

Wraxall Church of England Voluntary Aided Primary School

Bristol Road, Wraxall, Bristol BS48 1LB

Inspection dates	October 1–2 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Wraxall Church of England Primary is a good, and rapidly improving, school with a justifiably respected place in the local community.
- Leadership and management are outstanding. The inspirational headteacher has restored staff morale following the previous inspection of two years ago, and vastly improved provision.
- Staff and governors operate as a highly effective team. Together, they have brought about significant and sustained improvement in teaching, learning and assessment. This has accelerated pupils' progress and improved attainment across the school.
- Standards have risen rapidly since the last inspection. Pupils' attainment was well above average by the end of Year 6, in 2015. Throughout the school, there is good achievement by all the pupils in relation to their different needs and starting points.
- Pupils' behaviour is outstanding. They are proud to be pupils at Wraxall Primary and are excellent ambassadors for their school.
- The school's work in keeping pupils safe and secure is outstanding.
- Teaching is good. Teachers plan lessons that capture the interest of pupils and provide an exciting variety of experiences. These contribute successfully to pupils' outstanding spiritual, moral, cultural and social development.
- Children in the Reception class are taught well, enjoy school and make good progress.
- Parents express a very high degree of confidence and trust in the school.

It is not yet an outstanding school because

- In Key Stage 2, the standards in writing are not as high as they are in reading and mathematics.
- In Reception and Key Stage 1, the standards achieved by the most-able pupils are not high enough in writing.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' standards in writing by ensuring that:
 - teachers in Key Stage 2 identify and correct the misspelling of common words in pupils' writing more regularly
 - teachers in Reception and Key Stage 1 build on the skills and knowledge that children and pupils have already acquired so that all, especially the most able, achieve better.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher provides inspirational leadership. He is supported very effectively by the skilled and committed members of the school's governing body.
- The concerted efforts of senior leaders have rapidly raised staff morale and secured a strong, successful and united drive for improvement. They have accomplished this by increasing teachers' confidence, and by utilising and developing the skills of existing staff within school, not by appointing new staff.
- Leadership and governance at all levels have been significantly enriched through sharing expertise and by comprehensive training.
- The headteacher and an experienced headteacher from another school play a full and very effective role in checking the quality of teaching and pupils' learning. They also work closely with the governing body so that it, too, has a detailed knowledge of how teaching affects pupils' achievement. As a result, governors have strengthened their ability and effectiveness in assisting staff in the drive for improvement.
- The work of leaders, including governors, has ensured that the quality of teaching and pupils' achievement are good and are rising rapidly.
- Leaders have improved pupils' attendance. Pupils' excellent behaviour is testimony to the warm and supportive relationships that exude from all at this school.
- Parents hold the school in extremely high regard. The responses to Ofsted's Parent View questionnaire are very positive. The comments of those parents who spoke to the inspector were unanimously appreciative of the work of the school. Most made particular reference to the high quality leadership, the improved teaching and the very supportive atmosphere, which helps their children to enjoy their work and do better at school. The local authority has provided timely and effective support.
- There is a very positive liaison between this school and other local schools. This enables the school to secure a culture where good and better teaching can thrive into the future.
- The headteacher and governors manage the development of staff very effectively. They sustain a close link between movement along pay scales and raising pupils' attainment. All staff are held to account for checking and improving the quality of teaching and pupils' progress and leaders use information from these checks to provide high quality professional development.
- Teachers are challenged to account for their pupils' progress and act quickly and robustly on any recommendations. By doing so, the school is successfully using and improving staff skills.
- The work pupils do is lively and varied and ensures pupils make swift progress in developing the essential skills of reading, writing and mathematics so they are very well prepared for the next stage in their education.
- The school provides pupils with a wide range of sporting and creative activities and educational visits. These help pupils to develop into mature young people and contribute to their outstanding spiritual, moral and social development. The provision for pupils' cultural development is also outstanding. Pupils have a good understanding of cultures other than their own. Their strong sense of belonging within the school community enhances spiritual development.
- Staff provide pupils with good opportunities to widen their understanding of democracy and to prepare them well for life in modern Britain. For example, they participate in elections to the school council and decide what constitutes a healthy snack.
- All staff work with conviction and empathy to sustain a very caring school community which strongly underpins excellent relationships and behaviour.
- The small amount of pupil premium funding that the school receives is used well to ensure that disadvantaged pupils can participate in the full range of school activities. In 2014–15, a range of support activities, including the one-to-one support from teachers, teaching assistants and small group provision, enabled almost every pupil entitled to pupil premium to make good progress, sometimes achieving better than their classmates and other pupils nationally.
- The school makes good use of its primary school sport funding. It has provided a range of sports including: archery, football, tennis, cross-country, netball and golf. Pupils have participated in numerous competitions with considerable success. Over the year 2014–2015, around 90% of children in the school were involved in a lunchtime or after-school sporting club.

