

Wick Church of England Primary School

Inspection report

Unique Reference Number	109177
Local Authority	South Gloucestershire
Inspection number	309914
Inspection dates	18–19 March 2008
Reporting inspector	Ian Hancock

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	168
Appropriate authority	The governing body
Chair	Deb Barnard
Headteacher	Carol Cruickshank
Date of previous school inspection	30 June 2003
School address	Church Road Wick Bristol BS30 5PD
Telephone number	01179 372399
Fax number	0117 937 3250

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is much smaller than the average sized primary school. It serves the village of Wick, the nearby village of Doynton and the local community. The majority of pupils are from White British backgrounds, with a small percentage from ethnic minority families. The proportion with learning difficulties and/or disabilities is below the national average. The school has achieved the Healthy Schools Award and Activemark Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a caring and happy school that provides a satisfactory standard of education. It was described by a parent as 'a warm and welcoming school, with a great community spirit'. Strengths in pastoral care, moral and social development and working effectively with others contribute much to pupils' good personal development and well-being. The outcomes are seen in happy pupils who behave well, feel safe and get on well together. They are keen to participate in exercise and have a good understanding of how to lead a healthy life. The good enrichment opportunities in the satisfactory curriculum stimulate pupils' interest and enjoyment of learning.

Academic achievement is satisfactory and standards are broadly average throughout the school. Children enter school with the skills expected for children of a similar age. They settle quickly and make satisfactory progress in the Foundation Stage, and good progress in their personal, social and emotional development. As a result of new initiatives introduced by the school, standards and achievement are improving in writing and mathematics in Years 1 and 2, particularly for higher attaining pupils. Standards and achievement are below average in mathematics by the end of Year 6, particularly for girls and higher attaining pupils, although they are average in science and above average in English. Standards in mathematics are improving, with more focused support to improve pupils' skills and confidence. Pupils with learning difficulties and/or disabilities benefit from the help given by teachers and support staff and make similar progress to their classmates.

Teaching and learning are satisfactory and sometimes good. In the better lessons, pupils make good progress, but assessment information is not used consistently well across the school when planning work. Consequently, lesson activities do not always support or challenge pupils of different abilities to do their best. The hard work and commitment of the headteacher is a strong feature in the school's leadership and management. The role of subject leaders in English, mathematics and science has appropriately been identified as a key area to develop, so that they are more proactively involved in self-assessment and school improvement. With the improved involvement of subject leaders and governors, and the continued success of recent actions, the school demonstrates satisfactory capacity for further development.

Effectiveness of the Foundation Stage

Grade: 3

Children enter the school with standards broadly in line with those expected for their age in all six areas of early learning. In this safe and nurturing environment, children settle in quickly. Great emphasis is placed on promoting children's personal, social and emotional development. Consequently, children make good progress in these aspects of their learning. Children make satisfactory progress in the Foundation Stage, where work is matched appropriately to individual needs and teaching is satisfactory. As a result, most children achieve the expected levels when they start Year 1. Although provision is geared to the needs of young children, activities are sometimes too teacher led and this limits children's opportunities to develop their independence. Detailed observations are used appropriately to track children's progress and support staff take an active part in their learning.

What the school should do to improve further

- Raise standards in mathematics, especially for girls and higher attaining pupils, by providing appropriate activities, so that all pupils reach their full potential.

- Improve the consistency of teaching and learning by using assessment information with more precision when planning lessons, so that all pupils are consistently supported and challenged to do their best.
- Make sure subject leaders in English, mathematics and science play a full part in monitoring the school's performance to bring about improvement.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement throughout the school is satisfactory. In 2007, standards at the end of Year 2 were broadly average but higher in reading than writing and mathematics, where the proportion of pupils achieving the higher Level 3 was below the national average. The school has introduced new initiatives to improve the progress of different groups of pupils, particularly higher attainers, including additional support and more focused tracking. As a result, standards and achievement are beginning to rise in writing and mathematics.

Standards at the end of Year 6 in 2007 were broadly average, but significantly higher in English and science than in mathematics, where there was evidence of underachievement for many pupils, including girls and higher attainers. Inspection findings indicate that the school's actions to improve standards and achievement, such as regular booster groups for Year 6 pupils and more opportunities to use and apply their skills, are having a positive impact on raising pupils' achievements in mathematics. Pupils with learning difficulties and/or disabilities achieve at a similar rate to their peers.

