

**DRAFT 29 August 2003**

**INSPECTION REPORT**

**WICK CE PRIMARY SCHOOL**

Wick, Bristol

LEA area: South Gloucestershire

Unique reference number: 109177

Headteacher: Mr Richard Clark

Reporting inspector: Miss Fiona Robinson  
22182

Dates of inspection: 30 June - 2 July 2003

Inspection number: 246887

Short inspection carried out under section 10 of the School Inspections Act 1996

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### **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Road Wick Bristol
Postcode:	BS30 5PD
Telephone number:	0117 937 2399
Fax number:	0117 9373250
Appropriate authority:	Governing Body
Name of chair of governors:	Rev Victor Howlett
Date of previous inspection:	January 1998

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### **INFORMATION ABOUT THE INSPECTION TEAM**

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Wick C of E Primary School is a voluntary controlled Church of England school, situated in Wick, a village situated in South Gloucestershire. There are 83 boys and 72 girls on roll, aged between four and 11 years. It is smaller than most schools and draws its pupils from Wick, Doynton and from outside its catchment area. Children start school in the reception class at the beginning of the school year in which they are five. When they join the school their standards are broadly average. The percentage of pupils identified as having special educational needs including statements of special educational needs is broadly in line with the national average. These pupils have a range of special educational needs, including moderate learning difficulties, specific learning difficulties and physical difficulties. Most pupils are of white British heritage.

### **HOW GOOD THE SCHOOL IS**

Wick C of E Primary School is a very effective school where pupils' needs are carefully considered. Pupils make very good progress as they move through school. At age seven and 11 years, pupils' standards in English, mathematics and science are well above average compared to those typically found in primary schools nationally. Teaching is very good, and the school is very well led and managed by the headteacher, ably assisted by the staff and the governors. Pupils with special educational needs are provided with very good support. Every pupil is fully included in all aspects of the life and work of the school. The school gives good value for money.

#### **What the school does well**

- Seven and 11 year olds attain well above average standards in English, mathematics and science.
- The school is very well led and managed and there is strong team spirit.
- The teaching is very good.
- Very good provision is made for the spiritual, moral, social and cultural development of pupils.
- Pupils' behaviour is very good and relationships in the school are very good. Pupils show very good attitudes to learning.
- Children in the reception class get a very good start to their education.

#### **What could be improved**

- Further development of the effective use of new technology and resources.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in January 1998. It has made very good recent progress in tackling the key issues raised by that inspection. These were:

- improve standards in design and technology and music and continue to improve standards in information and communication technology (ICT) at Key Stage 2;
- improve the arrangement for assessment and reporting to parents;
- provide more opportunities for homework;
- improve aspects of management.

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The numeracy and literacy strategies have been successfully implemented and pupils are taught a wide range of strategies to develop their skills. Standards have improved greatly as a result. The higher attaining pupils are well catered for and have been presented with more challenging work which has had a positive impact on pupils' learning. The curriculum has been revised and is broad, balanced, relevant and rich. Skills are taught systematically throughout the school and standards have risen in ICT, music and design and technology, especially in the junior phase. Pupils have a very clear understanding of what they are expected to achieve and how they are progressing. A new computer suite has been built and resources have improved considerably. There is an effective homework policy in place, together with a comprehensive marking policy and target setting. This helps to ensure that pupils have a clear understanding of what they are expected to achieve and how they are progressing. The new headteacher provides leadership of the highest quality and has successfully revised the school improvement plan. It is strategic with clearly identified and well costed priorities.

There has been a significant improvement in the quality of teaching and this helps pupils to progress very well. The youngest children have a curriculum that extends them very well. Standards have improved. The school has many strengths and is well placed to progress well.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	B	B
mathematics	B	A	C	C
science	C	A	C	C

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall, standards are well above average by the time the pupils leave Wick C of E Primary School. Pupils make very good progress overall due to very good teaching. The results in the National Curriculum tests taken by pupils at the ages of seven and 11 have risen since 1997 at a greater rate than in most schools. In 2002 the scores were well above average in reading and writing for seven year olds in comparison to all schools and similar schools. They were above average in mathematics. Teachers' assessments showed that they were also well above average in science. The standards of work seen in lessons during the inspection showed that pupils were working at well above average standards in reading, writing, mathematics and science. All targets were met by seven year old pupils in 2002. Current targets are realistic and achievable.

