

# Wrington Church of England Primary School

School Road, Wrington, Bristol, BS40 5NA

**Inspection dates** 11–12 June 2015

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

## Summary of key findings for parents and pupils

### This is an outstanding school

- Pupils achieve exceptionally well academically, personally, physically and creatively. Children get off to a flying start in the early years. They continue to make outstanding progress from their individual starting points so that their attainment is typically well above average by the end of Year 6.
- Outstanding teaching enables pupils to make outstanding progress in reading, writing and mathematics. Teachers have high expectations and they plan work skilfully to ensure that all pupils are very clear about what is expected of them.
- The inspirational leadership by the headteacher, ably supported by a talented deputy and assistant headteacher and skilled senior leadership team, motivates all staff to give of their best for the benefit of the pupils. This leads to high-quality teaching and outstanding pupils' achievement.
- The school community successfully communicates its vision to 'Cherish & Nurture, Flourish & Aspire'
- The governing body is exceptionally well informed, and very effectively challenges all aspects of the school's work, while remaining highly supportive.
- The excellent curriculum provides many exciting and memorable experiences, which spark pupils' enthusiasm for learning. This contributes very well to their outstanding spiritual, moral, social and cultural development. Pupils become confident, polite, courteous young people.
- The school's work to keep pupils safe and secure is outstanding. The behaviour of pupils is outstanding and this significantly supports their achievement. Pupils are confident learners who enjoy school and show a strong desire to do well.
- Occasionally, marking and feedback do not give pupils clear guidance on what they need to do to improve, particularly in mathematics.

## Information about this inspection

- Inspectors observed parts of 15 lessons. Some of the observations were carried out jointly with the headteacher.
- In addition, inspectors listened to pupils read and reviewed their written work. Inspectors joined staff and pupils for an assembly, and the lead inspector briefly observed a band and orchestra rehearsal.
- Meetings were held with different groups of people involved with the school. These included pupils, parents, members of the governing body, the headteacher, senior and middle leaders, and other members of teaching staff.
- A telephone conversation was held with a representative of the local authority.
- The 44 responses to the online questionnaire (Parent View), the school’s own questionnaire and the responses to the Ofsted questionnaire completed by 19 school staff were also considered.
- The school’s website was reviewed.
- A range of documents was scrutinised, including information on pupils’ achievement, documents relating to planning for improvement, procedures for checking the quality of teaching, documents relating to safeguarding, and records about behaviour and attendance.

## Inspection team

Stephen Bywater, Lead inspector

Additional Inspector

Anne Barrett

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- In the early years, children are taught full time in a Reception class. The school has no Nursery class.
- The school serves a community where most pupils are of White British heritage and a very small number of pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is well below average.
- The proportion of pupils supported by the pupil premium (which provides additional funding for pupils known to be eligible for free school meals and for children who are looked after) is well below average, typically less than five in each year group.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Improve the quality of marking in mathematics by ensuring that pupils are consistently given sufficient guidance on how to improve their work.

