

Wray With Botton Endowed Primary School

Inspection report

Unique Reference Number	119362
Local Authority	Lancashire
Inspection number	339420
Inspection dates	10–11 March 2010
Reporting inspector	Stephen Wall

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	46
Appropriate authority	The governing body
Chair	Mr Stewart Lawrenson
Headteacher	Mrs Claire Gillham
Date of previous school inspection	8 March 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons. About two thirds of the inspector's time was spent inspecting pupils' learning. The inspector saw four teachers and held meetings with governors, staff and groups of pupils. The inspector observed the school's work, and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspector also took account of the 23 questionnaire returns from parents and carers.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- pupils' progress and learning, especially in Key Stage 2
- the quality and impact of the curriculum on pupils' learning and personal development
- the effectiveness of the school's use of assessment.

Information about the school

This is a very small school serving a rural village community. The proportion of pupils entitled to free school meals is below average. All pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. No pupil has a statement of special educational needs. The number of pupils in different year groups fluctuates significantly depending on birth rates in the locality. Year 5 is the smallest cohort with three pupils and Reception is the largest with 10 children. Boys outnumber girls by about two to one. The school has gained the Activemark and the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is an exceptionally happy school which is at the heart of its local community. Pupils enjoy school. Attendance levels are above average. Behaviour is good in lessons and around school. Pupils feel exceptionally safe because of the outstanding care, guidance and support the school provides. Good leadership and management ensure that the school has a sharp focus on improvement. This is especially apparent in how much the curriculum has developed since the last inspection; it is now outstanding because it provides pupils with a very wide range of memorable experiences. The curriculum makes an invaluable contribution to pupils' outstanding adoption of healthy lifestyles. It encourages their excellent participation in the local community. These experiences not only raise pupils' awareness of the richness of their local environment but also broaden their horizons and understanding of the wider world. The maintenance of good achievement, good personal development and the development of the outstanding curriculum demonstrate the school's good capacity for sustained improvement.

Pupils make good progress in their learning because teaching is consistently good. It rises to the demands of small, mixed-age and mixed-ability classes through good planning and the effective use of resources. Occasionally, however, the level of challenge for the most able pupils is not high enough with the result that progress is sometimes not as rapid as it could be. The school has effective procedures for tracking pupils' progress as they move up through the school and for setting demanding targets. However, pupils are not routinely involved in the process and are uncertain about how well they are doing and what they need to do to improve their work.

Pupils describe being in school as like being part of a big family. Each of them is known and valued as an individual. Pupils with special educational needs and/or disabilities make good progress in their learning and achieve well because leaders and managers have an outstanding commitment to inclusion and make sure that the needs of these pupils are met.

Leaders and managers, including governors, have an accurate view of the school's strengths and where it could do even better. There is a clear vision for the way forward which promotes good levels of teamwork towards shared aims and objectives.

What does the school need to do to improve further?

- Raise achievement further by:
 - making sure that pupils are clear about the progress they are making and what

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they need to do to improve their work

- making sure that the most able pupils are challenged effectively at all times.

Outcomes for individuals and groups of pupils

2

Pupils have positive attitudes to learning. They settle to work quickly and apply themselves well. They enjoy working in pairs and groups, where they contribute willingly and show respect for others' contributions. Pupils have good independent learning skills because teaching encourages them to find things out for themselves. Because of the small size of the year groups, attainment fluctuates from year to year. However, it is generally above average by the end of Year 6. This indicates that pupils learn effectively and make good progress as they move up through the school from their broadly average starting points. Pupils know how important healthy lifestyles are. They eat healthily and know what foods are good for them and which are best treated with caution. They are exceptionally active participants in the wide range of sporting enrichment opportunities the school provides. A strong feature of the school is the way older pupils help and support younger ones in their learning and at play times. The school council is an active and valued institution which has brought about improvements to playground facilities. Pupils speak with real enthusiasm about participating in community events. For example, they perform plays and dance round the maypole for the public during the Wray Scarecrow week. Pupils raise significant amounts of money for local charities. Pupils' social, moral, spiritual and cultural development is good. Pupils know the difference between right and wrong. They are encouraged in lessons and assemblies to reflect on others less fortunate than themselves.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is consistently good. Teachers have good subject knowledge. Where necessary, such as for modern foreign languages, music, and information and communication technology (ICT), part-time specialist teachers are employed to make sure that the good level of subject knowledge is consistent. Very able teaching assistants make a valuable contribution to the quality of teaching and pupils' learning. Teaching encourages pupils to use ICT effectively and independently to research topic work. Good teaching is supported by an outstanding curriculum. Despite the school's small size, pupils receive their full entitlement because time and resources are well managed. It is in the provision of enrichment activities, however, that the curriculum really comes into its own. The school's rural setting is exploited to give pupils a deep understanding and appreciation of the richness of their environment. Whole-school nature walks, involvement in community activities and bird spotting are but a few of the many activities that provide pupils with memorable experiences. The curriculum also makes sure that pupils are aware of the wider world outside their immediate community. For example, visits by artists, dance companies and trips out, such as the recent visit to a Buddhist centre, all broaden pupils' horizons. Excellent levels of care, guidance and support ensure that every pupil feels safe and valued in school. Pupils are unanimous in knowing who to turn to and what to do if they have a problem or feel uncomfortable with anything. The school is quick to engage specialist support when necessary. For example, involvement of specialist provision for behaviour support and anger management has proved very successful in supporting vulnerable pupils.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers provide the school with a clear focus on improvement. They

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promote very strong teamwork towards common goals. Governors are knowledgeable and supportive. They are keen to see the school do well and hold it effectively to account.

