

Wansdyke Primary School

School Close, Whitchurch, Bristol, BS14 0DU

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The leadership of the school is outstanding. Leaders focus rigorously on making the school the best that it can be.
- Subject leaders share the determination and drive of senior leaders. They have a clear focus on improving teaching and learning in their subjects and provide effective support for all staff.
- The quality of teaching is typically good, with some outstanding practice. Teachers inspire and motivate pupils using their strong subject knowledge and well planned activities.
- Pupils' achievement is improving. A high proportion of pupils are currently making good progress and achieving well.
- Children in the Early Years Foundation Stage get off to a good start. They are well taught in a nurturing environment and make good progress.
- The curriculum enables all pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.
- Behaviour and safety are outstanding. The school provides a safe and harmonious environment in which pupils thrive. Pupils enjoy coming to school.
- Governance is strong. Governors are supportive of the school and routinely challenge leaders. As a result, the school is rapidly improving.
- The school works well with parents. The overwhelming majority of parents are extremely supportive of the school and are pleased with the education and care their children receive.

It is not yet an outstanding school because

- There are occasional inconsistencies in the quality of teaching so that not all pupils make the very best progress in their learning.
- Test results at the end of 2014 in Year 2 and Year 6 showed some uneven achievement and do not reflect the good progress being made by all groups of pupils in the school.
- Pupils lack frequent opportunities to develop their writing skills in all subjects.

Information about this inspection

- Inspectors observed 10 lessons, of which six were joint observations with senior leaders. In addition, inspectors made short visits to two lessons and observed two assemblies.
- Inspectors scrutinised the quality of work in pupils’ books, accompanied by the headteacher.
- Inspectors talked with groups of pupils to seek their views about the school and listened to the views of many other pupils during lessons, playtimes and lunchtimes.
- Meetings were held with the headteacher, deputy headteacher, staff, governors, and a representative from the local authority. Inspectors took into consideration the responses of 30 questionnaires completed by staff.
- Inspectors scrutinised a wide range of documentation, including: the school development plan; the school’s view of its own performance; data relating to pupils’ attainment and progress; governors’ minutes; records about behaviour and safeguarding; and school policies.
- Inspectors took account of the 90 responses to the online Parent View survey. Inspectors also spoke with parents at the start and end of the school day.

Inspection team

Jen Southall, Lead inspector

Her Majesty’s Inspector

Linda Rowley

Additional Inspector

Full report

Information about this school

- Wansdyke Primary School is smaller than the average-sized primary school.
- Nearly all pupils are from White British backgrounds. A very small minority of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is lower than the national average. This is additional government funding for pupils known to be eligible to receive free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Children in the Early Years Foundation Stage are taught in a Reception class on a full-time basis.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manages a before-school club each day, which was evaluated as part of this inspection.
- A new headteacher has been appointed since the previous inspection and took up post in September 2013.

What does the school need to do to improve further?

- Improve teaching so that it is typically outstanding and further raise pupils' achievement by ensuring teachers:
 - plan activities that will challenge all groups of pupils
 - improve the consistency of written feedback to show pupils more regularly how to improve their learning and so increase their rate of progress
 - increase the opportunities for pupils to apply their learning to solve problems in mathematical activities and develop their writing skills across all subjects.