In the 2002 tests in English, mathematics and science taken by pupils at the age of 11, results were above average in English and average in mathematics and science, in comparison with all schools and similar schools. There has been very good improvement this year and current targets are both realistic and achievable.

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Standards for 11 year olds at the time of the inspection were well above average in English, mathematics and science. The Year 6 pupils are progressing very well, and like the seven year olds, there are strong pointers that pupils of all capabilities will make speedy progress and achieve highly. Pupils' ICT skills are very good but these are not being applied consistently across the curriculum. Boys and girls achieve equally well. All pupils, including the most able ones and those with identified special educational needs are making very good progress across the school.

A significant number of the Foundation Stage children are on course to exceed their targets by the end of the reception year. The others are on course to achieve them. They have a very good start to their education and make very good progress in lessons.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy learning and they always try hard to do their best. They are very positive about their work and school life generally. They show very good attitudes in all they do.
Behaviour, in and out of classrooms	Very good at all times. Pupils play together very well at break and during lunchtimes. They have a great respect for each other and for adults. No pupils have been excluded from school.
Personal development and relationships	The personal development of pupils is very good. Relationships throughout the school are very good and this has a positive impact on standards and behaviour.
Attendance	Satisfactory. The pupils' attendance is average and they are punctual.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception Year	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Overall, the quality of teaching observed during the inspection was very good. In one lesson teaching was judged to be excellent and in three lessons it was good. No unsatisfactory teaching was observed. Teaching is a strength of the school and the increased percentage of very good teaching makes sure that progress is very effective for pupils of all abilities including the higher attainers and pupils with special educational needs.

Children get a very good start to their education in the reception class. All the children are challenged and extended in their work and tasks are set at the right levels. Both the teacher and support staff work hard to meet the needs of these children, and they are successful in promoting their independent learning skills. Teaching is of very good quality in Years 1 and 2. Reading, writing, number skills, science, art and design,



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ICT are taught very well. The pupils are adept at using their skills in all the other subjects. Teaching continues to be very good overall in Years 3, 4, 5 and 6.

Teaching has a number of particular strengths. Teachers use very good questioning techniques and pupils respond very well, confidently providing ideas and suggestions. Lessons are well planned and conducted at a brisk pace. All teachers are very good role models and the very good support provided by classroom assistants enables the school to meet the needs of all pupils, including those with special educational needs very well.

Excellent teaching was observed in a Year 3/Year 4 physical education lesson where excellent skills teaching enabled pupils to make very successful 'baton' changes in relay races. Very good teaching was observed in English lessons where pupils were developing skills in reading and writing (literacy) skills very well. The teaching was also very good in mathematics, where pupils were developing their numeracy skills. In all other subjects of the curriculum the teaching was very good in design and technology, ICT, art and design and French.

Pupils make very good progress in their learning as they move through the school. The very good teaching is having an important influence on the pupils' rate of learning in lessons.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided by the school is very good. There is a strong emphasis on developing pupils' literacy and numeracy skills, as well as providing a rich and varied curriculum for everyone.
Provision for pupils with special educational needs	Very good. Provision is very well managed by the special needs co-ordinator. Early assessment means that right from the start pupils are identified as needing extra help. This enables pupils to meet their individual learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are very clear about right and wrong. They grow into mature, confident and capable young people. They have a very good understanding of their own and other cultures. Pupils are encouraged to think about, and care for others.
How well the school cares for its pupils	The provision is very good and all pupils are always very well cared for. Their personal development, progress and attainment is very carefully tracked and all pupils are supported very well. The impact and quality of the school's practice and policy in promoting race equality is excellent.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	The headteacher provides the school with strong, inspirational leadership and the school is very well led and managed. There is very good team spirit

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headteacher and other key staff	and the headteacher and staff work very closely with parents, pupils and governors. There is very good awareness about the school's strengths and areas for development.
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Aspect (continued)	Comment (continued)
How well the governors fulfil their responsibilities	Very good. The governors fulfil their responsibilities very well under the expert guidance of the chair of governors. They are very supportive of the school, and carry out their responsibilities very effectively. They understand their duties very well, enabling the school to move forward with confidence and integrity.
The school's evaluation of its performance	Very good. Teaching and learning are monitored very effectively, and this helps the school to move forward successfully. The school's evaluation of its own performance is used very well to inform future planning.
The strategic use of resources	Very good. The limited funds are very well managed to promote learning and improve standards.