## Inspection judgements

### The leadership and management are outstanding.

- The headteacher provides excellent, inspirational leadership. Senior and middle leaders are a very effective and united team. Every staff questionnaire returned showed that staff have very positive views about the school. Morale is high and summed up by the comment of one teacher: 'Wrington Primary is an integral part of the community where strong relationships between all stakeholders are valued.'
- With clearly defined roles and responsibilities, all leaders carry out their duties rigorously and to a very high standard. Their evaluation of all the school's work is used exceptionally well to provide an accurate understanding of the strengths and areas for development across the whole school. This has been a key factor in securing outstanding teaching, which, in turn, has led to the pupils' outstanding progress.
- Staff set high expectations of every pupil and share a strong determination to help pupils achieve as successfully as possible. There are excellent procedures for checking on the progress of individuals and groups of pupils. For example, work in ensuring the new approaches to improve standards in writing, and developments in checking pupils' attainment, are well advanced and having a positive impact on further strengthening pupils' progress.
- Staff throughout the school provide an environment in which pupils excel in their personal development. This includes a strong focus on promoting pupils' excellent behaviour to support their learning. The school has a clear commitment to equality of opportunity and to tackling any form of discrimination. This is demonstrated by the outstanding achievement of all groups of pupils, including disabled pupils, those who have special educational needs and disadvantaged pupils.
- The pupil premium has been used very well to provide high levels of additional help in classrooms for disadvantaged pupils, who have benefited extremely well from it.
- High-quality teaching assistants ensure the outstanding progress of all pupils, including those known to be eligible for the pupil premium and those with special educational needs.
- The school also makes excellent use of its resources to provide a rich and interesting curriculum as well as giving pupils an exceptional grounding in reading, writing and mathematics. The curriculum teaches pupils to understand right and wrong, to get along with other people and to understand the similarities and differences of life in different cultures.
- There is a wealth of after-school clubs, which pupils very much enjoy, including choir, chess, tag-rugby and tennis. These clubs also contribute very effectively to pupils' well-being.
- The curriculum provides ample opportunities for pupils to excel in music and the performing arts. During the inspection, pupils were observed singing beautifully, and skilfully performing as an orchestra and 'Dixie Band'. These activities contribute to pupils' outstanding spiritual, moral, social and cultural development.
- Teachers ensure they follow up assembly themes such as tolerance and respect. As a result, pupils show considerable empathy for others and are well prepared for life in modern Britain.
- The new primary school sports funding is used very well to increase teachers' expertise and to provide pupils with opportunities to take part in a wide range of physical activities. The provision is enabling pupils to develop their personal interests and potential in a variety of sports. As a result, almost all pupils in Key Stage 2, and many in Key Stage 1, now regularly attend at least one school sports club or participate in sports activities outside of school hours.
- The management of staff performance is very rigorous. Leaders base their decisions on the pay of teachers firmly on the quality of their teaching and the rate of pupils' progress.
- Staff are vigilant in ensuring that pupils are safe and all safeguarding requirements are met.
- The local authority recognises this as an outstanding school and provides it with appropriate 'light-touch' support. However, school leaders willingly seek advice when necessary. They value the high-quality advice that they receive from their local school group and other consultants.
- Almost all parents who expressed a view are very happy with the school's work and with the progress their children are making. Every parent responding to the online survey said they would recommend the school to others.
- **The governance of the school:**
  - Governors are very proud to serve the school and have very ambitious plans for its future development. They set the highest expectations of themselves, staff and pupils. One governor described the school as: 'Inspirational, giving a strong foundation not only for what they do here and now, but what they set up for the future'. The school's vision 'Cherish & Nurture, Flourish & Aspire' is explicit in all the school does.
  - The governing body is extremely well organised and effective because governors keep their skills up to

date through regular training. Roles of governors are very clearly defined so that everyone knows precisely what is expected of them. They have an in-depth understanding of the quality of the school's work because they visit the school frequently and receive detailed reports from the headteacher and other leaders.

- Governors challenge and question leaders about the work of the school and meet with staff, parents and pupils regularly in order to secure a very good understanding of the school's strengths and where improvements are needed. For example, last year, governors knew that the performance of pupils compared very favourably with pupils in other schools nationally in reading and mathematics. They successfully challenged the staff to raise standards in writing to match this very high achievement. The school's information of pupils' results and work in books shows this has been achieved.
- Governors have detailed knowledge of pupils' attainment and progress, and the quality of teaching, and how this is aligned to their pay progression. Governors fully meet all their statutory duties, including those for safeguarding pupils.
- They ensure that additional government funding is used wisely to support disadvantaged pupils to achieve as well as other pupils.

