



Wray with Botton Endowed Primary School

Inspection Report

Unique Reference Number 119362
Local Authority Lancashire
Inspection number 291396
Inspection dates 8–9 March 2007
Reporting inspector John Heap

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

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		Wray, Lancaster
Age range of pupils	4–11		Lancashire, LA2 8QE
Gender of pupils	Mixed	Telephone number	01524 221337
Number on roll (school)	51	Fax number	01524 221337
Appropriate authority	The governing body	Chair	Mrs Brenda Mickle
		Headteacher	Mrs Claire Gillham
Date of previous school inspection	1 March 2001		

Age group 4–11	Inspection dates 8–9 March 2007	Inspection number 291396
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small primary school serves a rural area with few signs of disadvantage and has a White British population. Children enter Reception with skills that are typical for their age. The proportion of pupils eligible for free school meals is below average, as is the proportion of pupils with learning difficulties and disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school is right to judge itself as good. It has a good reputation in, and is well supported by, the local community. As one parent put it, 'We have not been at the school long but we find it an open and responsive environment and feel fortunate that our children attend it.' The school provides good value for money.

Pupils' personal development is good. They benefit from the good care and the strong curriculum that promote enthusiasm, interest and a willingness to learn. Consequently, pupils enjoy school and their lessons and this is endorsed further by the consistently good attendance. Staff are careful and vigilant; care procedures are robust and so pupils say that they feel safe and secure in school. Older pupils contribute to this by helping younger ones to settle in. Along with good teaching, this plays a significant part in the good start children make in the Foundation Stage (Reception). Children in Reception make good progress, particularly in personal and emotional development, language and early mathematical skills. By the time they enter Year 1, almost all have achieved the levels expected nationally, and a significant proportion has exceeded them. Spiritual, moral, social and cultural development is good. Pupils know the difference between right and wrong and as a result, behaviour is good and they know that it is important for them to look after people who are less fortunate than themselves. Regular fund raising and donations to very worthy causes, often in other cultures, are the outcome.

Teaching and learning are good and promote good progress. Marking is mostly effective, but there are inconsistencies across classes in showing pupils what they have achieved and what they need to do to improve their work. This slows progress a little. Nevertheless, standards are significantly above average at the end of Year 6 and pupils make good progress. Results in national tests are on an upward trend and in 2006 the progress made by pupils from Year 2 to Year 6 was in the top 30 per cent of schools nationally. By the end of Year 6, progress is particularly strong in English and the school is ranked in the top ten per cent nationally. The proportion of pupils reaching the higher Level 5 is around double the national average in English and mathematics. Some pupils with extra learning needs, such as those pupils with learning difficulties and disabilities, and gifted and talented pupils, benefit greatly from the good links the school has with outside agencies. Pupils have good art, music and information and communication technology (ICT) skills. Good academic standards and their enjoyment of learning mean that pupils are well prepared for their next stage of education and life beyond school.

Strengths in provision are the result of good leadership and management. The new headteacher is showing good leadership by making clear and sharing her effective and developing vision for the school with the supportive and effective staff and governors. Improvement planning identifies the main needs of the school, but the setting of academic priorities and the indicators of success are not set out clearly enough in the plan. As a result, targets for individual teachers are not sufficiently clear.

What the school should do to improve further

- Develop consistent systems for marking that show pupils how well they are doing and what they need to do next to improve their work.
- Clarify the priorities for school improvement and ensure that indicators of success are measurable and cover all pupils.

Achievement and standards

Grade: 2

Pupils make good progress because they are taught well and have good attitudes to learning. Caution is necessary when analysing national test data because of the small groups of pupils. One pupil often represents a large proportion of the school's population.

Children begin in the Foundation Stage with abilities that are at the expected level for their age. They make good progress and enter Year 1 with skills that are typical, or better, for their age. At the end of Year 2, standards have been above average in recent years. In 2003 and 2005, they were significantly above average. Results are highest in reading and mathematics, but writing standards are also above average. There are no significant differences in the standards achieved by boys and girls. At the end of Year 6, standards in national tests have been significantly above average for the last two years and the school has met its challenging targets. There has been a rising trend in the results since 2003, with progress being particularly strong in English. The proportion of pupils reaching the higher Level 5 is close to double the national average in English and mathematics. Pupils with learning difficulties and disabilities progress well.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Moral and social development is particularly strong from entry to Year 6. In general, pupils are confident, well-behaved and responsible members of this happy school. The high quality of relationships fostered by the staff leads to pupils developing good attitudes to learning and enjoying their work. Parents appreciate the caring ethos in the school and recognise that their children are safe and secure. All pupils learn how to live healthily. Older pupils explain how the school's teaching in, for example, science has an important impact on what they eat and how they strive to keep fit. Pupils willingly and effectively contribute to the school and wider community, often through the work of the school council. This is reflected in the generous charitable donations that are made. Pupils are well prepared for the next stages of their lives. They say that, because of the strong basic and social skills they have developed, they are looking forward with confidence to the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Effective teaching and learning promote good progress. The typical features of teaching include:

- good classroom management that ensures little disruption to pupils' learning;
- challenging activities that stretch the majority of pupils and retain their interest and concentration;
- good support for pupils with extra learning needs that helps them progress towards average standards; and
- sound linking of subjects that enables pupils to use and develop basic skills in a range of areas.