The headteacher and staff have a very clear understanding of the way in which the school needs to develop to raise standards to a higher level and enjoy very good working relationships with the school governors. 'Best value' principles are followed when determining spending priorities. Everyone has a key role in this small school, and this works well. Teaching staff contribute in a very positive way to the school's development, and the role of the subject leaders is very good.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is well led and managed.</li><li>• Parents feel comfortable about approaching the staff with questions or a problem.</li><li>• The staff expect the children to work hard and achieve their best.</li><li>• Behaviour in the school is good.</li><li>• Children are keen to come to school and learn; they like school.</li></ul>	<ul style="list-style-type: none"><li>• The amount of work children do at home.</li></ul>

Parents returned 86 questionnaires. Sixteen parents attended the parents' meeting with the registered inspector. The evidence gathered during the inspection supports the positive views identified by the parents.

Inspectors disagree with the negative views. They judge that meaningful homework is set on a regular basis and that the school works closely with parents.

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## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Seven and 11 year olds attain well above average standards in English, mathematics and science.**

1. In the National 2002 tests for seven year olds, the school's results in reading and writing were well above average in relation to all schools and similar schools. They were above average in mathematics. Teachers' assessments showed that they were also well above average in science. The standards of work seen in lessons during the inspection were well above average in reading, writing, mathematics and science. Seven year old pupils met all targets in 2002 and are on course to meet all targets in 2003. The targets set are both challenging and achievable.
2. In the National 2002 tests for 11 year olds, the school's results were above average in English and average in mathematics and science, in comparison with all schools and similar schools. They met their targets in 2002 and current targets are realistic and achievable. Standards for 11 year olds at the time of the inspection are well above average in English, mathematics and science. Both Year 2 and Year 6 pupils are progressing very well and there are strong pointers that pupils of all capabilities, including the higher attaining pupils and those with special educational needs, are making very good progress and achieve highly.
3. When the children join the reception class at Wick C of E Primary School their attainment is broadly average for their age. Most of the children in the reception class are on course to achieve their targets in all areas of learning by the end of the reception year. A significant number are on course to exceed these. Very good teaching, alongside a very secure understanding of the most effective ways that young children learn, means that very good progress is made by all the children whatever their capability. The children's literacy and numeracy skills and their personal, social and emotional development is particularly strong. This provides a firm foundation for later learning.
4. As the pupils move through the school their learning is well above average in relation to their ability. The main reasons for this are:
  - There is a broad, balanced, rich and relevant curriculum in place. Work is very well planned and matched to pupils' ability.
  - Staff work very well together as a team, with many strengths in their teaching.
  - The pupils' progress and achievements are tracked and analysed on a regular basis.
  - Previous learning experiences are built on well and developed in every class, so that progress is consistently good and often very good.
5. Regular assessment helps to ensure that gaps in pupils' learning are quickly identified and assessed so that the pace of learning is very good and does not slow.
6. By the time they are seven years old, pupils' standards in English are well above average. Pupils enjoy sharing their experiences with the rest of the class and talk about their books on insects and mini-beasts, animal stories and poems. For example, in Years 1 and 2, pupils shared their thoughts about 'Poppies shaking in the wind', 'Skeletal leaves shaking in the wind' and 'A snail with a spiral shell which slithers like a worm between the grasses' and 'The sea is rough and the waves look like a hungry bear'. Written work is well presented and of a very good quality. Year 2 pupils write

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extended sentences, ably describing elements of characterisation. They use their ICT skills well and stories are well structured with a beginning, middle and an end. The quality of pupils' reading is very good overall and very effective teaching is enabling them to tackle unfamiliar words with confidence.

