

Wick Church of England Primary

Church Road, Wick, Bristol, BS30 5PD

Inspection dates 16–17 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and learn well in English and mathematics. They make outstanding progress in reading because they are well taught from a very early age. They leave school with above average test scores in both English and mathematics.
- Teaching is typically good. Pupils who are supported through extra funding, and those with disabilities or special educational needs get the extra help they need so they make very good progress.
- Teachers' marking and advice to pupils are effective and help them to improve still further.
- Pupils behave well; they are courteous and thoughtful, especially with those younger than themselves. They enjoy attending as they feel safe and happy at school.
- The school is led well by senior staff and governors. There have been improvements since the previous inspection in teaching and in the progress that pupils make. Effective training and support have helped staff teach better English and mathematics lessons.
- Governors know what the school does well and do not hesitate to point out to school leaders where they would like more improvement.

It is not yet an outstanding school because

- Pupils' progress in writing is not yet as fast as their progress in reading or mathematics. Some pupils still make too many errors in punctuation and accuracy.
- The handwriting of some pupils across year groups is not always easy to read.
- Teaching sometimes falls short of the best because teachers' explanations are overly long so that some pupils, particularly those who are more able, are not always stretched in their learning.
- Extra adults in classes are not always clear about how to extend pupils' learning even further.

Information about this inspection

- Inspectors observed 12 lessons as well as making a number of short visits to others. Three lessons were observed jointly with the headteacher.
- Meetings were held with pupils, members of the governing body, a representative of the local authority, and staff including senior staff and those responsible for subjects or a particular aspect of the school such as special educational needs.
- The 24 responses to Parent View (the on-line questionnaire) were taken into account as were the 18 questionnaires completed by staff.
- Inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' current progress and attendance, planning and monitoring documentation, records relating to behaviour and documents relating to safeguarding.

Inspection team

Joanna Peach, Lead inspector

Additional Inspector

John Eadie

Additional Inspector

Full report

Information about this school

- The school is smaller than the average.
- The proportion of pupils with disabilities and those with special educational needs supported through school action is higher than normally found.
- The proportion of pupils supported through school action plus and statements of special educational needs is well below average.
- The proportion of pupils eligible for extra national funding, known as the pupil premium, is around average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and there is an after-school club which is not managed by the school's governing body and will be inspected separately.

What does the school need to do to improve further?

- Ensure that almost all teaching is consistently good or better by July 2013 by:
 - ensuring that more lessons are exciting so pupils learn at a greater pace, particularly by ensuring that pupils do not spend too long listening
 - giving teaching assistants extra guidance about how to help pupils' learning even further
 - making sure that all pupils are really stretched in every lesson.
- Improve pupils' progress in writing by:
 - giving pupils, especially the more able in Years 3 and 4, more opportunities to improve the accuracy of their spelling and grammar
 - ensuring that pupils in all year groups improve their handwriting.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in English and mathematics so that by the time they leave they reach levels in their work which is higher than most schools. This is an improvement since the school's previous inspection and has come about because of the senior leaders' focus on improving the quality of teaching.
- Pupils achieve exceptionally well in reading. Pupils talk with great enthusiasm about different authors and the wide range of books which they read.
- Pupils who are supported by the pupil premium and those with disabilities or special educational needs are given extra help in small groups and they make very good progress. In many cases they make even better progress than their classmates.
- Children join the school with skills that are around the level that would be expected for their age, except in their communication and knowledge of the world which are not as secure. They make good progress in all areas during their Reception Year because they are well taught in small groups and enter Year 1 with secure skills. These are built upon effectively in most areas as they move through the school.
- In writing, most pupils make better progress as there has been an improvement this year for the oldest pupils who are now writing confidently in a range of styles. There has been some variation between year groups in the past in Years 3 and 4. In these year groups, writing has not been as consistently well taught so there are some pupils who do not write confidently as they have weak spelling and punctuation skills. The handwriting of some pupils in all year groups is not easy to read.
- Pupils use information and communication technology (ICT) well to help them with their learning. For example, a Year 1 class worked on a task which helped them to get quicker when adding numbers together. They really enjoyed the competitive element and were able to see which ones they had got wrong so that they could have another go.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. The school's focus to improve pupils' reading and mathematics has succeeded. Parents have also commented favourably on the improvements in the quality of teaching. Writing has been a focus more recently and consequently older pupils are now more confident writers.
- Staff in the Reception class are very skilled at encouraging all pupils to read and use numbers. For example, boys and girls were seen choosing to write down shopping lists and prices or practise writing using chalks on the ground. Reading is taught systematically and there are always plenty of different reading activities, so that by the end of Year 2 pupils read confidently.
- A wide range of books and other reading materials ensures that pupils have every opportunity to read and write for a purpose. For example, the whole school was turned into a simulated crime scene one evening, so that when pupils arrived the next day they all had to search and read clues about what had happened.
- Teachers know the strengths and weakness of individual pupils well and plan different tasks so that most groups make good progress, especially those who find learning difficult. For example, in a lesson in a Year 3 lesson, the teacher allowed pupils to choose their own reading materials when learning about Peru, but ensured that all were recording this information in ways appropriate for their abilities.
- Teachers give pupils good opportunities to use computers and other forms of ICT to support their learning.
- Most teachers have high expectations of what pupils can achieve. For example, in a Year 6 lesson all pupils were expected to translate fractions quickly into percentages. Pupils relish the challenges they are set in mathematics, saying that although the next level is often 'super hard'

they have a great sense of achievement when they can do it. However, in a few other lessons, pupils were given work that was too easy for them and they were not encouraged to try something more difficult.