Personal development and well-being

Grade: 2

Pupils enjoy school and have good attitudes to learning. Attendance has improved due to the school's efforts and is now average, although some families still take holidays in school time. Pupils' spiritual, moral, social and cultural development is good, with particular strengths in moral and social skills. As a result, pupils are polite and behave well both in and around the school. They know how to stay safe and understand how to lead a healthy lifestyle. For example, pupils in Years 1 and 2 recently enjoyed taking part in a `Healthy Living Day`. Pupils' contribution to the community is good. They take their responsibilities, such as office duties and recycling, very seriously. The school council is proactive and involved in decision making, such as negotiating with the Friends Association for a bike shed and reinstating the gardening club. Pupils often fund-raise for charities and take part in community events. Links with a local employer and achievement in basic skills help pupils acquire sound skills to support their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and sometimes good. Positive relationships result in pupils knowing that they can ask for help if they get stuck. Teachers are clear about what they

want pupils to learn. The purpose of the lesson is explained so that pupils know what they are aiming to achieve. Good use is often made of interactive whiteboards to support pupils' learning. Most pupils make satisfactory progress in their lessons but sometimes the pace is slow, time is not used effectively and expectations are too low. The level of teaching is not always well matched to what pupils already know and understand. Activities are too hard for some pupils and too easy for others. This hinders the progress of different pupils at different times; they either coast or get left behind. Teaching assistants are fully involved in teaching activities and provide effective support to individuals and small groups of pupils, including those with learning difficulties and/or disabilities, ensuring these pupils make satisfactory progress over time.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements. It is broad and includes the teaching of French. However, it does not always meet the needs of certain groups of pupils, for example girls and higher attainers in mathematics. Information and communication technology has significantly improved since the last inspection, including the purchase of new laptop computers, but opportunities for older pupils to use the ICT suite are limited. Pupils enjoy taking part in 'theme days'. For example, older pupils spoke enthusiastically about a recent 'Modern British History Day'. There is a good range of enrichment opportunities, including visits, visitors, clubs, sports and music activities, which promote pupils' personal development well.

Care, guidance and support

Grade: 3

The school's caring ethos effectively ensures all pupils are well cared for. Staff know the pupils well and pupils feel comfortable to share any concerns with adults. One pupil said, 'Teachers are so welcoming, they understand.' Procedures for safeguarding pupils, including child protection and risk assessments, are fully in place. Substantial links with external agencies support all pupils and their families well. Procedures for monitoring pupils' attendance are rigorous, resulting in reduced rates of absences. There are good systems for induction and transfer to secondary education.

Provision for the academic support of pupils is not as robust as the provision for their pastoral care. Improvements to assessment have ensured that there is accurate information about pupils' attainment from the time they enter school. However, assessment information is not used consistently. As a result, work is not always matched well enough to individual needs to enable pupils to do their best. The use of marking is inconsistent and does not support pupils adequately in knowing how to improve their work, particularly in mathematics.

Leadership and management

Grade: 3

The headteacher, governors and staff are strongly committed to school improvement. The headteacher works hard and provides a clear direction for this happy and caring school and is appreciated by the vast majority of parents. She is supported well by the deputy headteacher. They are aware that standards and achievement are not good enough and have begun to reconsider the school's self-evaluation procedures to identify key areas for improvement. Plans to develop the role of subject leaders in English, mathematics and science, so that they have

a clearer understanding of the strengths and weaknesses in their subjects, are well founded to bring about improvement in provision. Currently, the monitoring of teaching and learning is not sufficiently rigorous to pinpoint precisely what improvements are to be made. This has an adverse effect, particularly on mathematical standards for older pupils in the school. Assessment procedures, including new systems for tracking pupils' progress, have significantly improved to identify those not making sufficient progress. However, information is not used consistently to match work to individual needs, in order to improve standards and achievements. Governors are supportive of the school, have a satisfactory understanding of its strengths and weaknesses and are becoming more involved in monitoring its progress by attending regular training.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

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

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

20 March 2008

Dear Children

Inspection of Wick C of E Primary School, Bristol BS30 5PD

Thank you very much for making us feel so welcome when we came to your school. We enjoyed talking to you very much and thought you were friendly and polite.

The school provides you with a satisfactory education and these are some of the things we thought were good.

- You enjoy school and behave well.
- You have a good understanding of how important it is to eat healthy food and keep fit by regular exercise.
- You like the clubs you attend and visits and visitors to school.
- Teachers and adults look after you well.
- Your headteacher, staff and governors are working hard to make your school better.

These are a few things we have asked the school to do to make it better.

- Help you to improve your work in mathematics, particularly girls and higher attainers.
- Help plan your work more carefully so that it is not too hard or too easy, to help you learn more quickly.
- Make sure senior teachers responsible for English, mathematics and science are more involved in checking how well you are doing to help your school get even better.

Best wishes for the future.

Ian Hancock Lead inspector