7. By the age of 11, pupils are adept at describing the characters in their poems and stories and are eager to explain why they behave in a particular way. For example, they were able to explain that the boy felt both lonely and sad when the ship passed him by after listening to *Kensuke's Kingdom*. They wrote high quality poems and song lyrics to portray a character from either this story or that of *The Suitcase Kid*. Higher attaining pupils well exceed expected standards for pupils of similar ages. They have a very clear idea of what biographies and auto-biographies are. Literacy skills are used very effectively across the curriculum for recording information in science and mathematics, and writing accounts in history, geography and religious education.
8. In mathematics, pupils are very secure in their understanding of numbers, for example place value up to 100. By the time they are 11, higher attaining pupils successfully use all four rules of number when working with numbers up to and including six digits. Oral and mental mathematics are enjoyed, and pupils are quick to respond accurately to their teacher's questions. They use a variety of methods to work out their calculations successfully and clearly explain them to the rest of the class. Lower attaining pupils rapidly recall addition and subtraction facts to 20 and beyond. Pupils of all capabilities successfully use their numeracy skills to support work in other subjects for example, measuring and recording temperature changes in science. ICT is used very effectively to record information.
9. Work in the science books of the Year 6 pupils shows that they have covered a very good range of topics over the last year and the work is of a high quality. Year 2 pupils give clear explanations that electricity needs a complete circuit in order to flow. They enjoy taking part in science investigations and there has been very good improvement in pupils' understanding of 'fair testing'. Teachers make very good use of questioning to take their learning forward, for example, "How fast do caterpillars grow?" Pupils in Years 1 and 2 have a very good knowledge of the life cycles of the butterfly and frog, as a result of some very well planned work in science. Pupils make effective use of ICT to record information, for example when measuring the temperature.

### **The school is very well led and managed and there is a strong team spirit.**

10. The headteacher provides leadership of the highest quality. The school has been very well led and managed by the headteacher in close partnership with the governors and staff since his appointment last year. Everyone works together very effectively to guide the educational direction of the school. There is a very good awareness about the school's strengths and areas for development and a shared determination for pupils to achieve high academic standards and behaviour.
11. Wick C of E Primary School is successful in achieving its goals and has made very good improvement since the last inspection. The issues identified in the last inspection report have been successfully addressed and very good progress has been made. The curriculum is broad, balanced, relevant and rich and skills are taught systematically throughout the school. This helps pupils to have a very clear understanding of what they are expected to achieve and how they are progressing. The school improvement plan has been successfully revised and is strategic with clearly identified and well costed priorities. There has been significant improvement in the quality of teaching and this help pupils to progress very well. The youngest children have a curriculum that enables them to progress

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very well and provides them with a very good start to school life. The headteacher has developed an excellent partnership with parents and they support their children's learning very well.

12. The headteacher ensures that the comprehensive strategic and detailed development plan encompasses all aspects of work. It is fully shared with teachers and governors, and everybody has a very good understanding about the content. It is flexible and allows for any new initiatives both locally and nationally. Subject leaders are encouraged to manage the development of teaching, planning and learning in their own areas. Teaching expertise is greatly enhanced through very good systems for performance management and the monitoring of its quality and impact on pupils' learning. Its success is evident in the amount of very good teaching seen during the inspection. Teachers are actively encouraged to build upon the strengths of their colleagues and to support others.
13. The work of the school governors is very good and they are fully involved in the management of the school due to the inspirational leadership of the chair of governors, who guides them wisely in their decision making. They have attended training and take their roles very seriously. They are very supportive of the school and carry out their responsibilities very effectively. The quality of the school improvement plan is very good and both the headteacher and governors are very aware about the school's strengths, and areas for development. The governing body fulfils all of its statutory requirements very effectively.
14. Governors are well aware of the 'best value' principles, which are rigorously applied before any spending decisions are made. They are very clear about the standards the school achieves and use information very well when targets for improvement are set. Specific grants are used to very good effect. Staff are provided with very good opportunities for professional development, for example, in ICT. The secretary makes an outstanding contribution to the life and work of the school.
15. The headteacher, new deputy headteacher and staff make the best use of all the data that is available about the school's performance. They use this information well to inform future plans and to monitor what is happening within the school. Teaching and learning are monitored very effectively, and the quality of teaching and learning has improved since the last inspection. Team spirit is very strong in this small school. The teachers guide and support each other well in their teaching, so that any areas for development are quickly identified and overcome. The school provides a rich and very good curriculum for all pupils. This enables pupils of all abilities including higher achieving pupils and those with special educational needs to make good progress.

### **The teaching is very good.**

16. Overall, the quality of teaching in Years 1 and 2 and in Years 3, 4, 5 and 6 is very good. In one lesson teaching was judged to be excellent, in 14 lessons it was very good and in three lessons it was good. No unsatisfactory teaching was observed. Evidence collected from teachers' planning records and from the pupils' books indicates that the standard of teaching observed during the inspection was typical of that usually found in the school. The amount of very good teaching has significantly improved since the previous inspection.