- The pace of lessons is very demanding on occasions, with pupils completing a lot of work. For instance, in two outstanding lessons, pupils did not want to stop work until they had completed everything even though it was time for break or lunch. However, in a few lessons pupils become distracted when the teacher makes them work for too long on one thing or sit too long listening.
- Marking and comments on pupils' work are very helpful. Pupils are very clear about what they need to do to improve. In a Year 2 class, the teacher expected all pupils to know exactly what their next steps would be and they were able to check that their partner had got it right.
- Teaching assistants work well with pupils who find learning difficult. Most help pupils to understand the task and break work down into smaller steps, although on a few occasions pupils were still not able to understand what they had to do because the explanations were not always clear enough. They help support pupils' reading skills well, using what they have learnt from recent training to good effect.

The behaviour and safety of pupils are good

- Pupils behave well in class, listen attentively and work well in pairs and in groups. In most lessons they enjoy the work, but occasionally they find tasks too easy.
- Older pupils often work with younger pupils, such as writing books which they then read to younger pupils. They take care to help out younger pupils in the playground. Older ones say they really like the responsibility of escorting younger pupils to the church for the annual harvest service.
- Pupils say they feel very happy at school and they know how to play safely without losing all the fun. They are allowed to climb certain trees and make dens with left-over materials, but they also know that they have to be careful and that if a rule exists it is to prevent them getting hurt. Not surprisingly, they are keen to come to school and attendance has improved.
- Pupils and parents say bullying is rare and that any instances are immediately dealt with by teachers. The school has worked hard with parents to alert them to the dangers of the internet for their children.
- Pupils get on well with each other, they are tolerant of differences and thoughtful about how those with different faiths or cultures may feel. They have lots of opportunities to contact other people their own age in different countries, with many classes having a link with other children abroad.
- Some pupils get a good start to the day as they attend the well-run breakfast club which pupils enjoy.

The leadership and management are good

- The headteacher, who had only been in post a few weeks at the time of the previous inspection, has worked hard to improve the quality of teaching and this has resulted in pupils making good progress in English and mathematics. Senior leaders observe lessons regularly to pinpoint areas to help teachers know how they can improve further. Support is offered quickly should any weaker teaching take place, so that problems are quickly ironed out. Teachers say they get good support and training when they need it.
- Subject coordinators in English and mathematics work hard to make sure that pupils do well, but recognise there are still some areas of work to be done in improving pupils' spelling, punctuation and handwriting.
- Senior leaders make good use of information on pupils' progress so that they can spot any groups who may be underachieving. Plans put in place to ensure that more-able pupils reach their potential are just beginning to take effect. Teachers are held to account for the progress of

the pupils, especially in English and mathematics, meaning they keep a close eye on how well their class is progressing. Support from the local authority, particularly in helping to analyse information on pupils' progress, has been very effective.

- Pupils are offered plenty of opportunities to take part in motivating events such as the science week. They thoroughly enjoy learning Spanish and write to Spanish school children about themselves and this helps broaden their understanding of others in different countries.
- The school runs workshops for parents to help them support their child's reading and mathematical development. This has helped them to feel involved in school life and aid their child's learning.
- Making sure everyone is treated equally in school has a high priority in the school because senior leaders make sure that discrimination in any form is not tolerated. Pupils from different backgrounds and beliefs get on well and there are harmonious relationships within school.
- **The governance of the school:**
 - is very well informed, as governors get regular reports about how pupils are doing and what needs to be improved. They use this information well to hold the headteacher to account, checking carefully that the information they are given is accurate. Governors support the headteacher's drive to improve the quality of teaching further, ensuring that this is a high priority in the school's planning for the future
 - ensures governors keep up to date with new developments, as they regularly attend training sessions run by the local authority. They have a particularly good understanding of how the pupil premium funding is used to help pay for the extra support for these pupils and they are very aware that pupils' progress has improved as a result
 - takes parents' views into account and supported the formation of the breakfast club and allowed an after-school club to be run on the premises as a result of parents requesting one.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109177
Local authority	South Gloucestershire
Inspection number	405223

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	166
Appropriate authority	The governing body
Chair	Diane Davies
Headteacher	Robert Cockle
Date of previous school inspection	5–6 October 2010
Telephone number	0117 9372399
Fax number	01179373250
Email address	robert.cockle@southgloucs.gov.uk

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