

Wraxall Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	109237
Local Authority	North Somerset
Inspection number	288322
Inspection date	22 March 2007
Reporting inspector	Colin Lee

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	99
School	
Appropriate authority	The governing body
Chair	Karen Barclay
Headteacher	Catherine Cowell
Date of previous school inspection	25 February 2002
School address	Bristol Road Wraxall Bristol BS48 1LB
Telephone number	01275 854216
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small primary school in a village that has very few pupils of school age. Most pupils travel some distance to school, from surrounding villages and the nearest town of Nailsea. It is a popular school that is over-subscribed. Children's attainment on entry is slightly below expectations. The majority of pupils are of White British heritage, with a very small number from minority ethnic groups. All pupils speak English fluently. The proportion of pupils with learning difficulties or disabilities is above 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 providing a well balanced education for its pupils. This has a positive impact on all aspects of their development. The headteacher leads and inspires with her drive and enthusiasm. All staff and governors contribute to the good leadership and management of the school. The strong sense of teamwork also extends into the partnership that exists between home and school. Parents and carers are very appreciative of the school's efforts to fully involve them in their children's education. The school has an accurate awareness of its own strengths and areas for development.

Pupils' achievement is good, so that standards are well above average by Year 6. Standards in reading are high throughout the school. This success is due to consistently good teaching. Children achieve well from the moment they start school due to the good provision in the Foundation Stage. This is successfully built on so that most groups of pupils maintain good progress through each year group. However, the more able pupils in Years 1 and 2 are making only satisfactory progress because some of their work in writing and mathematics does not challenge them sufficiently. The good progress of pupils with learning difficulties or disabilities owes much to the high quality of the support they receive.

Pupils' personal development is good as a result of the high quality of the school's provision for their personal, social, health and citizenship education. Pupils' love of school pleases parents and carers as much as the good progress their children are making. The good curriculum is imaginatively planned so that it links subjects together and provides many opportunities for pupils to learn through practical activity. Care, guidance and support are good. Pastoral care is a real strength of the school and pupils benefit from generally good educational guidance and support, particularly through setting targets.

What the school should do to improve further

- Raise the achievement of more able pupils in Years 1 and 2 by providing more challenging work in writing and mathematics.

Achievement and standards

Grade: 2

Children's attainment when they start in the Foundation Stage varies from year to year but is usually slightly below expectations and their personal and social skills are often limited. They make very good progress in their social development and good progress in other areas. As a result, the vast majority attain the levels expected nationally in all areas by the start of Year 1. Results in national assessments at the end of Year 2 have been falling in recent years due to the increasing proportion of pupils having learning difficulties or disabilities. This proportion is less in the current Year 2 and their standards are well above average in reading, average in writing and above average in mathematics. This means that most pupils are achieving well. However, the more able pupils in Years 1 and 2 are not always sufficiently challenged by their work in writing and mathematics and could achieve more.

The school has consistently achieved above average results in the Year 6 national tests. The pupils in the current Year 6 are doing even better than this and standards are on track to be well above average in English, mathematics and science by the end of the year. Their standards in reading are exceptionally high.

Personal development and well-being

Grade: 2

Pupils are very proud of their school. They show very positive attitudes and an obvious enjoyment of their lessons and other aspects of school life. This is reflected in their good behaviour. Their spiritual, moral, social and cultural development is good, although the school recognises that more work is needed to develop pupils' knowledge of other cultures. Attendance is satisfactory and the school is doing all it can to reduce absence.

Pupils have a good understanding of how to stay healthy as a result of the school's strong emphasis on the importance of regular exercise and healthy eating. They have a good awareness of safe practices in and out of school. They show genuine concern for others, as is evident when older pupils look after the youngest. The school has a strong sense of community and many pupils make a good contribution to school life, for example, as play monitors. The school council is new and is not yet giving the pupils a feeling of being involved in decision making. Their good ideas for school improvements show they are ready for more responsibility. Pupils' mature social skills and their good basic literacy and numeracy skills mean they are well prepared for future education and eventual economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teachers have positive relationships with their classes, and good skills in capturing pupils' interest. This results in pupils' good behaviour and sustained concentration. This ability to concentrate is a particular quality of pupils' learning, even though the time allocated to some lessons is over-long, resulting in the pace of learning slowing at times. There is generally detailed planning of work that is carefully matched to the needs of pupils of different ages and abilities. Expectations of the more able pupils in Years 1 and 2 are not always high enough in writing and mathematics. These pupils need more challenging tasks and are capable of working at a faster pace. Pupils are very good at working independently. This is encouraged as soon as they start in the Foundation Stage, where the children use a planning board conscientiously, placing their name cards against the activity they are going to do next.