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17. There are many strengths to the teaching which include:
- Teachers have very good subject knowledge and understanding and know how to deliver the curriculum very effectively.
  - Planning is very effective and it challenges and extends the work of higher, average and lower attaining pupils, with imaginative use of resources.
  - Teachers use very good questioning techniques and pupils are encouraged to explain why they provide different answers to questions.
  - Lessons have very clear objectives, and these are shared very effectively with pupils.
  - Teachers are skilful at tracking pupils' progress and providing very good support when gaps in learning are identified. All of these strategies are successfully continued by teachers, which ensures that learning is both effective and meaningful for all the pupils.
  - Learning support staff provide very good support for pupils in the classroom, especially those with special educational needs.
18. Teachers expect pupils to attain high standards in both English and mathematics lessons. They set work of a very challenging nature and encourage pupils to develop a sense of critical awareness in their work. For example, in a very good Year 6 literacy lesson pupils have a very good understanding of the feelings and emotions expressed in the extract taken from *Kensuke's Kingdom*. The teacher acts as a very good role model and using poems such as *It Hurts* pupils successfully demonstrate their ideas about the types of emotion expressed. They make very good progress due to very clear explanation of tasks.
19. The teaching of English (with a focus on literacy skills) was consistently of a very good quality. In a Year 1 and Year 2 lesson pupils were very successful at writing poetry because of the teacher's very good grasp of the subject and her excellent use of the natural environment, plants and flowers and stimuli. For example:
- 'Our Tree Canopy Poem'*
- Looking up I can see the green star shaped leaves  
They flutter and bend in the breeze.*
20. All teachers are making very good use of the national guidance for teaching literacy and numeracy skills. The work is very well planned in great detail and there is very clear evidence of pupils building on their past learning.
21. Very good use is made of the introductions to mathematics lessons, where pupils are regularly encouraged to develop a range of strategies to solve problems such as adding fractions and converting improper fractions. For example, in a Year 3 and Year 4 mathematics lesson pupils enjoyed 'Mr Sneaksy's' challenge as they added two improper fractions and converted fractions to decimals. Very good use is made of assessment to modify and inform planning and teachers skilfully check pupils' knowledge and extend it successfully by the use of specific questions.
22. Standards in physical education are higher than those typically found in primary schools nationally. Year 3 and 4 pupils demonstrate a very good knowledge of the importance of passing the baton in a relay race due to excellent teaching.

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23. In the lessons observed, teachers made very good use of a range of strategies to help pupils develop their skills and understanding in all subjects. For example, in a very good Year 1 and Year 2 art and design lesson where pupils were learning the skills of drawing, shading and colouring in their observational drawings of marigolds, poppies and lavender, the teacher very skilfully demonstrated the skills and techniques they would need. Through the teacher acting as a very good role model pupils produced observational drawings and clay models of insects of a high quality. Similarly in a very good Year 2 and Year 3 French lesson the pupils' previous learning and enthusiasm for drama was skilfully captured by the teacher as they recalled re-enacting *Sleeping Beauty* before applying these dramatic skills to acting out the story of *Les Trois Cabris (The Three Goats)*. In a very good Year 6 ICT lesson the teacher's very good subject knowledge and understanding of using ICT to use 'control' enabled pupils to write out a program for their traffic light system.
24. The teaching observed in the reception class was very good overall. The sessions were very well planned and appropriate to the age of the children. Very good use of questioning helps to take the children's learning forward for example "What have you learnt about healthy foods this afternoon?" and "Which fruit have you got?" This allowed the children the opportunity to feel the fruit and describe its colour, texture and shape before naming it and reflecting on why it is healthy.
25. The detail in the teachers' planning is a strength of the school and teachers are very clear about what they are expecting the pupils to learn. In all lessons observed the intentions were made very clear to pupils.
26. Teachers make very effective use of assessment information to ensure that work is adjusted to the needs of different pupils. Pupils of all abilities make very good progress in their learning as they move through the school. The very good teaching is having an important influence on the pupils' very good rate of progress in their learning in lessons. Pupils with special educational needs make very good progress in their learning because they are given very good support by the teachers and classroom assistants.