■ The governance of the school

- Governors are very proactive and have the skills and expertise to challenge and support the leaders effectively. They are extremely proud of their school, have a determination to become outstanding and have ambitious plans for its future development.
 - Governors have an accurate and thorough understanding of the school's performance data, in relation to national data, and make a significant contribution to the way in which the school plans for improvement. All governors are very actively involved in all aspects of school life and visit the school regularly to check on the progress pupils are making.
 - Governors use information about pupils' progress well when they review staff performance and pay progression. They ask leaders searching questions about all aspects of their performance and make sure that staff only receive financial rewards if they meet their targets in relation to pupils' progress.
 - Governors have a very clear understanding of the school's finances, including pupil premium and primary sport funding, and check carefully to see if funding is making a positive difference. For example, they are very aware that the school works tirelessly to close the gap in achievement between disadvantaged pupils and others. Similarly, they are well aware of the impact of the additional sports funding.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- Teaching is good and enables all pupils to make good progress regardless of their starting points.
- Teachers know the pupils very well and have a deep understanding of what they know and their personalities. Expectations are high and activities are made interesting so that pupils are motivated to learn. Pupils are encouraged to concentrate deeply and not to worry about making a mistake. Because they have confidence in their teacher, they accept the school belief that it's alright to recognise that they can't do it YET!
- The teachers' enthusiasm and good subject knowledge mean that lessons are well planned, with a range of resources to support pupils' learning and to engage and inspire them.
- Opportunities for learning are rarely missed. A successful development in the school is the way that writing at length is promoted in subjects such as history and religious education. The teaching of writing and mathematics is good and improving across the school.
- Teachers' high expectations and good questioning extend pupils' understanding and are reflected in pupils' eager responses during lessons.
- Teachers are careful and precise in making sure lessons are not too hard and not too easy. However, they also check carefully that pupils have to make a concerted effort to succeed. For example, mathematics lessons are planned at three levels of challenge through 'ensuring they are sure of what they have done in the past', 'stretching further their knowledge, skills and understanding' and 'stretchy stretch' activities. This approach targets the specific needs of the pupils, and has particularly benefited the most-able pupils. The progress of these pupils last year was at least in line with their peers across the school, or better, in every subject in every year group.
- Teachers ensure that pupils know what they are expected to learn and check carefully on pupils' progress during and at the end of lessons. They praise pupils well for their efforts and correct any errors and misunderstandings sensitively. Relationships between teachers and pupils are warm and supportive.
- Where pupils need additional help in their learning, skilled and effective teaching assistants support them. This is often undertaken in small groups within the classroom, through intensive reading and mathematics programmes. Such support also enhances the provision for disadvantaged pupils and those whose circumstances might make them vulnerable. These various forms of intervention are effective because they pinpoint the needs of each individual pupil.
- Marking and feedback are good features of the school and help pupils to understand what they have done well, and how they can get better. Time is dedicated to allow pupils to respond to feedback and refine their pieces using the 'Purple Pen of Progress'. This allows the children to learn from their mistakes, improve their subsequent work and be engaged by their learning. However, in Key Stage 2, teachers often fail to identify and correct the many spelling errors that pupils make. This is preventing even more rapid progress in writing.

