

Wroot Travis Charity Church of England Primary School

Inspection report

Unique Reference Number	118022
Local Authority	North Lincolnshire
Inspection number	312785
Inspection date	25 April 2008
Reporting inspector	Andrew Bennett

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	3-11
Gender of pupils	Mixed
Number on roll	
School	21
Appropriate authority	The governing body
Chair	Mrs Rachael Robinson
Headteacher	Mrs Christine Cook
Date of previous school inspection	1 June 2005
School address	Field Lane Wroot Doncaster South Yorkshire DN9 2BN
Telephone number	01302 770251
Fax number	01302 770251

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Pupils come from several local villages to this very small school. The number on roll has fallen considerably over the last two years. Almost all pupils are from White British backgrounds and all speak English as their first language. Children start school with levels of development that are broadly average for their age. Around one third of the pupils are currently recognised as having learning difficulties and/or disabilities but none has a statement of special educational need. No pupils are eligible for free school meals and most come from homes that are close to national norms in social and economic circumstances. The school was awarded the Sport England Activemark in December 2007 and has very recently renewed its Healthy School status.

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. Pupils enjoy attending and parents recognise the quality of support, guidance and encouragement it gives their children. Pupils thrive within its caring environment; in the words of one, 'We get on well together and help each other. The teachers give us lots of attention.'

Standards at the end of Year 2 are broadly average but generally rise to above average by the end of Year 6. Pupils achieve well from average starting points. The quality of pupils' work and teachers' records of what they have achieved, show that almost all pupils make at least the progress that would be expected, and that many do better. If progress falters, teachers are quick to appreciate individual circumstances and help pupils get back on track. Pupils with learning difficulties achieve as well as others, thanks to sensitive support. Pupils are expected to do well and nearly always rise to the challenge. They receive good guidance in improving their work.

The quality of teaching is good. Pupils enjoy the mixed-age classes which support their personal and social development by encouraging cooperation across age boundaries. Frequent educational trips and visitors contribute to pupils gaining a broad understanding of different cultures and traditions and enhance the curriculum, which is broad and interesting. Work on introducing new approaches to literacy and numeracy is in the early stages of development, and some aspects of this remain fragmented. This means that opportunities for learning are sometimes missed. Pupils are encouraged to pursue healthy lifestyles, feel safe and secure, and behave very well at all times. Attendance is above the national figure and pupils are well prepared for a successful secondary education.

Staff form an effective team that knows the school well, seeks to improve it where necessary and has the capacity to do so under the enthusiastic leadership of the headteacher. Some aspects of subject leadership are not sufficiently formal to ensure that pupils make the best possible progress in all areas. The governing body fulfils its role effectively. Value for money is good, despite the high running costs of this very small school.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage provides a good start for children. Most enter with skills and understanding at about the levels expected for their age. Staff plan conscientiously for progression into the main school and successfully overcome the limitations of a small group, for example, through encouraging socialising and learning alongside older pupils. The recently improved outdoor facility supports practical activities and role play that require taking turns and sharing. Children are nurtured within a secure environment that encourages the development of good personal and social skills. Teaching is good, so that by the end of Reception year children meet the goals expected of five year olds and exceed some of them. For example, most are confident users of language and talk freely with visitors. Communication with parents is effective and helps them support early learning. The recently appointed Foundation Stage leader is an experienced practitioner who has a good understanding of what is required to implement the new Early Years curriculum.

What the school should do to improve further

- Strengthen subject leadership to ensure continuity and challenge for pupils in all their work.
- Ensure that the teaching of literacy and numeracy maximises every opportunity to improve pupils' skills and raise the standard of their work.

Achievement and standards

Grade: 2

Achievement is good. Standards are generally above average by the end of Year 6, although the very small number of pupils in each cohort makes it difficult to identify definitive trends in performance. Most pupils make good progress in English, mathematics and science, as they work towards challenging targets. Children joining school in the Foundation Stage have a range of abilities and skills that are broadly in line with those expected for their age. In 2007, standards reached by pupils in Year 2 were broadly average. They were slightly better in writing than in mathematics or reading. The results for pupils in Year 6 were above the national average and were better than in any of the previous four years. The evidence of current pupils' work shows that good standards are being maintained, and that almost all pupils, including those with learning difficulties and/or disabilities, achieve well as a result of good teaching and effective guidance and support. Oral communication skills are particularly good; many pupils are confidently able to explain their ideas and methods of working. Pupils throughout the school have well developed skills in using information and communication technology (ICT).

