



# Wrenbury Primary School

## Inspection Report

**Unique Reference Number** 111078  
**LEA** Cheshire  
**Inspection number** 288850  
**Inspection dates** 7 June 2006 to 8 June 2006  
**Reporting inspector** Mr Michael McIlroy HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Nantwich Road
<b>School category</b>	Community		Wrenbury
<b>Age range of pupils</b>	4 to 11		Nantwich, Cheshire CW5 8EN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01270 780368
<b>Number on roll</b>	113	<b>Fax number</b>	01270 780074
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr E Forshaw
<b>Date of previous inspection</b>	8 May 2002	<b>Headteacher</b>	Mr M Poole

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 June 2006 - 8 June 2006	<b>Inspection number</b> 288850
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## **Introduction**

The inspection was carried out by two of Her Majesty's Inspectors.

## **Description of the school**

The school is below average in size and serves an advantaged rural area. Six per cent of pupils are entitled to free school meals, which is well below average. Almost all pupils are White British and a few are from travelling families. Twelve per cent of pupils have learning difficulties and/or disabilities which is below average and several have a statement of special educational need. In common with other schools locally the number of pupils at the school has declined in recent years. The school has been awarded the Basic Skills Quality Mark.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory education for its pupils and has a number of good features.

Pupils make satisfactory progress overall. They enter the school with levels of skills and knowledge that are broadly average. Pupils receive a good start in the Foundation Stage and continue to make good progress in Key Stage 1. Since the last inspection, pupils in Key Stage 2 have not achieved as well as they might have, particularly in science. Following recent staffing changes the pace of learning for older pupils has now improved and currently pupils are making faster progress. Some steps have been taken to improve pupils' achievement in science, but these are at an early stage of development and more needs to be done. The quality of teaching and learning is good overall, and is making an impact on reversing the legacy of underachievement at Key Stage 2.

The personal development and well-being of pupils is good. Pupils are polite and considerate to each other and behaviour is good. Attendance is average. The care, guidance and support pupils receive are satisfactory. Whilst pastoral support is good, academic guidance for pupils is inconsistent and underdeveloped. For example, the quality of marking is inconsistent and pupils do not always know what their targets are or how to improve their work further. Curriculum provision is satisfactory. There is a good range of extra-curricular opportunities for pupils, but there are some gaps in the curriculum.

Leadership and management of the school are satisfactory overall. The headteacher has provided sound leadership and has developed a team which is beginning to make an impact on standards. He has maintained the school's caring ethos and expanded the number of extra-curricular opportunities for pupils. However, systems to monitor teaching and learning are not robust enough. This has hindered the early identification of underperformance. Subject leadership is underdeveloped. Governance is good. Parents are generally supportive of the school and it runs smoothly on a day-to-day basis.

The school possesses adequate capacity to improve further and provides satisfactory value for money.

### What the school should do to improve further

- Raise standards at Key Stage 2, particularly in science.
- Ensure procedures for monitoring teaching and learning are more rigorous and robust.
- Improve the use of assessment, including target setting and marking.
- Strengthen the role of subject managers, including curriculum planning and mapping.

## **Achievement and standards**

### **Grade: 3**

Overall, pupils' achievement and standards are satisfactory. Pupils enter the Foundation Stage with skills and knowledge which are broadly average. The good care they receive and the good balance of teacher-led and child-initiated activities ensure that they make good progress towards their early learning goals. Pupils continue to make good progress in Key Stage 1 and in the most recent assessments for seven-year-olds, standards were above average. Pupils did better in reading and mathematics than in writing. Boys slightly outperformed girls in 2005.

At Key Stage 2, standards are more variable and in recent years pupils have not made as much progress in their learning as they should have. In 2003 the overall standards achieved by pupils in the national tests were just above average. In 2004 they dropped sharply and in 2005 recovered to be again just above average. When compared to pupils in similar contexts, the overall progress made by learners has steadily declined over the last three years. This decline is particularly marked in science and in 2005 the progress pupils made in this subject was significantly below average. In mathematics and English, pupils achieved the levels generally expected of them. Girls performed noticeably less well than boys in 2005. Recent steps taken by the school have addressed the issue of underachievement at Key Stage 2 and are beginning to have an impact on standards.

Lower attaining pupils, those with learning difficulties and/or disabilities and pupils from travelling families are well supported, particularly through the deployment of teaching assistants. Consequently, they make satisfactory progress and achieve results in line with expectations.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils is good. This matches the school's judgement. Spiritual, moral and social development is effectively promoted through assemblies and specific lessons where pupils listen to each other's views. This is reflected in the caring nature of pupils towards one another, as exemplified by the 'buddy system' to welcome new pupils. There are good relationships between staff and pupils. Pupils are kind and courteous to visitors. Cultural awareness is developed by visitors from other cultures, displays celebrating the diversity of different countries and faiths, and links with schools in Africa and Asia.

Pupils feel safe in school and know who to turn to in the event of any bullying. They enjoy school and exhibit good attitudes to learning even when teaching is occasionally dull. They are well behaved and play sensibly at break times. Pupils work well together. Attendance is average. Pupils adopt healthy lifestyles. For example, they are aware of the dangers of hazardous substances. They take advantage of wholesome snacks available in school. At playtimes, older pupils organise and play energetic field sports, such as cricket.

