Mary's 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 inspector received 71 completed questionnaires by the end of the on-site inspection. In total, there are 130 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	65	23	32	1	1	1	1
The school keeps my child safe	52	73	18	25	1	1	0	0
The school informs me about my child's progress	27	38	40	56	3	4	0	0
My child is making enough progress at this school	37	52	29	41	2	3	0	0
The teaching is good at this school	46	65	21	30	2	3	0	0
The school helps me to support my child's learning	33	46	32	45	5	7	0	0
The school helps my child to have a healthy lifestyle	38	54	32	45	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	46	34	48	0	0	0	0
The school meets my child's particular needs	41	58	26	37	2	3	0	0
The school deals effectively with unacceptable behaviour	29	41	32	45	4	6	1	1
The school takes account of my suggestions and concerns	22	31	37	52	6	8	2	3
The school is led and managed effectively	31	44	34	48	3	4	2	3
Overall, I am happy with my child's experience at this school	46	65	22	31	2	3	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



14 November 2011

Dear Pupils,

Inspection of Wrawby St Mary's CE Primary School, Brigg, DN20 8RY

Thank you for being so welcoming and polite when we inspected your school. We would particularly like to thank the pupils who gave up their time to join in discussions about the school. Their opinions were very useful and they were excellent ambassadors for your school. Everyone at the school helped us to make our judgements and we have decided that yours is an outstanding school. Here are some of its best features.

- You have good teaching. As a result you make good progress and your attainment in English and mathematics is above average.
- You feel very safe because you behave extremely well and the school takes excellent care of you.
- You learn a great deal about how to be healthy and you encourage others to be healthy too.
- You take on many responsibilities in the school and work hard to help the local community. You care about other people and learn about different cultures.
- The school provides you with an exciting curriculum with many opportunities to practise skills and learn to be enterprising. This means that you are prepared extremely well for moving to secondary school.
- The children in the Reception class get off to a great start.
- The school's leaders do an excellent job and are always finding ways to make the school even better.

To help, we have suggested to the school's leaders that they enable you to improve your writing so it is as good as your reading.

You can all help by following the good advice teachers give you when they mark your writing. We send each one of you our best wishes for the future.

Yours sincerely,

Rosemary Eaton
Lead inspector

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