



Waycroft Primary School

Inspection Report

Unique Reference Number 131500
Local Authority Bristol, City of
Inspection number 293768
Inspection dates 23–24 January 2007
Reporting inspector Geoff Burgess

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

Type of school	Primary	School address	Selden Road
School category	Community		Stockwood
Age range of pupils	3–11		Bristol BS14 8PS
Gender of pupils	Mixed	Telephone number	0117 3772198
Number on roll (school)	447	Fax number	0117 3772285
Appropriate authority	The governing body	Chair	Mark Rogers
		Headteacher	Simon Rowe
Date of previous school inspection	19 March 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school with a nursery, which serves an area of mid-twentieth century housing estates on the southern edge of Bristol. The great majority of pupils come from these estates. Almost all pupils are of White British origin and speak English as their first language. Almost all join the school in the Nursery and stay until they leave in Year 6. A below average number of pupils have free school meals. A broadly average number of pupils have learning difficulties or disabilities. Attainment on entry to the Nursery is broadly average although children's language and physical coordination skills are often weaker.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This remarkable school is outstanding in every respect. The transformation in the education it provides and the outcomes it achieves since its last inspection has been extraordinary. Year after year, children who started school with a broadly average range of abilities go on to achieve exceptionally high academic and personal standards in Year 6. By making this possible, this school raises the bar on the perception of the standards most primary age pupils can be expected to achieve. High expectations for every child in every activity and the attitude of never accepting second best are built into the fabric of the school. Parents are understandably delighted with their children's education. One comments that, 'Waycroft is the perfect place for my children to be educated.'

Every aspect of provision, including teaching, the curriculum and care, support and guidance, is outstanding. It is the combination and the consistency of excellence in all these areas which makes it possible for pupils to achieve so well and become such responsible members of the school community. From the Nursery to Year 6, consistently high quality teaching, a creatively developed and much enriched curriculum and an exemplary programme of assessment for learning combine to produce highly motivated, confident learners who want to excel in all subjects, think they can, and know exactly how to do it.

Standards are exceptionally high. Children are given an excellent start in the Nursery and Reception classes where they become self-assured, independent learners. This stands them in good stead for their move into the older classes where very high quality provision and pupils' excellent behaviour and attitudes to learning mean that pupils of all ages and abilities make remarkable progress. Achievement is outstanding. So much so that, not only do pupils regularly perform at remarkably high levels in English and mathematics, they also achieve much higher standards than usual in all other subjects.

Pupils' outstanding personal development and well-being are a tribute to the high priority the school gives to this area and to the very high expectations built up over the years. All staff act as excellent role models. A rich and varied range of activities helps to ensure that pupils thoroughly enjoy their learning. Pupils are very clear about what it takes to stay fit and healthy and enjoy every opportunity to play their part in the school and wider community. Every effort is made to ensure that pupils know how to stay safe and do as well as they can.

Leadership and management are outstanding from top to bottom. The headteacher's inspirational leadership has empowered the school community to make the school a unique learning environment. High expectations, clearly expressed, and attention to detail make this an exceptionally well run school. Ambitious plans for the future show that it has every intention of staying at the top and its achievements over time show that it has the ability to do so.

What the school should do to improve further

Every aspect of this school is outstanding. There are no significant areas where it needs to improve. However, the school sets such high standards for itself that the inspection team is confident that it will find ways to become even better.

Achievement and standards

Grade: 1

Standards are exceptionally high, as they have been in the five years following the last inspection. In 2006 standards fell but were still well above average. The present Year 6 were the only group to achieve below average standards in Year 2. However, the school's records and pupils' current work show that these pupils are well on the way to achieving very challenging targets which would again see exceptionally high standards. Over the same timescale, standards in Year 2 have improved from average to well above average in reading, writing and mathematics.

Achievement is outstanding, as shown by the progress made by pupils in Year 6 and by the fact that, in three of the previous four years, the school was in the top 3% of schools nationally for the progress made between Years 2 and 6. Although the school added less value in 2006, it still ranked highly when compared to other schools. Children in the Nursery and Reception classes make excellent progress towards the early learning goals and almost all achieve them in good time. The outstanding progress made by pupils with learning difficulties makes a big contribution to the overall high standards achieved.

Personal development and well-being

Grade: 1

Pupils develop a wonderful love for learning. Their enjoyment of school life is reflected in very high attendance rates. They are very confident and mature learners. The celebration of success is a major feature in achieving this. Pupils smile at visitors in a friendly, happy and natural way. They are proud of their work. Reception class pupils bubble with enthusiasm as they read their writing about 'huffing and puffing'. Pupils show an excellent awareness of healthy lifestyles. They talk expertly about eating five portions of fruit and vegetables daily and participate keenly in the wide range of physical activities provided. Pupils demonstrate very safe practices around the school. The wide experiences offered on residential activity visits make them well aware of dangers and risks outside school.

