

Wraysbury Primary School

Welley Road, Wraysbury, Staines, TW19 5DJ

Inspection dates

16–17 January 2013

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' progress is good and is particularly rapid in Year 5 and Year 6. Standards are above average in English and mathematics at the end of Key Stage 2.
- Reception children make good progress from their low starting point because of strong adult support, effective teaching and well-planned indoor curriculum activities.
- Teaching is consistently good. Teachers' expectations are high, work is challenging and good questioning consolidates and extends learning effectively.
- Marking and 'next step' written feedback in pupils' books effectively identifies strengths and what must be improved. As a result, pupils know how well they are doing.
- Pupils behave well and they love coming to the school, as demonstrated by their above average attendance.
- The headteacher, senior leaders and governors demonstrate high ambition and expectation for the school. They are eagerly supported by the governing body, led by the Chair and other governors.
- Since the previous inspection, the actions taken by the senior leaders and governors have resulted in achievement, teaching and behaviour and safety being good.

It is not yet an outstanding school because

- Outdoor activities in Reception are not organised to the same high standard as the indoor provision.
- Phonics (the sounds that letters make) is not sufficiently rooted at the Reception stage.
- While the 'next step' in the written comments is often detailed, feedback is not always linked to the targets and the learning aims for the lesson.

Information about this inspection

- Inspectors observed teaching and learning in 21 lessons, of which two were joint observations with the headteacher and the deputy headteacher. In addition, inspectors made a number of shorter visits to other lessons. Thirteen teaching staff were observed. Inspectors also listened to pupils read and scrutinised their work.
- Meetings were held with two groups of pupils, the Chair and two other governors, senior leaders and a representative from the local authority.
- Inspectors looked at documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety and the monitoring of teaching and learning. They looked at how additional government funding, known as pupil premium, is spent and its impact.
- Inspectors took account of the views of 62 parents to the online parent questionnaire (Parent View) and the school's own surveys of the views of parents and pupils. The views of parents were sought at the start of the school day. Inspectors scrutinised 36 questionnaires completed by staff.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Anne Bark

Additional Inspector

Kate Dethridge

Additional Inspector

Full report

Information about this school

- Wraysbury Primary School is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for support under the government extra funding initiative, known as the pupil-premium funding, is below average.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is above average.
- The proportion of pupils from Traveller families is above average.
- The school provides a breakfast and after-school club, which is not managed by the governing body. This is subject to separate inspection arrangements.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative off-site provision for its pupils.

What does the school need to do to improve further?

- Increase the proportion of teaching from good to outstanding by:
 - improving the quality of phonics teaching in Reception to give a more secure basis for progress in literacy in Years 1 and 2
 - making sure all pupils know their targets as part of the 'next step' for improvement aims, and that these are referred to in teachers' marking so that pupils are aware of how they link with National Curriculum levels.
- Improve curriculum provision in Reception by:
 - making sure that high quality outdoor learning activities are planned for in Reception to consolidate and extend the high quality indoor learning.

Inspection judgements

The achievement of pupils is good

- All pupils, including Travellers and those who speak English as an additional language, make good progress from their different starting points. Pupils' attainment is above average at the end of Year 6. Standards in Key Stage 1 are improving, however, attainment in the Year 1 national phonics screening check was below average. Overall achievement is not outstanding because the outdoor activities in the Reception are not planned by teachers to the highest standard as they are indoors so as to give children opportunities to develop their skills and this restricts some aspects of learning.
- Most children start Reception with basic skills below, and in some cases well below those typically expected for their age. By the time children enter Year 1, children's knowledge, skills and understanding meet the expected level of development for their age. Children make good progress because they are well taught and receive good adult support
- Pupils enjoy reading books widely and are encouraged to take them home. The school library is an excellent resource, which is well used by all the pupils in the school.
- In writing and mathematics, pupils make quicker progress at Key Stage 2. This is because of strong adult support and setting of pupils in mathematics. As a result, the standard is above what is expected nationally. Pupils' work in Years 3 to 6 shows that they are now making good or better progress in English and mathematics, especially in Year 5 and 6..
- Pupils who have a disability, those with special educational needs and those entitled to free school meals make consistently good progress, and some make outstanding progress. They are given very good one-to-one support in lessons and in small groups. The attainment gap, as measured against average point scores in national assessments, has almost been eradicated between these and other groups of pupils because support strategies are used effectively.
- Traveller pupils make good progress as result of strong links with the local authority resource unit and pupils with English as an additional language make an excellent progress because of high aspiration for this group.