Equality of opportunity is central to the school's work. All pupils achieve well because the progress of each individual is tracked effectively. Resources, such as teaching assistants, are managed skilfully to maximise their impact, especially with children with special educational needs and/or disabilities.

Safeguarding procedures are good. Appropriate checks are carried out on all staff and visitors to the school. Relevant personnel receive regular training to update them on safeguarding and child protection procedures. Risk assessments are carried out on pupils' activities and the school takes care to identify and support students who may be at risk.

The promotion of community cohesion is good. The school has a clear understanding of its context and plans accordingly. The school is a happy cohesive community. Students are very active in their local community. There are regular visits to a variety of places of worship. A variety of visitors is used effectively to support and broaden pupils' understanding of different faiths and cultures. The school is in the early stages of developing links with a school in Malawi. The school accepts the need to evaluate the impact of its activities more formally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is good. Children in the Early Years Foundation Stage

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are taught together with pupils in Years 1 and 2. Good leadership and management ensure that, in this mixed-age situation, activities for Reception children are appropriate and that the progress children make is tracked rigorously. Children enter the Early Years Foundation Stage with skills broadly in line with those expected for their age. They make good progress and enter Year 1 with above age-related skill levels. Good progress is the result of good teaching which is knowledgeable and enthusiastic. Teaching assistants are very effective in helping children make good progress. Children are encouraged to choose activities for themselves and, as a result, develop good skills as independent and inquisitive learners. Children's social skills are effectively developed through playing and working in groups. Children work and play in a stimulating environment. They make good use of the small outside area, although this can become somewhat overcrowded at times. Parents and carers receive regular reports on their children's progress in Reception. Very good levels of care, guidance and support ensure that children's induction into the Early Years Foundation Stage is smooth and successful. Children with special educational needs and/or disabilities are identified quickly and, where necessary, support from outside agencies is engaged. Children in the Early Years Foundation Stage are fully included in many of the whole-school enrichment activities. For example, they join in the termly nature rambles to the school pond in the nearby fells. This supports their sense of belonging not just to their school but also the wider community and environment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Questionnaires returned from parents and carers were overwhelmingly supportive of many aspects of the school's work, such as how much children enjoy school, the quality of teaching, the provision for children's safety, and the promotion of healthy lifestyles. However, a minority of the questionnaires indicated some concerns about how well informed parents and carers felt about their children's progress and how involved they are in supporting their children's progress and learning. The inspector looked into these areas and was satisfied that the school's systems for informing parents and carers about the progress of individual children are sufficiently robust. The school is in the early stages of developing ICT links with parents and carers to improve opportunities for them to support children's learning at home. A minority of questionnaires also said that the school failed to deal effectively with unacceptable behaviour. The inspector's

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observations of behaviour and discussions with pupils and staff did not provide any evidence to substantiate these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wray With Botton Endowed Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	52	10	43	0	0	0	0
The school keeps my child safe	15	65	7	30	0	0	0	0
The school informs me about my child's progress	11	48	6	26	3	13	1	4
My child is making enough progress at this school	9	39	12	52	1	4	0	0
The teaching is good at this school	12	52	10	43	0	0	0	0
The school helps me to support my child's learning	9	39	8	35	5	22	0	0
The school helps my child to have a healthy lifestyle	15	65	6	26	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	52	7	30	0	0	0	0
The school meets my child's particular needs	10	43	7	30	4	17	0	0
The school deals effectively with unacceptable behaviour	10	43	6	26	4	17	1	4
The school takes account of my suggestions and concerns	10	43	7	30	1	4	1	4
The school is led and managed effectively	17	74	4	17	1	4	0	0
Overall, I am happy with my child's experience at this school	14	61	5	22	2	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Pupils

Inspection of Wray With Botton Endowed Primary School, Lancaster, LA2 8QE

Thank you for making me so welcome when I visited your school recently. You will be pleased to know that you go to a good school. I was impressed with how well you all get on together and how proud you are of your school. Your attendance levels are high – well done! The school provides you with an excellent range of activities in lessons and at other times. Your work during Wray Festival week, for example, helps you be part of your community and gives you a great deal of enjoyment and memorable experiences. The school provides you with excellent care, guidance and support with the result that each one of you is valued as an individual and you all feel exceptionally safe. I was pleased to see how hard you work in lessons and that you make good progress in your learning and achieve well. Your teachers provide you with good, interesting lessons. However, to make your learning even more effective, I am asking your school to do two things:

- make sure that you are clear about the progress you are making and what you need to do to make your work better
- make sure that those of you who are the quickest learners are always challenged enough in lessons.

I am confident that you will continue to work hard to make sure that your school goes from strength to strength in the coming years.

I wish you all the best for the future.

Yours sincerely

Mr Stephen Wall

Lead inspector

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