### **Very good provision is made for the spiritual, moral, social and cultural development of pupils.**

27. The school makes very good provision for the pupils' spiritual, moral, social and cultural development. The Christian ethos of the school is very caring and the school's very close links with the local church and the community strengthen the pupils' spiritual understanding. Very good use is made of the school's immediate environment which helps pupils to understand the significance of their place in the world. They are appreciative of the lunchtime games tables which they play on and willow sculptures which they planted.
28. Spiritual development is well emphasised during assemblies, religious education lessons, art and design, literacy, dance and music lessons. For example, in an excellent assembly skilfully led by the vicar and based on the story of Saul, pupils were given excellent moments to reflect on the fact that all of us sometimes have to 'hold the rope' for our friends and family. A special moment occurred when five pupils chose pebbles and were encouraged to think of someone they wanted to help, as they silently placed them around the flickering candle. The rousing African tune of the song entitled *Helping One Another* which followed was thoughtfully linked to a current multi-cultural theme. Pupils' singing was tuneful and enthusiastic. One pupil was given the opportunity to share a poignant moment at the end of this as he reflected as to why 'holding the rope' was significant for him as he rock-climbed on a recent school adventure holiday on Dartmoor. Pupils at Wick C of E Primary



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School are very happy and secure, they enjoy their work and care about each other and the wider world. Magical moments have included monitoring the development of the blue tit chicks in the nest outside Year 6's classroom and observing the development of the butterflies in the butterfly net in the foyer.

29. Pupils have very well developed social skills and, as a result learn from each other's suggestions and respect each other's opinions. The school makes very good provision for the pupils' moral development. Assemblies deal with moral themes and pupils are encouraged to think about the gifts of life. 'My snail can hide away in its shell,' commented one pupil. The school has a very good code of behaviour which is well understood by pupils. They are encouraged to take care of their environment and the school promotes the difference between right and wrong very well. It has a positive ethos and pupils are encouraged to think about the care of others, especially those younger than themselves. The school's procedures are working very well and this has a very positive impact on the way pupils behave.
30. The provision for pupils' social development is very good and pupils are encouraged to relate effectively to others and their social skills are steadily developed. Very good use is made of a wide range of visits around the local area and this helps pupils to develop co-operative social skills, communication and a very strong sense of community. Teachers carefully plan collaborative situations in lessons, which enhance pupils' learning. For example, group work in a Year 3/Year 4 design and technology lesson helped pupils to test each other's hypotheses as to how their toy worked and, as a result, they gained a greater understanding of their investigations. Pupils take on increasing responsibility as they move through the school. This they do with enthusiasm and with a sense of increasing awareness of the needs of others. 'We take care of the younger ones when they are new to the school,' commented a Year 6 pupil.
31. The provision for pupils' cultural development is very good and there are valuable opportunities for pupils to experience a range of beliefs, cultures and religions through assemblies and religious education. The school is rich with stimulating displays of African artefacts, batik prints of fruit designs, Chinese calligraphy printed by pupils and prominently displayed. Year 5 have produced an excellent display featuring their work on Buddhism and the library contains a very good range of books on people, cultures, care for self, Christianity and other faiths. The school values traditions from other cultures through the study of art and design, dance, poetry, music, drama, history, and geography. It has a very good reputation for tolerance and respect for others in the community. In addition the displays in the school show different ways in which this aspect of the school's work is designed to broaden the pupils' understanding of their own and other cultures.

### **Pupils' behaviour is very good and relationships in the school are very good. Pupils show very good attitudes to learning.**

32. Pupils are very keen to come to school and most parents who responded to the questionnaire stated that their children liked school. All pupils enjoy the lessons and activities available and display very positive attitudes to their work. Pupils respond very well to the praise of the teachers. One Year 6 pupil commented, 'They don't push you, they boost you.'
33. Pupils' personal development is very good. Staff provide very good role models and have developed very good relationships with pupils. They praise and encourage pupils achievements, for example, in a very good Year 1 and Year 2 art and design lesson pupils' wonderful observational

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drawings of summer flowers were discussed, praised and appreciated by all. Teachers constructively intervene when pupils require guidance. Pupils work co-operatively with one another in lessons and are very polite and responsive towards staff. A Year 6 pupil commented, 'Everyone supports everybody else here'. They feel secure with teachers and show great pleasure when they succeed. They are friendly towards visitors and are very keen to talk about their school and work. Lessons are fun.