The quality of teaching is good

- Pupils made good progress because teaching is consistently good, and some is outstanding, because of high expectations, accurate questioning, strong support from adults and close monitoring of pupils' work. However, teaching is not outstanding because occasionally phonics teaching in Reception lacked pace and pupils were not gaining new knowledge because they were repeating words they already knew. This is confirmed by the results of the screening test in reading for pupils aged six in 2012, which were below those seen nationally.
- Children in Reception make good progress through effective use of adult support and well-planned indoor areas which help to accelerate their learning.
- In a Year 1 mathematics lesson, the teacher ensured that misconceptions were corrected with good questioning, for example about the difference between the numbers 71 and 17. As a result, pupils extended their knowledge of numbers. Excellent use was made of the adult support in the class; as a result, almost all pupils made good progress, including pupils from Traveller families and pupils who speak English as an additional language.
- In another Year 1 English lesson, excellent support by adults helped to ensure that children made outstanding progress because of high expectation from all adults, challenging tasks, good questioning and assessment.
- In fast-paced English lessons in Year 5 and Year 6, pupils had the opportunity to hone in on their detective and journalistic skills, for example discovering a new learning technique with two clues featuring a feather and a large bone. This was creatively linked with history and science as pupils responded by using their imagination to suggest where they had come from with responses such as 'a large bird' or 'a dinosaur'. As a result, pupils enjoyed the activity and

engaged in the task without losing time and made good progress in their learning, including those pupils who receive additional funding.

- Marking in pupils' books is a strength, especially in Year 4, Year 5 and Year 6. Pupils check their own work regularly and act on advice given by the teachers. As a result, they know the accuracy of their learning and what else needs to improve. However, 'next step' comments in pupils' books do not always link targets and learning aims to National Curriculum levels for pupils to aspire to. As a result, learning is not as fast as it could be.
- As a result of a revised homework policy, pupils are more interested in completing the open-ended tasks and are involved in their own learning covering various subjects and topics. This also helps to engage parents in their children's learning. As a result, pupils make a positive contribution to widening their own experience and learning.

The behaviour and safety of pupils are good

- Pupils very much enjoy coming to the school because the adults and school provides good opportunities to learn. Behaviour and safety are good and the behaviour management methods used are effective. Behaviour is not outstanding, because occasionally pupils need to be reminded about following school rules for best learning and behaviour.
- Pupils show a positive attitude to learning in the class. They respect each other and adults around them, including when playing during the breaks. Pupils say that they feel safe and secure and are happy in school. Their parents agree.
- Pupils show a good knowledge of all forms of bullying and the use of discriminatory or racist language is rare. They have excellent knowledge of how to use the internet safely. The school's positive ethos encourages their well-developed sense of right and wrong.
- Pupils support each other well in class and during breaks regardless of their background; for example, one child was helping another who has special educational needs to learn about higher order numbers.
- Attendance has improved steadily and is now above average. The school is proactive in tackling poor attendance and persistence absences. A good range of effective strategies, including penalty notices, are used to reduce non-attendance.

The leadership and management are good

- The ambitious headteacher, the extended senior leadership team and the governing body provide strong support and are driving improvement effectively since the previous inspection. As a result, achievement, teaching and behaviour and safety are good.
- The local authority has provided well-targeted support, guidance and advice to improve teaching and leadership, including governance, and this has ensured good improvement since the previous inspection. As a result, all aspects of the school are now good rather than satisfactory. The school is also involved in, and takes the lead in, a range of partnership and collaboration with others such as the Education Business Partnership. Consequently, pupils have access to visitors and trips to extend topic work, such as the Year 6 Racecourse visit.
- A clear focus on teaching is driving forward improvement and has quickly addressed weaknesses identified in the previous inspection. For example, teaching is now consistently good. Senior leaders have correctly identified priorities for development, based on accurate self-evaluation such as developing planning for the Reception Year.
- All staff share the same vision and are committed to improving the school. They work very well as a team and take advantage of various forms of opportunities available for further training to improve their teaching and leadership skills. As a result, Traveller pupils, disabled pupils and those with special education needs make good progress and pupils with English as an additional language make strong progress.
- Since the previous inspection, the school has made good progress in improving the link with

parents through governors' direct engagement during the parent evenings as well as making improvements in the homework policy. As a result, parents feel more involved in supporting the learning of their children. However, there are a small number of parents who still feel that concerns raised by them are not dealt with quickly by the school.

- The Reception classrooms have a new spacious and secure outdoor area, directly accessible from the classrooms and with a constructed covered area to allow its use in all weathers. However, it is not currently being used to its best advantage. Leaders have not ensured that children's activities planned in the outdoor area are of the same high quality as the indoor provision, in order that children are able to extend their knowledge in different areas of learning.
- The school effectively supports pupils' spiritual, moral, social and cultural development. Pupils benefit from a good balance of exciting activities and visits. The strong focus on supporting literacy across all subjects in topics has had a positive effect on pupils' progress, eagerness and ability to learn and work on their own and as a team. The school promotes equal opportunities effectively for the different groups of pupils it serves and tackles discrimination well.

■ **The governance of the school:**

- Since the previous inspection, the governing body has had a better impact on school improvement. Effective training has enhanced their skills, particularly in calling leaders to account. The Chair of the Governing Body and other governors are challenging, supportive and have a good grasp of the school's strengths and weaknesses and its performance. They are knowledgeable about how their school compares with others and how well different groups of pupils achieve. The governing body is aware of the good teaching in school, how this is rewarded and how any underperformance is dealt with when required. It knows how well the pupil premium funding is spent, which includes employment of two support staff who have been specially trained in the personal, social and emotional needs of pupils, and it checks its impact to ensure support is making a difference.

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	109907
Local authority	Windsor and Maidenhead
Inspection number	401086

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Julie Coram
Headteacher	Alison Fox
Date of previous school inspection	29–30 September 2009
Telephone number	01784 482603
Fax number	01784 482919
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