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

### **Behaviour**

- The behaviour of pupils is outstanding.
- Staff and pupils show enormous respect for each other. Much is done to promote a 'family' feel and pupils appreciate that they are well known by all the staff, including the headteacher. This ensures a very welcoming, happy and harmonious place. Pupils thoroughly enjoy their learning.
- Behaviour is exemplary both in and out of lessons because the school promotes pupils' personal development exceptionally well throughout its curriculum. Pupils listen carefully when adults explain their work and also work very well by themselves. Their behaviour in the corridors, in assembly and in the dining room is also exemplary.
- Pupils are most pleasant, very polite and exceptionally well mannered. They welcome visitors warmly to the school, open doors for them and are delighted to show them their work.
- They are clearly very proud of their school, and value highly the opportunities they have to take responsibility, including acting as school councillors and playground buddies. Some pupils have very clear ideas about what could be improved further, for example activities and resources in the playground. They work hard to achieve this as members of a 'Development Team'.
- Staff actively create numerous opportunities for all pupils to develop their independence and personalities by enabling them to give their ideas and views on different aspects of school life.
- Pupils' attendance is above average. Pupils thoroughly enjoy coming to their school.
- Parents are very positive about pupils' behaviour, indicating that their children feel particularly safe in school and that they are very well cared for. School records and parents' very positive responses to the questionnaire confirm the inspection evidence that pupils' outstanding behaviour continues to be a strength of the school.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say that they feel very safe. They have an excellent understanding of how to keep themselves safe in a variety of situations because the curriculum covers a wide range of aspects about staying safe, including those relating to the use of computers.
- The pupils are adamant that everyone behaves very well, saying that bullying is exceptionally rare and that any concerns are dealt with immediately by adults.
- Parents and staff also agree that pupils are kept very safe and are looked after extremely well.
- Staff place a strong emphasis on helping pupils to understand why respecting other people, as well as oneself, is so important. As a result, a warm and supportive atmosphere pervades the school.
- Parents and pupils appreciate the way staff raise pupils' self-confidence, especially when they are new to the school or when in they experience circumstances that may make them vulnerable.

**The quality of teaching****is outstanding**

- The excellent teaching enables all pupils to make outstanding progress regardless of their starting points. Lessons are well planned and engage and inspire all the pupils. Senior leaders have focused relentlessly on developing high-quality teaching through effective training, coaching and evaluation. Teaching staff are given clear areas for improvement, which they successfully implement.
- Literacy and reading are taught exceptionally well. The teachers' professionalism, enthusiasm and subject knowledge often mean that lessons are lively and thought provoking. This was very evident in a Year 6 lesson when pupils were asked to use precise and exciting vocabulary to describe a 'secret agent'. Impressive vocabulary, such as 'clandestine' and 'oblivious', was evident in their sentences. Pupils are very clear about what they have to learn and exceptionally motivated to have a go.
- The teaching of mathematics is equally effective. Pupils are supported by excellent resources and staff skilfully use 'real-life' situations to bring further understanding to their solving of problems. Pupils know that if they go wrong, teaching staff will help them get it right in a way that shows their efforts have been valued. Staff gain the pupils' respect by ensuring that pupils enjoy their work. Consequently, pupils grow in confidence, concentrate on their work, and learn exceptionally well.
- A key feature of the outstanding teaching is the speed at which pupils are moved on to the next stage of learning. This is because teachers are continuously assessing what pupils know and can do. They quickly adapt the pupils' work to accelerate learning and provide further reinforcement to their understanding.
- Pupils respond eagerly to teachers' questions in lessons, and enrich each other's learning experience by willingly sharing their ideas. For example, pupils in Year 5 demonstrated a deep level of thinking when reflecting about the character traits of cats based on the story of *Varjak Paw* by S.F. Said. Terms such as 'eyes cutting like a dagger in the soul' were skilfully used to paint a picture in the mind of a reader.
- Teachers and teaching assistants work exceptionally well together. This ensures that all pupils have the appropriate challenge and support that they need to make excellent progress. However, staff also ensure that pupils have time to work by themselves or in a group. As a result, the teaching and support for disadvantaged pupils, disabled pupils and those with special educational needs are outstanding. This secures their excellent progress.
- Pupils use their targets very well and the teachers' marking of pupils' written work is consistently of high quality. Pupils are given time to respond to the comments and are expected to apply their improvements in their next pieces of work. They respond diligently to the clear guidance from their teachers on how to check their own work. As a result, pupils across the range of abilities, including the most able, progress and learn very well.
- Teachers' marking of pupils' mathematical work is predominantly celebratory, but indicates where mistakes have been made. There is also occasional evidence of correct examples being provided by the teacher to correct misconceptions. There is, however, little evidence of staff consistently providing comments in line with the school's marking policy. Although standards are very high, pupils are not always provided with consistently clear guidance to extend their knowledge, skills and understanding.
- Parents are very pleased with the quality of teaching in the school. They support the school's work by helping their children with homework, especially to practise basic handwriting, spelling and number-skills.