34. Behaviour in lessons is very good and pupils respond very positively to the high expectations of staff. For example, children in the reception class co-operated very well with one another as they eagerly sorted out a selection of food into healthy and non healthy groups. Their progress was very good and their conversation bright and exciting as they quickly completed the task. Excellent behaviour occurred in literacy, art and design and physical education. It was excellent in 'circle time'<sup>1</sup> for the youngest children. They worked very hard and their behaviour was outstanding. Behaviour at breaks and lunchtimes is consistently very good and pupils are very polite to one another and to adults. A Year 6 pupil commented, 'Older ones know how to compromise and help younger ones.' Parents consider that behaviour in the school is very good.
35. Reception class children behave very well in and around the school. They enjoy coming to school and are very eager to learn. They listen carefully to their teacher and to each other. For example, children listened intently as a reception child explained that as a nurse she checked children when they weren't well and looked after them. They are sensitive to the needs of others. Staff have very high expectations of children's behaviour and all children respond very well. They quickly learn what is right and wrong and why they should behave well to each other.
36. Relationships throughout the school are very good. Teaching staff and pupils have very positive relationships with each other and teaching staff work well together. Teachers and support staff act as very good role models and pupils respond in a very positive way to their approach. Pupils work in a bright, stimulating, purposeful environment that is free from oppressive behaviour such as bullying, sexism and racism. Pupils have devised a very good, comprehensive 'friendship' contract which assists them in their relationships.
37. Attendance is broadly average and there have been no exclusions in the past year. Pupils arrive at school on time and go quickly to their classrooms. Pupils enjoy school life and make the most of it. 'We are well challenged and have to work hard.'

### **Children in the reception class get a very good start to their education.**

38. The teaching in the reception class is very good, and this is why the children do so well. Other reasons include:
  - The class teacher has a very good understanding about the best ways that young children learn. All of her planning is based on a rich, well-planned and appropriate curriculum.
  - Teacher and support staff work very closely together as a team.
  - Children's starting points are carefully assessed and identified at the beginning, so that their work and experiences are pitched at the right level.
  - In the lessons observed, children made very good progress in their learning in response to very good teaching. The teacher and support staff make very effective use of assessment information to ensure that work is adjusted to the needs of different children.

<sup>1</sup>'Circle time' means that pupils sit in a circle and discuss moral themes, feelings and chosen topics with one another.

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- Detailed records of pupils' progress are kept as they move through the school and this information is used well to suit the particular needs of pupils. This means that all children successfully move forward in their learning. Children with special educational needs are identified early on, as are higher attaining children, and work is then planned at the correct level.
  - Children's self-esteem is boosted and this helps them to develop confident, positive attitudes towards school and learning. Parents are very willing to help and support their children both in school and at home with their learning.
39. In the personal, social and emotional development area of learning children work very well together. They are encouraged to try new things such as making sandwiches and identifying which types of food are healthy. 'Circle time' is used well to help children understand what the positive and helpful aspects of jobs are. They are also helped to understand how to make sense of moral and social issues that they encounter.
40. Children are taught basic reading, writing and speaking and listening skills very well. They quickly match words with images and objects and so rapidly expand their vocabulary. For example, when explaining the difference between fiction and non-fiction books a child explained, 'A non-fiction book is a true story. It gives us information. It has a content'. In the exercise that followed children readily matched the pictures to the given information in a book entitled *Food*. They have a very good recall as to the importance of exercise to keep healthy.
41. In the area of mathematical development all children can recognise the numbers 1 to 20 and all count to 30 and beyond. Very good use is made of ICT to support their learning. They recognise most shapes and are taught to interpret bar charts showing different numbers of different types of fruit.
42. They learn about the importance of keeping healthy and make very effective use of the resources available to them such as the digital pictures showing them exercising. Children readily name and identify grapes, pasta, bread, parsnips, carrots, mushrooms and tomatoes. There is very good development of conversation by the teacher as they choose 'surprise' fruit from the shopping bag. For example, children responded well when discussing what a parsnip made them think of. 'It smells like a banana.' 'It tastes sweet.' 'I think it smells like salad.'
43. Children explore and experiment with different types of equipment well. In addition, the reception classroom is full of good examples of children's art and design work and writing. At the time of the inspection a group of children drew good observational drawings of a wide range of fruit.
44. When the children start at Wick C of E Primary School their standards are broadly average for their age. Most of them are on course to achieve the Early Learning Goals by the time they leave the reception class and a significant number will exceed these. Progress is very good in all areas of learning. Early reading and writing skills are developing very well and the children enjoy writing their names. The children are very curious about the world around them and mathematical work has a high profile. Children are encouraged to make independent decisions and to find out things for themselves. Both boys and girls make rapid gains in learning, because of very effective planning, high quality teaching and very good relationships between adults and children.

