



Wrawby St Mary's C of E Primary School

Inspection Report

Unique Reference Number 118021
Local Authority North Lincolnshire
Inspection number 290998
Inspection dates 30–31 January 2007
Reporting inspector Jackie Barnes

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

Type of school	Primary	School address	Vicarage Avenue
School category	Voluntary controlled		Wrawby, Brigg
Age range of pupils	4–11		DN20 8RY
Gender of pupils	Mixed	Telephone number	01652 655579
Number on roll (school)	120	Fax number	01652 655579
Appropriate authority	The governing body	Chair	Mrs Christine White
		Headteacher	Mrs Sheila Rowe
Date of previous school inspection	1 March 2001		

Age group 4–11	Inspection dates 30–31 January 2007	Inspection number 290998
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small school in a semi-rural area east of the small town of Brigg. Most of the children are from White British backgrounds but about one in ten is of Gypsy/Roma heritage. Most families live in and around the village of Wrawby with a small number travelling from further afield. Almost all families have at least one parent in paid work and entitlement to free school meals is low. Children start school with generally average attainment for their age, although individuals vary considerably in what they know and can do. About a quarter of the pupils have learning difficulties and/or disabilities, which is above average. Private provision for pre-school children is located in the school grounds.

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 that welcomes children from different backgrounds and abilities. Parents' views of the school are very positive, especially those with children who have learning difficulties. Comments such as, 'The children are valued as individuals and are allowed to develop as such' and 'We cannot believe how our daughter has gained confidence and improved in her work' are typical. When parents make suggestions for improvements, the headteacher and staff are keen to take these into account. The family atmosphere and positive relationships throughout the school community successfully encourage the pupils to be confident learners. They enjoy school, behave well and are keen to improve. The staff take outstanding care of the pupils' welfare and due attention is given to safety. In each year group the pupils differ considerably in their abilities and needs. In these circumstances the school sensibly keeps a close watch on the progress made by each child and is successful in its aim that they should make the best progress they can.

Pupils achieve well, make good progress and reach above average and improving standards. This is because of good teaching and learning, a good curriculum and effective arrangements for supporting pupils who need additional help. The provision in the Foundation Stage is good: it is effectively matched to the needs of different children and accounts for their good progress. Learning is clearly fun and the young children are excited by their lessons, new knowledge and friendships. By the end of the Reception year, most children reach the goals expected for their age, and a few exceed them. Good teaching in Years 1 and 2 leads to pupils' continuing good progress, including those with learning difficulties. By the end of Year 2, standards are about average and an increasing proportion of pupils work above this level. The additional support provided for individuals and small groups of pupils in Key Stage 2 has accelerated their progress and, in Year 6, standards are above average. However, a small number of the most capable pupils would achieve even higher standard if they were challenged more by the work set for them in lessons.

The high quality of the school's nurturing of individuals, whatever their difficulties or talents, results in good personal development and well-being. Pupils have exceptionally positive attitudes to learning; they are respectful of each other and adults, and recognise their responsibilities within the school and wider community. Pupils understand how to live safe and healthy lives; they feel safe in school and this encourages them to be adventurous and independent. They are beginning to be more involved in developing their own learning and have their own targets for improvement and they sometimes plan their own research or investigations. However, the school recognises there are not enough occasions for pupils to engage in independent work like this.

Leadership and management are good. The headteacher provides outstanding leadership with a clear focus on raising standards. With the active support of an effective governing body she has successfully established a strong team approach within the staff and a shared commitment to meet the needs of all pupils and raise standards. Major improvements have been made in the reliability of the school's

assessment information with good support from the local authority, so that pupils' progress is now being more effectively monitored. However, it is not always clear in the school's plans how the results of the monitoring link to teaching and the tasks set for the pupils. Nevertheless, the improvement has significantly increased the rigour of the school's self-evaluation, which is accurate.

What the school should do to improve further

- ensure that the work set for the most capable pupils is hard enough for them
- encourage pupils to learn independently
- clarify how assessment information is used to plan teaching and tasks for pupils of different abilities.

Achievement and standards

Grade: 2

Pupils achieve well. They make good progress and standards are above average. From the time they start school in the Reception Year, the children benefit from the attention given to their individual needs. They settle well, learn quickly and, by the end of the Reception year, most are working securely at the levels expected for their age and a few children exceed them. As well as developing their early reading, writing and mathematics, their personal and social skills develop particularly well, especially their ability to make friends. The teaching over the two years in Key Stage 1 continues to enable pupils to make good progress and standards in Year 2 are about average overall. Although pupils with learning difficulties do not always reach the standards expected for their age, they continue to develop as well as they can. In the 2006 national assessments, about a quarter of the pupils in Year 2 attained above average results. In Key Stage 2, most pupils make even better progress. Assessment information is used well to identify promptly any loss of momentum in their progress, and effective support is provided. The school's targets were exceeded in the 2006 national tests. Pupils' results were above average and about half of them exceeded the standards set for their age. The differences in results between boys and girls were accounted for by a higher proportion of girls with learning difficulties and/or disabilities.