Pupils are developing an outstanding sense of being good citizens and contributing to community life and have a very good awareness of other cultures and faiths. Spiritual, moral, social and cultural development is outstanding. Pupils leave the school with outstanding basic skills in literacy, numeracy and information technology. Together with their well developed personal skills, especially their confidence and self-esteem, they are very well prepared for the next stage in their education and for later life.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning in this school are excellent in every year group. The school's focus on learning is a major contributor to this. Children start to build their 'Learning Power' in the Nursery, where they begin to understand the skills they need to have, to become successful learners. This is built on through the school so that, by Year 6, pupils can analyse just what they need to do to learn best in any situation. Expectations for behaviour, work habits and finished work are very high. Exemplary marking, assessment and target-setting procedures mean that pupils know in detail what they need to do to improve and teachers know when and how to 'tweak' their planning to help them achieve this. Excellent systems ensure any pupils experiencing learning difficulties receive high quality support. Teaching assistants make a very valuable contribution in this area. All subjects are equally well taught and this is enhanced by teachers sharing their particular expertise with other classes.

Curriculum and other activities

Grade: 1

The school aims to provide an 'exceptionally high quality curriculum which grabs the imagination of all pupils'. This it does, ensuring that all learning is a positive experience. It is creative and innovative in its approach to all subjects, with excellence and enjoyment and all aspects of the school's focus on pupils' personal development and welfare at its core. Literacy, numeracy, science and information and communication technology are appropriately emphasised but a strength of the curriculum is the quality to be found in all other subjects. Strong links are routinely made between subjects, as when pupils write lyrics in a music lesson and discuss the poetry of an ancient mathematician in a lesson on fractions. Pupils of all ages join in eagerly with at least one of the many clubs organised by staff.

Care, guidance and support

Grade: 1

Attention to detail and consistency of approach are the keys to how successfully care, guidance and support contribute to pupils' personal and academic success. This ranges from the security, cleanliness and attractiveness of the whole learning environment to the superb help and guidance given to all pupils to ensure they fulfil their potential academically. Pupils know that they are listened to if they have a problem, saying, 'Our teachers are kind and help us if we get stuck.' Staff are fully aware of exemplary procedures to ensure pupils' welfare and safety. The guidance and support provided for pupils with learning difficulties and disabilities and those with gifts and talents are outstanding. Pupils in Year 6 say that, though they will be sad to leave the school, they are well prepared for their move to secondary school.

Leadership and management

Grade: 1

The headteacher, staff and governors deserve great praise for creating a school which, in every way, exemplifies all that is best in primary education. The school's amazing track record of success in national testing, the high standards achieved in other areas, and the school's very high reputation among parents and in the local community show just how effective and efficient leadership and management have been. Excellent arrangements for monitoring and evaluating the work of the school ensure that all decisions are made with all the facts available. The school's 'can do' philosophy and very clear sense of purpose mean that change and innovation are welcomed. Excellent use is made of all resources and finances. The school's administration is first class.

The contribution of the headteacher since the school was created has been outstanding. His very high expectations, vision for the school and ambition for its pupils are reflected in every facet of its work. He ensures that everyone has the opportunity, self-confidence and support to make a positive contribution to the management of the school, and is very good at getting the best out of his colleagues. As a result, the deputy and assistant headteachers, and all other leaders and managers are very effective in managing their responsibilities. Significantly, this includes the excellent cook and meticulous caretaker. Extremely well informed governors make an outstanding contribution in providing support and acting as critical friends.

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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
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?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

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	1
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?	1
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Mrs Usher-Clark, Mr Barnard and I would like to say how much we enjoyed our two days at your school and thank you for making it such a delightful experience. Talking to you all was a real pleasure and we were particularly impressed with how well everyone gets on together. We know you think your school is fantastic. We agree – in fact we think it is one of the best schools around.

These are the good things we found:

- You behave exceptionally well, love learning, work extremely hard and always do your best.
- We know you think your teachers and helpers are brilliant at making sure you learn really well. Again, we agree.
- They make sure you know how well you are doing, what you can do to improve and set you really challenging targets.
- The things you do in class are interesting and fun.
- Because of all these things you make very good progress and achieve exceptionally high standards.
- You enjoy having lots of opportunities to do extra and different things outside lessons.
- We know you appreciate all the grown-ups do to make sure your time in school is as happy as possible. You know you are safe and that there is always someone to turn to.
- Your headteacher is excellent at making it possible for everyone to do their best.

When we are in schools, one of our jobs is to sort out what the school needs to do to be even better than it is. Your school is so good, we could not find anything. We do know that if there is anything that can be done to make things better, your school will do it.