Inspection judgements

The leadership and management are outstanding

- The drive and determination of the headteacher are pivotal to pupils' good achievement and the positive ethos created at the school. His dedication and passion to ensure the school becomes the very best that it can be are enabling pupils to thrive in a culture of high expectation and mutual respect.
- The headteacher is ably supported by the deputy headteacher and other senior leaders who share his vision for the school to become outstanding. Staff questionnaires viewed by inspectors clearly show that the headteacher has the support of the whole staff. 'We are so fortunate to have an amazing headteacher and senior leaders. Everyone works together as an effective team for the benefit of the children.' This was a typical comment made by staff and confirms what inspectors saw.
- School self-evaluation is accurate and honest. The monitoring, tracking and evaluation of school performance by leaders and governors are rigorous. Where issues are identified, swift action is taken. These improvements have resulted in good progress since the last inspection.
- Subject leaders are passionate about the subjects they lead. They actively identify areas of weakness and implement detailed and robust action plans to support staff in improving these areas. As a result, more pupils are making good or outstanding progress, especially in English and mathematics.
- Performance management procedures are used effectively to hold all staff to account and to support their training and development. Review meetings are carefully planned throughout the year to monitor progress. Teaching is improving strongly as a result.
- The curriculum is impressively broad and well balanced. It provides a range of good quality activities that promotes enjoyment and a love of learning. A wide range of clubs, school trips, artistic and cultural events enhances the learning opportunities for pupils. For example, Year 4 pupils joined a renowned wildlife photographer to take photographs of nature in the school grounds, enabling them to develop a new set of skills. Pupils were rightly proud of their achievements in sewing club, clearly demonstrating their skills in needlework, such as sewing a complete outfit for a teddy bear.
- Spiritual, moral, social and cultural development is a significant strength of the school and is embedded throughout the curriculum. Learning opportunities support the active promotion of fundamental British values. Pupils are able to talk with knowledge about faiths and cultures other than their own. For example, pupils spoke with enthusiasm about the opportunities to learn about different cultures from those pupils who have recently arrived in the school from other countries.
- The exceptional promotion of equal opportunities is an integral part of the school's ethos and, as a result, focused leaders of the school ensure there is no discrimination of any groups of learners.
- Sport funding to develop pupils' ability and participation in physical education is having a good impact. A specialist gymnastics teacher works alongside staff. As a result, staff confidence has increased, along with the school's capacity to teach gymnastics at a high level.
- The school meets its statutory requirements for safeguarding pupils. There is a tight and robust culture of safeguarding in the school. This is monitored by the headteacher and governing body with exceptional rigour, ensuring the utmost safety of pupils.
- The school works successfully within an informal network of local schools. Staff welcome the opportunity to share ideas and observe teaching in order to improve their own practice. This partnership also provides an independent view of how well the school is providing for its pupils.
- External support provided by the local authority is effective. Although it takes a light touch approach, it understands the school and provides good support and challenge.
- **The governance of the school:**
 - The governing body is ambitious for the school. Governors have a good and accurate understanding of how well the school is performing in relation to other schools nationally. Through visits to classes, talking to pupils and meeting with leaders, governors have a good awareness of the quality of teaching and its impact on learning. Governors are knowledgeable about the school's performance and oversee the performance management of leaders closely. Governors support the headteacher in ensuring that good teaching is rewarded and would also support the withholding of pay rewards if performance was not to meet the expected standard. Governors closely monitor the finances of the school to ensure financial stability and good value for money. For example, they have a good knowledge of how the pupil premium funding is spent so that it improves the achievement of disadvantaged pupils. Regular monitoring by governors ensures that the school meets its statutory duties.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils, parents and staff talk positively about the behaviour in the school. One pupil said, 'It is a really friendly place to be, we all look out for one another and we are taught that everybody has a right to a voice and to respect people and their opinions.' These behaviours were reflected at playtimes and lunchtimes; lunchtime supervisors commenting favourably about behaviour and the high levels of respect shown by pupils.
- The improving attendance levels reflect pupils' enjoyment of school. Pupils speak enthusiastically about all aspects of school and value the opportunities that broaden their experience and learning. They told inspectors that they are very proud of their school and this was evident in their appearance, punctuality to lessons and outstanding behaviour both in and out of lessons.
- Pupils demonstrate excellent attitudes to their learning. As a result, pupils get on with their learning happily and without interruption.
- Pupils are fully aware of the different forms of bullying and told inspectors there was no bullying in the school. They know that name calling, inappropriate language or any form of discrimination are not tolerated. This contributes to the school's calm and caring ethos. Inspectors viewed a wide range of evidence which shows that bullying and racist incidents are extremely rare.

Safety

- The school's work to keep pupils safe and secure is outstanding. The policies and procedures for safeguarding are fully embedded in all aspects of the school's work. Staff take excellent care of pupils, ensuring their safety is never compromised.
- Pupils of all ages know how to stay safe. They receive outstanding guidance through lessons and assemblies to develop skills that will keep them safe in and out of school. During the inspection, pupils led an assembly on internet safety which was outstanding, reinforcing the importance of keeping safe when using the internet and mobile phone devices.