Personal development, behaviour and welfare are outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Staff do a great deal to promote a 'family' feel and pupils appreciate that they are well known by all the staff, including the headteacher.
- Since the last inspection, staff have focused on addressing the pupils' attitude to learning. Staff place a high priority on promoting a strong and consistent set of moral and social values. These values are encapsulated in the school's guidance, and are well understood by all pupils.
- Pupils demonstrate a very positive attitude to school. Their enjoyment of everything it offers has a considerable impact on all aspects of their learning and play.
- The older pupils provide very strong and caring role models. Pupils from different age groups mix well together and are respectful of each other.
- Pupils consider that the school places a very high priority on the pupils' safety and pastoral care.
- During a meeting with the inspector, pupils spoke with pride of their work as school councillors, and how they make decisions that directly affect their school. For example, amendments to the items allowed in school packed lunches have been implemented. The 'vision and values' statement is a direct result of their work alongside a designated governor. They have just completed a piece of work on helping to develop an anti-bullying policy, which sits beside the whole-school behaviour policy.
- Pupils who attend the lunchtime and after-school clubs said that they really enjoyed coming to school early and 'staying late'. The clubs are very well attended (the vast majority of pupils in school participate). The clubs help children to value the importance of team work, fair play, being a humble winner and losing gracefully. Other clubs are well attended and provide a very wide, good range of activities.
- Pupils demonstrate an outstanding awareness of how to stay safe. Their understanding extends beyond staying physically safe inside and outside school, and includes very good e-safety awareness. For example, pupils were able to talk very knowledgably about the risks of using the internet, and how to keep their personal details confidential.
- E-safety is a high priority for the school, with drama workshops, assemblies with the community police and parent workshops all in operation. Children receive specific lessons about how to keep themselves safe when using computers and an e-safety committee has been set up, to include staff, parents and governors.

Behaviour

- The behaviour of pupils is outstanding. Teachers manage behaviour very well. Staff have high expectations and have established excellent relationships with all the pupils. As a result, pupils have a high respect for authority, while also feeling able to express their feelings and ideas as to how to make the school even better.
- Behaviour in lessons is typically outstanding. Pupils engage all the time in their work and talk is almost always linked to the tasks they are doing. Almost all parents have a very positive view of behaviour, as expressed by those responding to the online questionnaire, Parent View.
- Attendance and punctuality have significantly improved this year and pupils clearly enjoy coming to school. They have a strong sense of shared ownership and look after the classrooms and buildings. There is no graffiti and no litter. This is a well-maintained and pleasant environment.
- The pupils believe that all behave very well, saying that bullying is exceptionally rare and that any concerns are dealt with immediately by adults. Pupils contribute a great deal to the life of the school and are very keen.

Outcomes for pupils are good

- Achievement is good and has improved strongly since the last inspection. Throughout the school, pupils achieve well from their individual starting points. An increasing number of pupils are making better than expected progress by the end of Year 6, compared with national averages. This is the result of pupils' response to better teaching.
- Pupils make good progress through Years 1 and 2. Year 1 phonics screening results have been high for the last three years, with 92% meeting the standard in 2015, one of the highest percentages in the

authority. By the end of Year 2, pupils' reading, writing and mathematical skills are above average. However, although every pupil in Year 2 achieved the expected level, the proportion achieving a higher level was broadly in line with the national averages in all subjects. However, pupils' progress from their starting points was impressive.

- Pupils in Years 1 and 2 are fluent readers. They confidently use their knowledge of letters and sounds to read and write unfamiliar words. For example, a Year 2 pupil reading a non-fiction book came across the word 'oubliette'. The pupil was able to spell it out and explain the meaning to the inspector.
- Throughout the school, pupils' speaking skills are well developed. This is because there are many opportunities for pupils to talk about their learning, to answer questions and give extended answers in lessons.
- The good progress continues through Key Stage 2. In 2015, pupils' attainment in national assessments at the end of Year 6 was well above average in reading, writing and mathematics. However, although the attainment in writing was high, it was lower than in reading and mathematics.
- Pupils in Year 6 read widely and fluently. Most show a high level of understanding of the books they are reading and use these skills well in other subjects. The high standards reached by the end of Year 6 ensure that pupils are very well prepared for secondary school. Many are working at levels well above those expected for their age in reading.
- There has been rapid and sustained progress in mathematics over the past two years and work in books and the school's own data show that, over Key Stage 2, all pupils are making good progress. However, standards in writing are not as high as they are in mathematics and reading. Pupils are not routinely expected to correct misspelling of common words and this detracts from the high quality of their writing.
- Pupils who have special educational needs make good progress. Teachers and teaching assistants are very skilled at ensuring that these pupils experience success.
- The small number of disadvantaged pupils also make good progress from their individual starting points.
- Parents surveyed through Parent View agree that pupils make good progress and are taught well.