**The achievement of pupils****is outstanding**

- The continuing high levels of attainment reached by pupils in national assessments at the end of Year 6 over the past three years represent outstanding achievement.
- Through Key Stage 1 the pupils rapidly develop self-confidence and a hunger for learning. Consistent above average levels of attainment are seen in all subjects at the end of Key Stage 1.
- Pupils in Years 1 and 2 are confident readers. They use their knowledge of letters and sounds to read unfamiliar words, and competently use their literacy and mathematical skills in other subjects. For example, they look for links and patterns in poems. They correctly identify the names and features when looking at symmetry of two-dimensional shapes or in solving mathematical problems in lessons.
- The strong foundations established in Key Stage 1 are further built upon in Key Stage 2. As they move through Years 3 to 6, pupils' rapid progress in reading, writing and mathematics is maintained in response to the rich learning opportunities and consistently strong teaching. Standards in writing have improved significantly since last year as a result of the higher expectations and whole-school staff training.
- The precise focus on the small number of pupils with special educational needs helps them to achieve very well. Teachers work very closely with teaching assistants to provide plenty of activities that give pupils extra challenges.

- The most-able pupils achieve very well. The school's own records of pupils' progress and pupils' work shows that their standards are higher than they were in 2014. These pupils have excellent skills in reading, writing and mathematics. The proportion working at levels well above those expected for their age in mathematics is particularly high. Given the skills demonstrated by children when they begin school in literacy and numeracy, these standards reflect outstanding progress.
- The very small number of disadvantaged pupils make outstanding progress when assessed against other pupils nationally and from their individual starting points. Their achievement is similar to their peers in the school and any gaps in their attainment are closing.
- Many pupils excel in chess, physical education and expressive arts, such as singing, dance and music. By the time they leave the school, pupils are extremely well prepared for the next stage of their education.

### The early years provision

**is outstanding**

- Most children have skills in line with, or slightly above, those typical for their age when they arrive at Wrington, particularly in language and communication. Induction arrangements are very effective, and children settle rapidly and make outstanding progress in their Reception Year. A larger than expected proportion of children achieve the expected levels nationally when they go up to Year 1 and many children achieve above the expected levels.
- Children's achievement during their time in the early years is outstanding in all the areas of learning. Most enter Year 1 with skills in communication, reading, writing and mathematics which are well above those typical for their age.
- The quality of teaching is outstanding. there is an industrious and happy learning atmosphere as children throw themselves eagerly into their activities. Staff carefully use information about children's progress to keep their learning moving forward as rapidly as possible.
- The staff plan activities that provide imaginative activities which foster curiosity and excitement in learning and develop children's language and mathematical skills. For example, children delighted in being pirates.
- Adults use carefully crafted questions to successfully increase the range of words that the children use. This helps to raise children's understanding and accelerate the rate of their progress. Staff are highly competent in developing children's speaking skills.
- Leaders ensure that the classrooms and outdoor areas are very well equipped, and staff use resources creatively to support topic work.
- Staff establish and maintain consistent routines and procedures to keep children safe, and the children understand these very well. The staff have created and sustained warm working relationships with the children, who grow in confidence and make rapid progress in understanding how to learn and play happily together.
- Staff manage children's behaviour and promote their social skills extremely well. Consequently, their behaviour is outstanding and this underpins their excellent learning.

## 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

<b>Unique reference number</b>	109221
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	449561

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair (Acting)</b>	Jon Mills
<b>Headteacher</b>	Sarah Joskey
<b>Date of previous school inspection</b>	April 2010
<b>Telephone number</b>	01934 862553
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