Personal development and well-being

Grade: 2

The pupil's personal development and well-being are good. Pupils are friendly, polite, and well behaved. They have excellent attitudes in the classroom and enjoy their lessons. Most pupils attend well and the school's attendance figures are about average although a small number of pupils have less satisfactory attendance records. Pupils clearly know right from wrong and say they feel safe and secure. As one child said, 'Some people are unkind but not often, and the teachers soon sort it out'. Pupils understand the benefits of a healthy lifestyle. Their spiritual, moral, social and cultural development is good, and is well supported by the example of adults in school. Their understanding of other cultures is enhanced by links with a school in China and the

use of these links in geography. They are also interested in the different lifestyles of children in the school, especially the experiences of the traveller children. Through school council meetings they develop an awareness of democracy and make their views known as well as making compromises to fit in with the budgets for their projects.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall, with some outstanding lessons identified by the school's monitoring and also seen during the inspection. The willingness of staff to improve their own skills, share their expertise with others and provide a consistent approach to improving standards, has overcome significant staff changes. Lessons are well prepared. Resources are used effectively, for example, electronic white-boards reinforce both the pupils' understanding of the teaching points and enable them to demonstrate their ideas. Pupils' behaviour is well managed and the content of lessons is usually lively and interesting. Occasionally, the pace of a lesson slows if too much time is allowed for pupils to complete their tasks. A strength is the very effective deployment of teaching assistants to support pupils with learning difficulties. Although some pupils have erratic attendance records, the school ensures that they make brisk progress when they return. Lesson plans do not always match the work to the wide variety of pupils' needs and the marking of pupils' work is not yet consistently useful to guide the pupils towards achieving their targets.

Curriculum and other activities

Grade: 2

The curriculum is good. Improvements have resulted in a livelier and more active experience for the pupils. They benefit from a programme of visits and visitors that helps to extend their understanding, and which the school has plans to improve further. The strength of the curriculum is the flexible way it is implemented with the active help of all the staff, booster groups, clubs and individual support, so that pupils of all ages and abilities enjoy what they are doing and make suitable progress. The school has a few exceptionally capable pupils. Alongside other able pupils, they perform at a higher than average level. However, only occasionally is exceptionally challenging work planned for them in lessons, although in Year 6 mathematics this very small minority of pupils are suitably challenged and can demonstrate their capabilities.

Care, guidance and support

Grade: 2

The staff provide outstanding care and support for the pupils' welfare and personal development, and this is the main reason why the pupils feel safe. Several parents of children with learning difficulties expressed their delight in the improvements in self-esteem and competence that they had seen in their children. Academic guidance

is good. Considerable improvements have been made recently to the school's assessment arrangements and the reliability of the data. Teachers' skills have improved and targets have been set so pupils know well what they are working towards. The school recognises that not all the assessment strategies are yet in place.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides excellent leadership, which gives a strong direction for the school. The school has sustained the strengths identified in the previous inspection and has successfully kept the school abreast of more recent national initiatives, especially relating to the monitoring of teaching and pupils' progress. A major improvement since the last inspection is that data are now used effectively to support decisions about priorities for development. The evidence leading to these decisions is scrupulously considered but sometimes it is not written clearly into plans for improvement. Changes in staffing have helped to create a strong team of teachers who work well together. Those with management responsibilities have quickly gained experience and are now beginning to have a positive impact on their subjects. Governance is good. The governing body provides good support for the school and takes a keen interest in its effectiveness. The school has good capacity for further improvement and gives good value for money.

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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.

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	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

Wrawby St Mary's CofE Primary School

Vicarage Avenue

Wrawby

Brigg

DN20 8RY

30 January 2007

Dear Children

Thank you for making me so welcome in your school and helping me to see how well you behave and how much you enjoy school. You work hard, enjoy practical lessons and make good progress. You take care of each other and value your friends. When you have a disagreement you usually know how to resolve it, and you know that teachers will help if you cannot. I was delighted to see how confident you were and how you are beginning to use your targets to help you improve your work. The staff take very good care of you and help to keep you safe. Teachers work hard to prepare lessons that you will enjoy while you are learning. You particularly like your visits to places of interest and to hear what visitors to your school have to tell you. Your headteacher and governors watch carefully to make sure you are all doing as well as you can.

I think that some of you could do harder work and that others could work more independently at your own ideas and research. I hope you will enjoy the challenge.

My best wishes for the future.

Yours sincerely

J M Barnes

Lead inspector