Early years provision

is good

- Most children join the Reception class with skills and abilities that are broadly typical for their age in all the areas of learning, but the full range of abilities is represented.
- They make good progress from their individual starting points. They enter Year 1 with skills in communication, reading and mathematics which are above average overall. Achievement in writing is lower than in other areas of learning. This is because adults do not always build on children's previous learning and provide the next steps to fully extend them.
- Activities in developing the teaching of sounds and numbers are challenging, in order to stretch all children. In addition, children who need additional support receive expertly focused interventions by skilled teaching assistants. For example, some were given excellent one-to-one support with number games.
- Overall, the early years provision is good. Staff are accomplished in providing imaginative activities which foster curiosity and excitement in all areas of learning. For example, children recently visited a beach where a pirate who stole their class treasure approached them!
- The overall quality of teaching in the Reception class is good and, as a result, the children respond with enthusiasm and excitement. Adults skilfully develop children's social skills.
- The indoor environment is well resourced with well-organised areas for children to work and play together. The outdoor space is inviting, with many opportunities for physical activities, construction, water and sand play. Here, children can refine their ideas and develop their skills. One group of children were keen to build a shelter using a clothes hanger and tarpaulin. They were keen to talk about how to make it more 'stable' with chairs to support it and more comfortable with a rug to sit on.
- Staff make excellent use of the lovely countryside surrounding the school. For example, following collections on their 'Welly Walk', children excitedly helped to bake, and then eat a blackberry and apple crumble. These activities successfully contribute to children's happiness and motivation to learn. In turn, this helps their academic achievements.
- The behaviour of the children is consistently good and often exemplary. They follow instructions quickly and swiftly learn to share and take turns without fussing.
- The leadership and management of the early years are good. The experienced deputy headteacher is the early years' co-ordinator and ensures that the early years provision is given strong emphasis. Leaders have successfully promoted continued improvements.

- Safeguarding arrangements are very effective, ensuring that the children are well cared for and kept very safe at all times. Parents are delighted with the provision in the Reception class.

School details

Unique reference number	109237
Local authority	North Somerset
Inspection number	10001792

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Dr Tracey Stone
Headteacher	Ben Tucker
Telephone number	01275 854216
Website	www.wraxallprimary.co.uk
Email address	wraxall.pri@n-somerset.gov.uk
Date of previous inspection	18–19 September 2013

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils with special educational needs is below average.
- The proportion of pupils eligible for the pupil premium is below average. The pupil premium is extra funding to support the education of pupils known to be eligible for free school meals, and children who are looked after by the local authority.
- Soon after the previous inspection, the current headteacher took up his role and there were major changes to the governing body.

Information about this inspection

- The inspector observed lessons and part lessons in every class and saw the work of all teachers.
- The inspector attended an assembly, listened to pupils read, talked to them about their learning and reviewed their written work.
- 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 other leaders, other members of teaching staff and a representative of the local authority.
- The 51 responses to the online questionnaire (Parent View) and the school's own surveys of parents were examined. The Ofsted questionnaires completed by 10 school staff were also examined.
- The inspector reviewed the school's website.
- The inspector checked a range of documents. These included information on pupils' achievements, the school's data on pupils' current progress, documents relating to planning for improvement, procedures for checking the quality of teaching, documents relating to safeguarding and records relating to behaviour and attendance.
- The inspector considered the school's use of the primary physical education and sport funding and the pupil premium.

Inspection team

Steve Bywater, lead inspector

Ofsted Inspector

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