Personal development and well-being

Grade: 2

Pupils' personal development is good. Attendance has improved this year and is above the national average, showing that pupils come willingly to school and enjoy what they experience. Pupils are thoughtful and mutually supportive in the mixed-age classes and when playing. Behaviour is very good in lessons and around the school; there have been no exclusions in the past year. Pupils feel safe and volunteer high levels of confidence and trust in adults. The school works hard with various partners to provide an enterprising range of physical activities and health-related initiatives with the result that most pupils are keen to develop wholesome lifestyles. Pupils' spiritual, moral, social and cultural development is good. Pupils are inquisitive and thoughtful, and eagerly explore local cultures and traditions as well as those from farther afield. Through the school council and fund-raising events, pupils have good opportunities to become aware of issues such as managing time and budgets, and of distributing resources equitably. This, together with the good progress they make in acquiring skills in literacy, numeracy and ICT, equips them well for the future. Pupils are encouraged to develop independence; one parent commented that her son has been allowed 'to make decisions' and has been given 'small duties ... that have made him feel special and understand the importance of responsibility.'

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. Lessons are well planned to meet the needs of different age groups and individual pupils. Teachers have good subject knowledge

and deal confidently with the wide ranges of age and ability in classes. A range of resources, including ICT where appropriate, is used effectively to engage and sustain the pupils' interest. Classroom assistants provide sound support and lead activities confidently, although opportunities to probe and challenge pupils are sometimes missed. Pair and group work is encouraged, which underpins the development of pupils' social skills as well as encouraging them to think and talk independently about their work. Pupils are committed and confident learners; they are attentive, sustain their efforts, and capable of organising themselves.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and meets all statutory requirements. There is a clear focus on developing the pupils' basic skills within rolling programmes and cycles that take good account of the demands of mixed-age classes and individual needs. Work has begun on introducing new approaches in literacy and numeracy, but is in the early stages of development. ICT is used imaginatively to enhance the scope and appeal of the curriculum. Sensitive support for the pupils' personal, social and health education is integral to the curriculum and to teaching. There are few opportunities for extra-curricular activities. There are several after school clubs which are popular with pupils. Good use is made of visiting sports coaches and older pupils attend an annual residential adventure course with two neighbouring schools. There are effective links with the local church and frequent visits to places of interest and cultural events that successfully broaden the pupils' experience and understanding.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Child protection and safeguarding procedures meet current guidelines. Contacts with external agencies provide appropriate support for pupils with specific learning difficulties. Visits by the school nurse and members of the emergency services provide advice and reassurance for pupils. Explicit guidance on safe use of the internet is given. Discussion times and assemblies are used thoughtfully to seek and take account of pupils' views and to respond to any worries or concerns they may have. There are very good links with the local secondary school, where many pupils participate in musical or sporting activities, preparing them well for transfer. All pupils are aware of their learning targets; oral feedback on their work, reinforced by detailed marking, is helpful and guidance is highly personalised. Detailed records of each pupil's progress ensure that teachers are alert to potential underperformance and are able to offer immediate support.

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Leadership and management

Grade: 2

Leadership and management are good. The energetic headteacher, who has been in post for two terms, has a firm grasp of what the school does well and high expectations of what could be better. The current development plan is concise and cogent. It is convincingly based on

accurate and well documented self-evaluation and has a clear focus on raising standards whilst respecting the importance of promoting pupils' personal development. The headteacher projects a positive image of the school and this is leading to improved involvement with and by the local community. Subject leadership is shared between all teachers, but formal systems are in the early stages of development. The governors know the school's strengths and weaknesses well and have a shrewd grasp of how best to ensure its continued improvement through praise and encouragement where merited and by asking questions where necessary. Although some aspects of accommodation remain poor, improvements have been made and more are planned. Other issues from the previous inspection have been tackled successfully. The headteacher has been given more time for management duties and good use is being made of an effective system to check that pupils make sufficient progress. There is good capacity for further improvement. The school values the local authority's support and, although running costs are high, provides good value for money. Parents are overwhelmingly appreciative of what the school achieves and of the quality of care and support provided for their children.

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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?	2
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	2
The capacity to make any necessary improvements	2

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 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	2
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	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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

27 April 2008

Dear Pupils

Inspection of Wroot Travis Charity Church of England Primary School, North Lincolnshire, DN9 2BN

Thank you for welcoming me to your school and for being so willing to tell me about the work you do and the other activities you enjoy. Yours is a good school, where everyone knows each other well and is kind and helpful. Many of you told me that teachers talk to you about your work and how to make it better, and that you have lots of chances to work together with pupils of different ages. You like the visitors and trips that are arranged. You also appreciate chances to join in musical and sporting activities at the local secondary school so that you find out about it before you go there.

I agree that those are all strengths of the school, and they mean that you get good test results as well as learning about yourselves and the wider world. The teachers, other adult helpers and governors are all keen to make the school even better. I have two suggestions that might help with this. They are to:

- make sure that all the teachers know about the work you do in different classes, so that they can plan for you to make as much progress as possible;
- introduce new ideas about teaching literacy and numeracy so that they make your work even more interesting and challenging.

I saw for myself how well you concentrate on your work in class and I am sure that you will try hard to help with any changes that are made.

Once again, thank you for the important part you played in making the inspection successful.

With my very best wishes for the future.

Yours sincerely

Andrew Bennett

Lead inspector