There is good use of specialist teachers to broaden and deepen pupils' knowledge, skills and understanding in subjects such as ICT and music.

Reception children are taught well and their learning also benefits from the time spent working alongside the pupils in Years 1 and 2. The quality of marking is inconsistent. Where marking is good, it makes a significant contribution to challenging pupils' thinking. For example, in Year 5 and 6 mathematics, comments refer to setting up hypotheses and ways of investigating and challenging them. Marking in other years does not refer directly enough to pupils' learning targets, how well they are meeting them and what they need to do to improve further. This tends to slow progress a little.

Curriculum and other activities

Grade: 2

The school provides a rich curriculum that effectively promotes pupils' personal and academic development. It includes an exciting range of visits, visitors, and other activities. Whilst English, mathematics and science are the main foci for pupils' learning, there are also good opportunities to learn music, sports, art, French and ICT. Reception children learn well through a well-planned variety of tasks and activities indoors and outdoors. There are special curriculum weeks planned based on specific themes, and there are good curricular links with other local schools. Skills from English and mathematics are used adequately in other subjects, but the school rightly recognises that this remains an area for further development.

Care, guidance and support

Grade: 2

Staff know pupils and their families well. Older pupils say that they feel really safe, and that the staff are vigilant in ensuring their welfare. Child Protection and safeguarding procedures are in place. Older pupils assist the staff very well in caring for and supporting the younger pupils at playtime. Support and guidance in academic

and personal development are good for all groups of pupils. The school gets good support in this from external partners. Pupils say that when they need help there is always someone to turn to. The staff set targets for pupils' learning, and share with them the learning objectives of lessons. The tracking of pupils' achievements is inconsistent across the school. Links with parents are good. As one parent wrote: '....communication between school and home is excellent.'

Leadership and management

Grade: 2

The headteacher provides good leadership that promotes a strong, secure and happy climate for learning. As a result, pupils thoroughly enjoy what they do and achieve well. Even though the school has moved on well since the last inspection, it is not complacent and staff know that there are areas that need further work, such as making consistent use of assessment data to challenge all pupils in every class. All of this, allied to good self-evaluation, willingness to work hard and build on the school's strong base, means that the school has a good capacity to improve further. Planning for school improvement is detailed and realistic. The priorities are the right ones but there is a lack of precision in the way they are expressed. Therefore it is unclear how success can be directly measured through improved achievement of their pupils. Staff have a common and shared vision for the school. They make a good team and their work is valued by governors, parents and pupils. Procedures and practices are well established and lead to pupils being safe, well cared for and ready for the future. Governors play a full part in the school, give good support and are well informed. Finances are managed carefully and this means that the school can continue to employ specialists to support pupils' learning.

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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	2
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	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

Wray with Botton Endowed Primary School

School Lane

Wray

Lancaster

Lancashire

LA2 8QE

10 March 2007

Dear Children

I thoroughly enjoyed my time in your school this week. I am very grateful for the warm welcome you gave me and the courtesy and help you provided. I wish to give special thanks to the children who talked with me.

What I particularly liked about your school:

- the way your national test results are improving, particularly in Year 6
- the effective teaching that enables you to learn well and make good progress in Reception and Years 1 to 6
- your good behaviour, attitudes to school and the strong relationships you develop
- the way that you contribute to the happy and caring ethos in the school
- the good contribution that you make in the school and wider community, most particularly the funds that you raise for those in needy communities
- the good range of activities that enrich your curriculum
- the strong leadership and management.

I have asked your teachers to improve the way they mark your work by making sure that all staff mark in a similar way. This is because you all need to know how well you are doing and what you need to do next to make your work better. You can help greatly by making sure that you always read comments and act on them as well as you are able. I have also asked your teachers to make very clear what the most important areas for improvement are, and make sure that they can measure whether these improvements have taken place. You can also help in this work by always doing your best work, so that the targets set by the school for each pupil's achievement are met.

I wish you well and good luck for the future.

Yours sincerely

John Heap

Lead inspector