The quality of teaching is good

- Teaching is good, with some aspects that are outstanding. Inspection evidence, including joint observations with senior leaders and discussions with pupils, staff and governors, combined with an analysis of the school's monitoring records, confirms teaching is typically good.
- Teachers use their strong subject knowledge to plan activities that excite pupils and promote good learning and sustained progress.
- Teachers' marking is regular; however, feedback to pupils on how they can improve their work is not yet consistently applied across the school. As a result, pupils do not always know how to improve their work or learn from their mistakes.
- On occasions, teachers do not provide enough challenge for the more able pupils. This means that these pupils do not make the rapid progress of which they are capable. The school is working hard to tackle this and ensure that work challenges this group of pupils and improves achievement still further.
- The teaching of English is good. When the best learning occurs, teachers probe pupils' thinking to generate thoughts and ideas, such as in a Year 6 guided reading session. The teacher was exploring emotions generated by the text, making pupils think deeply and verbalise their feelings to their peers.
- Writing is better developed in some subjects than others. Work in topic books shows that pupils are not always provided with the opportunity to write at length in different subjects.
- The teaching of mathematics is good. However, pupils are not provided with enough problem solving activities in order to apply their knowledge and understanding of mathematical concepts. As a result, pupils are not achieving the higher levels in national mathematics tests, especially those more able pupils.
- Teaching assistants and other adults are well deployed. They provide effective support, helping pupils to learn through targeted questioning and well-planned activities.
- Careful monitoring by the special educational needs coordinator ensures that interventions and one-to-one sessions are helping pupils quickly acquire the skills they need in English and mathematics. This gives pupils the confidence to tackle activities in other areas of their learning.

The achievement of pupils is good

- Children arriving in the Early Years Foundation Stage have skills below those typical for their age. As a result of good teaching, children make good progress. By the time they leave the Early Years Foundation Stage, the proportion of children achieving a good level of development is above the national average.
- Pupils enjoy reading. The number of pupils who reach the expected standard in the Year 1 phonic check continues to improve and remains above national figures. Children learn to tackle unknown words using their phonic knowledge. This is helping them to read well. By the end of Year 6 most pupils make good progress with their reading and achieve better than pupils nationally.
- Most groups of pupils at the end of Year 2 achieve above the nationally expected levels in reading, writing and mathematics. In 2014, girls did not achieve as well as boys in the school in reading and mathematics and were below their peers nationally. Leaders have taken decisive action and have put in place successful measures to ensure this is not typical across the school.
- In the national tests of 2014, Year 6 pupils achieved better than national averages in all subjects. The current Year 6 pupils are working at a similar level and this reflects the high quality education they receive.
- In 2014 the more able Year 6 pupils made better progress than their peers nationally. However, the more able Year 2 pupils did not achieve the higher levels that they were capable of. Leaders have made a rapid response by ensuring provision matches the needs of these pupils. Current books in Year 2 show an improving picture.
- In 2014, the small number of disadvantaged pupils in Year 6 made better progress than their eligible peers nationally in most subjects, with the school successfully closing the gap in reading, writing and mathematics. The gap for these pupils and their peers in school over the last three years is closing; there is little difference year on year between the achievement of these pupils and other pupils nationally. This is due to good teaching and the effective use of the pupil premium funding.
- The school has effective procedures and robust monitoring to ensure that children with disabilities and special educational needs have the provision needed to help them learn and develop their skills in reading, writing and mathematics. As a result, from their starting points, this group of pupils is making good progress.
- The very few pupils who speak English as an additional language make good progress as they benefit from the effective additional support provided during lessons.
- The overwhelming majority of parents agree that teaching is good. They are highly supportive of the school. In a typical comment, one parent said, 'This is a brilliant school; my children are making such good progress in all areas of their learning.'

The early years provision is good

- Relationships between staff and children are established quickly through effective arrangements at the start of the year. This allows children to settle quickly into school life, grow in confidence and make good progress in developing personal and social skills. Parents told inspectors that their experience of the school is 'fabulous' because teachers are approachable, friendly and ensure there are good levels of communication between school and home. Parents feel involved in their children's learning. They particularly appreciate the opportunity to celebrate their children's achievements out of school using the 'wow' displays in the classrooms.
- The Early Years Foundation Stage is well led and managed. Inside and outside areas of learning are well organised, with a range of exciting activities to make links in learning and stimulate children's creativity. As a result of this provision, children quickly develop a love of learning.
- In 2014, children made good progress from their starting points because of good teaching. They leave the Reception class with skills slightly above national averages in all areas of learning. This results in them being well prepared as they move into Year 1.
- Children are exceptionally well behaved. Staff have high expectations of behaviour and there are well established routines which are consistently applied in and outside of the classroom. The safety of children is outstanding. The high quality care and nurturing by staff allow children to thrive in this environment.

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	108986
Local authority	Bristol City of
Inspection number	449563

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Karen Peacock
Headteacher	Adam Smith
Date of previous school inspection	4–5 February 2010
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