

Inspection of a good school: Wick Church of England Primary School

Church Road, Wick, Bristol BS30 5PD

Inspection dates:

21 and 22 March 2023

Outcome

Wick Church of England Primary School continues to be a good school.

What is it like to attend this school?

Wick Church of England Primary is a welcoming and inclusive school. Pupils are 'ready, respectful and safe'. There are harmonious relationships between pupils and staff.

Pupils feel safe. Bullying is rare. However, if it does happen, pupils are confident that adults will help sort it out quickly. Pupils know they can talk to staff if they are anxious or worried. Pupils treat each other with kindness. The school is calm and orderly. Pupils behave well in lessons and talk about their learning with pride.

Staff are ambitious for pupils. They ensure that pupils have the support they need to succeed. There is a wide range of enrichment opportunities that helps pupils thrive. Pupils are proud of their many sporting achievements and successes. Pupils enjoy the wide range of activities on offer at playtimes.

Pupils relish the opportunity to take part in leadership roles across the school. These include the school council, eco-committee, playtime leaders, librarians and helping to look after the school office at lunchtime.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum for all pupils. They have considered what pupils will learn from early years to Year 6. The curriculum is well sequenced to ensure that knowledge builds year on year. For example, in mathematics, children in the early years secure their knowledge of number successfully. This helps to prepare them well for Year 1. Teachers revisit number facts so pupils gain confidence in problem-solving. In a minority of subjects, leaders are still refining the knowledge they want pupils to know. These subject curriculums do not identify precise knowledge and vocabulary that pupils need to learn. Pupils do not deepen their knowledge sufficiently to make connections between different content. For example, in history, pupils find it difficult to place historical events in order and look for similarities and differences between them.

There are systems in place to check what pupils know and remember. Leaders use this information well to identify pupils' misconceptions and develop their understanding. Where the curriculum is embedded, teachers use this information to adapt learning and check pupils' understanding well. In a few subjects, this is less effective.

Leaders place a high priority on reading. Well-trained staff teach phonics using an effective curriculum. Staff provide support and resources to help pupils get back on track if they fall behind. The books that pupils read independently match the sounds they know. This helps pupils to become keen and confident readers. Pupils enjoy the books that teachers read to them. Older pupils love using the well-stocked library.

Pupils are enthusiastic about their learning. They behave well in lessons and work hard. Children in the early years are busy, independent and confident learners. Routines are established and they cooperate well. There is a calm and purposeful atmosphere throughout the school.

Teachers consider the best way to present learning so pupils can achieve well. Leaders quickly identify pupils who need additional support. Adaptations to the curriculum enable pupils with special educational needs and/or disabilities (SEND) to successfully access the same learning as their peers. For example, teachers explain ideas in mathematics with a wide range of resources to suit all pupils' needs. Pupils with complex needs have a personalised approach to make sure that learning activities are appropriate. Leaders place great importance on looking after pupils' emotional needs. There are strong systems in place to liaise with parents and outside agencies, ensuring early support is put in place for pupils when needed.

Pupils' wider development is a strength of the school. Leaders provide pupils with a wealth of experiences to support their personal growth. Pupils understand the importance of staying fit and healthy. The school's sporting achievements are a great sense of pride within the school. Pupils learn to be active citizens. They enjoy raising money for charities. Pupils influence change in school. For example, the school council helped get basketball hoops added to the playground, as basketball is a popular playtime activity. Leaders ensure that pupils make connections with children from other cultures and countries. Support for pupils' wider social, cultural and moral development is strong.

Governors assure themselves, through regular visits and external reports, that leaders' work to improve the school makes a difference. Leaders and governors support all staff with their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding embedded across the school. Leaders have highly effective systems for identifying pupils who are at risk. All staff are well trained to understand the importance of being vigilant and reporting concerns swiftly. Leaders work with other agencies to keep pupils safe. Leaders ensure that adults who work at the school are safe to do so.

Pupils say they feel safe in school. They learn how to keep safe online and when using social media. Pupils are confident they can confide in staff when they feel worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not clearly identified the most important knowledge that pupils need to remember. Pupils cannot always recall previous learning to apply to their new knowledge, which slows their progress. Leaders must ensure that, in all subjects, the curriculum sets out the important knowledge that pupils must learn so they build knowledge well and remember more.
- Assessment information in some subjects is not used effectively by leaders to check and plan for pupils' learning. This means that gaps in pupils' learning are not always identified. Leaders need to check that assessment information is used strategically to improve pupil outcomes.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 109177 |
| Local authority | South Gloucestershire |
| Inspection number | 10240233 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 186 |
| Appropriate authority | The governing body |
| Chair of governing body | Oliver Wiltshire |
| Executive Headteacher | Rob Cockle |
| Website | www.wickprimaryschool.co.uk |
| Date of previous inspection | 30 March 2017, under section 8 of the Education Act 2005 |

Information about this school

- The school is a South Gloucestershire local authority maintained school.
- It is a Church of England school within the Diocese of Bristol.
- The school does not use any alternative provision.
- The school runs its own breakfast and after-school club.
- The last section 48 inspection took place in October 2019.

Information about this inspection

- This was the first routine inspection since the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector held discussions with the executive headteacher, other leaders, including those responsible for safeguarding, and members of staff. They spoke with pupils about their work and their school. The inspector met with members of the governing body and a representative from the local authority.

- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. The inspector held discussions with teachers, pupils and subject leaders. The inspector visited a sample of lessons and reviewed pupils' work. The inspector listened to pupils read to a familiar adult.
- The inspector reviewed a range of documentation about safeguarding, including employment checks and the school's single central record. They spoke with staff about the school's procedures and systems for safeguarding pupils. The inspector discussed with pupils how the school teaches them how to keep safe, including when on the internet.
- The inspector observed pupils' behaviour in the classrooms and at social times.
- The inspector met formally with groups of pupils and spoke to others informally throughout the inspection.
- The inspector considered responses to Ofsted's online survey, Parent View, and spoke to parents at the school gate. They took account of the responses to the staff and pupil survey.

Inspection team

Richard Lucas, lead inspector

Ofsted Inspector

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