

Wrington Church of England Primary School

Inspection report

Unique Reference Number	109221
Local Authority	North Somerset
Inspection number	288315
Inspection dates	2–3 May 2007
Reporting inspector	Jacqueline Ikin

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 on roll	
School	198
Appropriate authority	The governing body
Chair	Graham Fiddler
Headteacher	Jane Thomas
Date of previous school inspection	21 May 2001
School address	School Road Wrington Bristol BS40 5NA
Telephone number	01934 862553
Fax number	01934 863572

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This village school is smaller than most primary schools. Nearly all pupils on roll are from White British backgrounds. The number of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and disabilities is also below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. One parent said, 'it's hard to see how this school could be any better' and others commented on how much they appreciated the all round education that it provides. The headteacher is an outstanding leader. Together with a very strong deputy headteacher she has created a hard working and dedicated team of teaching and support staff who have high expectations of the pupils and themselves. Most pupils, including those with learning difficulties and disabilities, achieve well and some more capable pupils achieve very well. Standards are well above average in mathematics, science and reading. Standards in writing, although above average, are not as high as in other subjects because within their own work, pupils are not yet utilising their knowledge of the how authors use language to create different effects.

Personal development and well-being are excellent as a result of the outstanding care, guidance and support that pupils receive. Pupils' growth in confidence, belief in themselves and eagerness to learn are superb and are significant factors in the excellent preparation for their future lives. Their spiritual, moral, social and cultural development is outstanding. The depth of the older pupils' discussions on spiritual issues, and on matters of right and wrong that affect the wider world, is quite staggering. Behaviour is exemplary. Pupils have a mature understanding of the needs of others and know how to deal with any unkind behaviour, should it occur. They make an excellent contribution to school life and the local community through their work on the school council and the close links that the school has with the church.

Teaching and learning are good overall and some lessons are much better than this. From the moment they enter the classroom, pupils know that they are there to work hard and, as one pupil said, 'teachers make learning so much fun we don't know we are learning'. However, the use of marking to help pupils improve their work varies, particularly in writing. The temporary nature of the majority of the classrooms, most of which are separated from the main school building, together with the size of the hall, limits the extent to which teachers can improve the learning environment and work together to share their best practice. Curriculum provision for the youngest children in the Reception class right through to the oldest in Year 6 is excellent. It is constantly being reviewed to ensure it meets the needs of all pupils, including those with learning difficulties and disabilities. Very good use is made of practical activities, visits and after school activities to bring learning to life.

The overall leadership and management of the school are good and have led to very good improvements since the last inspection. Rigorous systems for monitoring and evaluating the school's work and tracking the progress of individual pupils have been put into place. Together with the very good assessment systems recently introduced they indicate that the school is poised to move forward and its capacity for further improvement is excellent.

What the school should do to improve further

- Raise pupils' achievement in writing to the very good levels of other subjects by ensuring greater consistency in marking and helping pupils to apply their good knowledge of the features of quality literature to their own work.
- Work with the local authority to move as quickly as possible towards gaining a new building.

Achievement and standards

Grade: 2

When pupils enter the school in the Reception year, standards are a little above average. They make good progress and are well prepared for Year 1. By the end of Year 2, standards are above average in reading, writing and mathematics. Most pupils achieve well in reading, mathematics and science and the most capable achieve very well. By Year 6, standards are well above average. The steady improvements that are evident over the last four years are a result of an increased emphasis on high quality literature, problem solving in mathematics and investigations in science. Opportunities to produce longer pieces of work and more exciting ways of teaching are beginning to have an impact on the quality of pupils' writing. However, progress here is satisfactory rather than good because these strategies have not had time to have a full impact. In addition, pupils are not yet applying their increasingly good knowledge of the techniques that authors use to develop and extend their own work and make it more interesting to the reader. Pupils with learning difficulties and disabilities achieve well because of the good provision of resources and the sensitive and skilled support they receive from teachers and teaching assistants.