A number of pupils exercise positions of responsibility, for example, as 'road safety officers' and litter pickers. The elected school council discusses important issues maturely, such as how to fund the purchase of medals for participants in the 'Golden Mile' health initiative. Pupils make positive contributions to the local community through carol singing, participation in concerts and fundraising for charity. The school's rock band takes part in a local musical competition.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. All of the lessons observed during the inspection were at least satisfactory and most were good. Activities to support pupils' learning were well matched to the needs of the pupils. Increasingly, opportunities are provided for pupils to develop their talking and listening skills by discussing their ideas in pairs. Lessons are well planned and assessment information is used to inform planning. Teachers routinely share with pupils what they want them to learn and this is reinforced through suitable activities. Classrooms are well managed and organised with even the youngest pupils understanding what is expected of them. For example, pupils in the Reception class chose their own play activities and matched their names to the activity on a display board.

The good behaviour of pupils contributes positively to their learning. Teachers are encouraging and supportive, and sensitive to the needs of individuals. However, in some lessons teachers talked for too long and did not involve pupils sufficiently. Teaching assistants were well used, mostly with lower attaining pupils and those with learning difficulties and/or disabilities. Interactive whiteboards were expertly used by teachers to demonstrate learning points to pupils.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and meets the needs of most pupils. It is topic-based with an appropriate emphasis on the core subjects, physical education and music provision. Pupils receive an appropriate amount of homework. There are good opportunities for pupils with learning difficulties and/or disabilities to make progress. However, following the reduction in the number of classes, the curriculum has not been fully readjusted. Consequently, there are some gaps in the coverage of subjects, which hinder continuity and progression in learning. This partly explains pupils' poor performance in science. The school has recently recognised this issue and is beginning to address it.

A wide range of extra-curricular activities is offered to pupils and there is a good level of participation. This includes woodwind, strings and rock music groups. Teaching assistants make a considerable contribution to the musical life of the school. Additionally, the school offers a variety of sporting activities, some supported by

external agencies. Older pupils have the opportunity to take part in a residential visit. The school participates in a local initiative to provide more able pupils with challenging experiences. Pupils' experiences are further enhanced by educational visits, for example, to Manchester Airport. The school encourages pupils to be involved in village life and culture through the Scarecrow Trail every July and maypole celebrations.

## **Care, guidance and support**

### **Grade: 3**

The school considers the care, guidance and support which pupils receive to be good. Inspectors found it to be satisfactory because of shortfalls in the academic guidance provided for pupils. The pupils are well cared for and supervised in and around the school. Procedures for safeguarding pupils are robust. The school promotes healthy food and drinks. It encourages pupils to adopt a healthy lifestyle, through health initiatives and its emphasis on physical education. Older pupils receive guidance on growing up from health professionals and a visiting 'life education bus' provides information on the dangers of hazardous substances. Pupils are frequently reminded of safety procedures.

Effective procedures exist to settle new pupils into the school and there are good links with the local nurseries. Helpful arrangements exist for those transferring to secondary school. Pupils with learning difficulties and/or disabilities are well supported by skilled teaching assistants. Individual education plans are of good quality and are reviewed each term. Pupils from travelling families are well supported in their learning; the school uses advice and support from the local authority's Traveller Service to this end.

Pupils' progress is tracked and regularly updated by teachers. Pupils have targets in the core subjects and these are revised each term. However, not all pupils know their targets. Marking is inconsistent and not all of it helps pupils understand the next steps they must take to further improve their work.

## **Leadership and management**

### **Grade: 3**

The school judges leadership and management of the school to be satisfactory overall. Inspectors agree.

The headteacher has provided sound leadership. He has placed a heavy emphasis on the development of the caring ethos of the school and has improved resources and extra-curricular opportunities for pupils. Most of the areas identified for improvement in the last inspection have been satisfactorily addressed. A number of initiatives have been introduced to assist the identification of underachievement, such as the new 'mapping grids' tracking system. Weak teaching has been satisfactorily addressed. The headteacher's evaluation of the school's effectiveness is broadly accurate. He has begun to develop an effective team which is beginning to have an impact on standards. However, systems for monitoring teaching and learning are not as robust as they could be. This has held back the early identification of issues causing underperformance. The school improvement plan is not yet as fully focused on raising attainment as it

could be. The views of parents and pupils are sought, but some parents believe there is scope for more consultation.

Middle management is satisfactory overall. There is good leadership of the Foundation Stage and of special educational needs. Core subject leaders understand the major strengths and weaknesses in their subject areas and have drawn up development plans for their subjects. Whilst some monitor planning in their curriculum area, they do not yet monitor teaching or the work of pupils.

Governance is good. Governors are fully involved in major school decisions and improvements. They monitor finances carefully and provide both support and challenge for the headteacher.

The school possesses adequate capacity to improve and provides satisfactory value for money.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Many thanks for your politeness and help when we inspected your school recently. I am writing to let you know what we found. These are some of the best things we saw at your school.

- Your behaviour is good.
- You are taught well by your teachers.
- You are caring and helpful to each other.
- There are lots of clubs and music groups for you to join, such as your superb rock band.
- You have a very good school council.
- You have a good start to school life in the Reception class.

We have asked your headteacher, staff and governors to make some changes to make things better for you in school. These are:

- to see that you learn more in Key Stage 2, especially in science
- to arrange for teachers in charge of subjects to visit your classes more often to see how well you are learning
- to make changes to marking and your targets so that you know more clearly what you need to do to get better at your work
- to provide more training for teachers who are responsible for the different subjects to help them carry out the jobs they do, such as making sure you are taught everything you should be.

Once again, many thanks for your politeness and help when Mr. Blaylock and I visited your school.