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### **WHAT COULD BE IMPROVED**

#### **Further development of the effective use of new technologies and resources.**

45. There are no significant weaknesses, however, inspectors agreed with the school's own intentions in its development to ensure that staff are able to make effective use of new technology and resources across the curriculum.
46. In ICT, standards attained by Year 6 pupils are well above those expected nationally. The co-ordinator is providing very good, clear educational direction for the subject and staff have been involved in a useful programme of ICT training. As pupils move through the school, there is very clear, systematic development in the ICT teaching and learning programme. During the inspection, ICT supported pupils' work well in literacy, numeracy, science, history, geography, art and design, and religious education.
47. The school has a very good range of resources in the ICT suite and is making efficient use of its classroom computers where available to enhance pupils' learning. Future plans reveal that it intends to develop a lap top suite (20 in each class) as a 'hands on' resource for everyday use for cross-curricular work.
48. Where the teaching is very good, skilful use is made of the interactive whiteboard, for example, in a Year 6 lesson pupils were very successful in writing a sequence of instructions to control the traffic light sequence at a pedestrian crossing. Pupils made very good progress in helping to enter the sequence of events on the interactive whiteboard. The school has identified the need to extend the best practice across the school and develop new technologies and resources to enhance pupils' learning opportunities.
49. Work is monitored systematically in pupils' ICT books. It is carefully planned for and pupils are keen and interested in this aspect of their work.
50. During the pre-inspection visits the pupils were actively watching the development of newly hatched chicks located in a nest outside the Year 6 classroom. The filming of their development was being monitored carefully by pupils and provides an on-going experience to observe the 'awe and wonder' of nature.
51. Very good use was made of ICT to project moments of excitement on the wall in the foyer from the pupils' recent residential trip. Pupils paused to see glimpses of their efforts such as archery, abseiling down rocks and crossing the river in their own homemade raft.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

52. Wick C of E Primary School has made very good recent progress since it was last inspected five years ago. As the school has already identified in its school improvement plan, to improve standards further the governors, headteacher and staff should:

- (1) Further develop the effective use of new technology and resources across the curriculum (paragraphs 47 and 48).

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## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

20

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	3	0	0	0	0
Percentage	6	78	16	0	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		153
Number of full-time pupils known to be eligible for free school meals		7

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		7

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	8

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## Attendance

### Authorised absence

	%
School data	5.3
National comparative data	5.4

### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)\*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	17	10	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (84)	100 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	26	27	27
Percentage of pupils at NC level 2 or above	School	96 (100)	100 (89)	100 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

\*This is a small school with low numbers in some year groups and one pupil can make a significant difference to overall percentages. Currently targets are realistic and achievable, reflecting the changing nature of each year group. Because there were only 10 girls in Year 2, this data is not included in the table above.

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### *Attainment at the end of Key Stage 2 (Year 6)*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	17	14	31

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	14	12	14
	Total	28	25	28
Percentage of pupils at NC level 4 or above	School	90 (84)	81 (80)	90 (96)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	11	12	14
	Total	24	25	28
Percentage of pupils at NC level 4 or above	School	77 (76)	81 (56)	90 (92)
	National	73 (72)	74 (74)	82 (82)

*Percentages in brackets refer to the year before the latest reporting year.*

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## *Ethnic background of pupils*

## *Exclusions in the last school year*

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	150	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*



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### *Teachers and classes*

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	26
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	78

*FTE means full-time equivalent.*

### *Financial information*

Financial year	2002/3
	£
Total income	393,583
Total expenditure	403,031
Expenditure per pupil	2,303
Balance brought forward from previous year	+1,181
Balance carried forward to next year	-9,448

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	153
Number of questionnaires returned	86

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	28	3	1	0
My child is making good progress in school.	52	32	1	0	1
Behaviour in the school is good.	45	38	1	0	2
My child gets the right amount of work to do at home.	34	41	8	3	0
The teaching is good.	51	34	0	0	1
I am kept well informed about how my child is getting on.	38	44	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	18	0	0	0
The school expects my child to work hard and achieve his or her best.	60	26	0	0	0
The school works closely with parents.	44	39	3	0	0
The school is well led and managed.	66	19	0	1	0
The school is helping my child become mature and responsible.	46	38	1	0	0
The school provides an interesting range of activities outside lessons.	49	29	3	0	3

### Summary of parents' and carers' responses

Parents returned 86 questionnaires. Sixteen parents attended the parents' meeting with the registered inspector. The evidence gathered during the inspection supports the positive views identified by the parents.

Inspectors disagree with the negative views. They judge that meaningful homework is set on a regular basis and that the school works closely with parents.