Teachers constantly check pupils' progress in their work but the pupils themselves are not given enough opportunities to reflect on how well they think they have done or what was easy or difficult. The school has a group of experienced, well qualified teaching assistants who work closely with teachers and have significant impact on pupils' learning. This is particularly evident in the Foundation Stage and in the knowledgeable, sensitive encouragement of pupils with learning difficulties or disabilities that helps these pupils make good progress.

Curriculum and other activities

Grade: 2

Children in the Foundation Stage have a rich range of learning opportunities both indoors and outdoors, including purposeful play, which means they love coming to school. In Years 1 to 6, while good emphasis is given to the development of pupils' literacy and numeracy skills, the school also takes care to provide a broad range of worthwhile learning experiences. Subjects are linked well and there is good emphasis on practical activities which make learning interesting. However, teachers' planning of topic work does not identify thoroughly enough the range of

learning outcomes that the activities are intended to achieve, for example, how some history work can help develop writing skills. Pupils benefit from good provision for their personal development, including regular opportunities to talk about their feelings. Older pupils are particularly stimulated by the topics and issues they discuss in philosophy lessons.

The curriculum is enriched by a wide range of educational visits, visitors and school clubs. These are greatly enjoyed by pupils

Care, guidance and support

Grade: 2

The staff know the pupils very well and the school works effectively with parents so that pupils' needs are met. Pupils feel safe and know that they can talk to staff if they have any worries. Child protection procedures are robust and regular health and safety checks are carried out. The school works very well with external agencies to provide support for pupils when this is required. Effective transition arrangements help children to settle into the Foundation Stage and prepare Year 6 pupils for their next stage of education. Pupils receive generally good support and guidance for their academic development. Pupils have a clear understanding of their targets for further improvement in English and mathematics. Marking of pupils' work is variable and does not always give them sufficient advice on how they can improve their work. Their progress is tracked carefully and well judged actions are taken to support any pupils who may be falling behind.

Leadership and management

Grade: 2

The headteacher has vision and provides good quality leadership. The school knows itself well and knows equally well the priorities for school improvement. This is driving achievement upwards and improving provision. The governing body is fully involved in the day-to-day life of the school and has very effective strategies for monitoring its effectiveness. Progress since the last inspection has gathered momentum over the past two years since the headteacher's appointment, which followed a period when the school had temporary leadership. The changes introduced in that time have quickly improved the school, indicating that there is a good capacity for further improvement in the future.

The effective coordination of work in the Foundation Stage class and the Year 1 and 2 class is ensuring that most pupils maintain good progress across all three years. The leaders of English and mathematics are having good impact on pupils' achievement in these subjects. This good impact is the result of the rigorous, purposeful monitoring and evaluation of pupils' achievement and the quality of teaching and learning by the headteacher and the subject leaders. This information is used constructively to show where pupils' achievement can improve and what action can be taken to achieve this. These processes have been very effective, for example, in raising the achievement of most pupils in Year 2 and in increasing the percentages of pupils in Year 6 gaining the higher Level 5 in the national tests.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	2
How well are learners cared for, guided and supported?	2

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	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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

Thank you for making us welcome in your school and for talking with us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. We think your school is doing a good job in helping you to learn. The school does many things well. This is what we particularly appreciated:

- You are making good progress in your work most of the time.
- The teachers and teaching assistants are very good at helping those of you who find some of the work quite hard to do well.
- Those of you in Year 6 are reaching very good standards, especially in English, mathematics and science.
- You behave well and this makes your school a friendly, pleasant place where everyone helps one another.
- You are taught well and teachers work hard at planning interesting things for you to do in your lessons and this is helping you to learn.
- You understand well about healthy eating, the importance of exercise and about what are safe things to do at school and home.
- All the adults look after you well and make sure that you are safe and get help whenever you need it.
- The school is led well by the headteacher, and all the adults, including the governors, work well together to improve it.
- We think your school could get even better if:
- Those of you in Years 1 and 2 who find the work easy are given harder work in writing and mathematics.

We hope you will carry on enjoying learning and helping your teachers to make Wraxall Primary School to be an even better school.