Personal development and well-being

Grade: 1

Pupils' outstanding personal development and well-being are a result of the high quality of care, guidance and support that they are given. Pupils' ability to engage in meaningful discussions, their joyous singing in assemblies and their excellent contributions to the life of the school play a significant role to their spiritual, moral, social and cultural development. The school council is very effective and has a genuine influence on the school's management. For example, councillors take very seriously their duty to appoint the playground buddies who provide support to pupils who need it at playtimes. The vast majority of pupils thoroughly enjoy coming to school and say that they enjoy lessons. Pupils know clearly what they need to do to adopt a healthy and safe lifestyle. Pupils take very good care of each other and are confident to approach an adult if they have a problem. Behaviour is outstanding, both in lessons and around the school. Incidents of bullying are rare and as one pupil exclaimed to inspectors, 'Any bullying is quickly sorted out by the headteacher'! Effective steps have been taken to improve attendance, which is now good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and some lessons are outstanding. Teachers make good use of interesting methods, including drama, role play and interactive whiteboards to capture pupils' interest and help them to learn. Their enthusiasm and very good subject knowledge, together with very high expectations for pupils, are notable features of the best lessons. There are very good arrangements to ensure that the most capable receive the level of work that they need, for example in mathematics and science, by providing opportunities to find solutions to questions that they have raised themselves. Reading is actively promoted by provision of good quality literature which teachers know will capture pupils' imagination. However, opportunities to help pupils improve their own writing by applying some of the techniques that authors use

to make it more interesting to the reader vary. Work is regularly marked but the precision of marking to improve writing is much better in some classes than others. Teachers work hard to make the school an attractive and interesting environment for learning but are limited by the fragmented nature of the site, the temporary nature of most classrooms and the small size of the hall. These factors also limit the extent to which they can share their often excellent practice.

Curriculum and other activities

Grade: 1

The curriculum, including that for children in Reception, meets the needs of all pupils because provision is constantly being adapted in response to individual needs and ongoing checks on their progress. Provision for pupils with learning difficulties and disabilities is outstanding. Close attention is paid to providing learning resources which match the needs of individual pupils, for example personalised reading cards. There is excellent provision for pupils' personal, social, health and citizenship education, and planning is meticulous to ensure that pupils make progress in all subjects as they move through the school. Good links between subjects are being developed but are not yet fully formalised. The curriculum is enriched very well through excellent opportunities for visits and visitors, music and a wide range of extra-curricular activities which pupils support with enthusiasm.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school has thorough and effective systems in place to keep pupils safe and to safeguard their welfare and there are excellent links with outside agencies when their help is needed. The high level of care provided by all staff is very much appreciated by the vast majority of parents and contributes significantly to pupils' personal development. Assessment and its use to guide learning is excellent. Teachers accurately monitor pupils' progress in English and mathematics against well defined targets. Procedures for setting individual targets are exemplary in most classes. As they move through the school, pupils develop very mature skills in assessing their own work and they use this information to suggest and agree new targets with their teachers. The excellent care and support given to pupils with learning difficulties and disabilities enable them to make the same good progress as others.

Leadership and management

Grade: 2

The leadership and management of the school are good and ensure that all pupils achieve well. The school's success owes much to the outstanding leadership of the headteacher and her key staff who set high expectations for pupils' personal and academic growth. There is a very strong sense of teamwork amongst staff and governors. All are highly committed to the school because they are respected, their work is valued and they are fully supported and involved. Relationships between the school and parents have improved tremendously since the last inspection. However, a very small minority of parents sometimes find it hard to accept the school's well thought out professional decisions, which can undermine staff morale.

Excellent self-evaluation procedures provide the school with an accurate view of its work. The results are used very well by senior managers and subject leaders to plan for improvements and this has been very effective in reading, mathematics and science. Their actions to improve

writing have not yet had time to have a full impact and they know that more remains to be done. The governors have a good awareness of the school's strengths and priorities for development. However, they have not yet done enough work with the local authority to plan for a new school building.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

5 May 2007

Dear Pupils

Inspection of Wrington Church of England Primary School, Wrington, BS40 5NA

Thank you for making us so welcome and helping us when we visited your school. We really enjoyed talking to you and watching you learn and play. We can see why you are so proud of your school and why you like your headteacher and teachers so much. We think that it is a good school with many excellent features.

What we liked about your school

- Your headteacher is doing an excellent job in making the school a good place for you to learn and the deputy headteacher and all your teachers support her very well in this.
- Your teachers are good and some of your lessons are excellent because they help you to enjoy learning and make good progress.
- You work so hard to reach very good standards in reading, mathematics and science.
- You act in an extremely confident and grown up way and do a lot to look after the school and each other and to help make the school a happy place.
- The school takes excellent care of you and gives you all the support you need to help you get better in your work and in your personal lives.

What needs to be improved

- The opportunities that you are given to make your writing even better than it already is.
- The quality of the school building.

You can help in all this by continuing to work hard and make the school a happy place.

Yours faithfully

Jacqueline Ikin Lead inspector