

Wookey Primary School

Inspection report - amended

Unique Reference Number	123669
Local Authority	Somerset
Inspection number	327960
Inspection date	13 May 2009
Reporting inspector	Ken Bryan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	77
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Paul Henry
Headteacher	Jim Reeve
Date of previous school inspection	30 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wells Road Wookey Wells BA5 1LQ
Telephone number	01749 673650
Fax number	01749 670186

Age group	4–11
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a much smaller than average primary school where almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above average and includes individuals who have moderate learning and communication problems. The children enter the school aged four into the Reception class that forms part of the Early Years Foundation Stage. The school consists of three mixed-aged classes.

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. The high quality personal care has enabled pupils and adults to develop positive relationships within a climate of trust and respect. Most pupils behave well and are keen to report that they feel safe and supported. Good teaching alongside this nurturing environment has enabled pupils to achieve well and reach above average standards by the time they leave school. Results in national tests fluctuate because of the small numbers in each year, but the progress pupils make is consistently good.

On entry to the school, most pupils have skills that are broadly in line with national expectations for their age. The children make rapid progress throughout the Early Years Foundation Stage due to the outstanding provision. Many children enter Key Stage 1 with above average skills and attitudes. However, some pupils still require additional support within Year 1. Pupils continue to make good progress throughout Key Stage 1 so that typically, most pupils are on track to attain above average standards at the end of Year 2. This high quality progress is due to the good provision, the degree of rigour, and the well-planned curriculum within the mixed-aged classes. In addition, the systems for monitoring teaching and the effectiveness of the curriculum are robust. By the end of Year 6, most children achieve above average standards in English, mathematics and science because of good teaching. Attainment in reading is particularly high. However, writing is a relatively weaker area, and the school recognises the need for teachers to have higher expectations of more-able pupils in particular.

The pupils achieve well and enjoy learning because of the well-planned curriculum. Most pupils benefit from good academic guidance and some children can articulate how well they are doing and what they need to do to improve. However, this is inconsistent and not all teachers expect the highest standards from all pupils, particularly the most able in writing. The use of marking to help and guide the pupils to the next stages of learning is also inconsistent. Pupils with learning difficulties and/or disabilities make good progress because effective use is made of timely and well-targeted additional support and intervention.

High quality leadership and management underpin the good work of the school. The leadership provided by the headteacher, the senior teacher and the governors provides a clear direction for the school. The school's self-evaluation has effectively identified the key priorities for further improvement. The leadership team has a clear understanding of the strengths and weaknesses of the school and it demonstrates good capacity to improve. Across the school community there is a strong focus upon raising standards and accelerating achievement as well as developing the whole child.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The children are very well cared for and supported in the Early Years Foundation Stage. They are keen to come to school. The children are happy and develop positive relationships with adults and with one another. Children enter the school with a wide range of levels of skills and attitudes relative to the expectations for their age, particularly in their personal, social and emotional development and their communication and language skills. As the result of effective teaching and the excellent levels of care they receive, most children make outstanding progress. However, despite this excellent provision, some children still enter Key Stage 1 with below expected levels. Leadership of the Early Years Foundation Stage is outstanding. Ongoing

assessment of achievement is very rigorous and the tracking of each area of learning, through individual portfolios, is particularly effective. There is clear evidence of emerging reading skills and the school is working hard to improve the provision for writing. A strong commitment to learning through play ensures many children demonstrate independence and creativity. The carefully designed outside area enables children to be creative and physically active. It is carefully resourced and the children make full use of the role-play area. This was particularly evident on board the pirate ship and in the well-stocked raised garden. The use of additional adults is extremely effective. In addition, the planning for the mixed-aged class is particularly rigorous, which results in excellent continuity of learning and progression and a seamless transition to the other Key Stage 1 and 2 classes.

What the school should do to improve further

- Improve standards and raise expectations of what the most-able pupils can achieve in writing.
- Use marking and feedback more consistently to help pupils understand how they can improve their work.

Achievement and standards

Grade: 2

Pupils make good progress from the start of Reception to the end of Year 6. Evidence from school data and inspectors' observations confirms that pupils in each key stage are on course to reach above average standards as the result of good teaching and a well-planned curriculum. This has been a consistent picture over the past few years. Most pupils in Key Stage 1 are on track to achieve the challenging targets set for them in reading and mathematics, although their progress in writing is relatively lower. The school is working hard to extend vocabulary and to provide opportunities to write across the curriculum within well-planned themes. Good progress continues in Key Stage 2 so that standards in English, mathematics and science at the end of Year 6 are above national averages. As in Year 2, the numbers of higher attaining pupils has fallen to below national averages in English, and especially in writing, and the school has correctly identified this as an area for improvement. Pupils with learning difficulties and/or disabilities make good progress because teachers provide high quality support for them.

Personal development and well-being

Grade: 2

Pupils' attitudes towards the school are positive and are encouraged by the warm and nurturing school environment. Pupils' enjoyment of school is good and they comment that they feel confident and safe. Typically supportive comments from the pupils included, 'The teachers teach us well and they are helpful and kind.' Pupils have developed positive relationships with all staff and demonstrate caring attitudes to one another. Most pupils behave well in class and have a secure understanding of classroom procedures and routines. Pupils commented that they enjoy coming to school, as reflected in their good attendance rates. Through the work of the school councillors, playground leaders and monitors, the pupils demonstrate an outstanding contribution to school life, which helps the school to run smoothly on a day-to-day basis. Various fund-raising efforts, support for the local community and care for agencies abroad, such as UNICEF and Book Aid International exemplifies the pupils thoughtful nature. The pupils are adept at raising funds and with above average skills, they are well prepared for future study and life in general. Pupils know how to stay fit through healthy eating and by taking exercise. This is also a significant strength of the school. The daily 'wake and shake' is an invigorating

start to each day. Spiritual, moral, social and cultural development is good overall. Pupils demonstrate a good understanding of right and wrong and their awareness of cultural diversity is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with some outstanding elements, especially in the Early Years Foundation Stage. Strengths include very good relationships, effective use of teaching assistants and the rigorous planning that ensures good progression within mixed-age classes. Behaviour management strategies are effective, resulting in a calm and purposeful learning environment. Parents commented about the exciting lessons that engage and motivate the pupils. Teachers know their pupils well because robust systems track pupils' progress carefully and ensure that pupils with learning difficulties and/or disabilities receive high quality support from teaching assistants. However, some marking, particularly in writing, does not sufficiently challenge pupils, especially the more able.

Curriculum and other activities

Grade: 2

The curriculum is broad, balanced, well planned and engages the pupils well. The school provides a good range of enrichment activities that significantly enliven pupils' learning and enjoyment. These include visits and visitors, swimming lessons and after-school clubs. In addition, the school makes full use of its rural location to enhance the curriculum and to help pupils appreciate the beauty of the countryside. The involvement of eco-groups encourages the children's appreciation of the environment. Key Stage 2 pupils benefit from the provision of French and many pupils have the opportunity to sing and play musical instruments. The introduction of a programme to support pupils' social and emotional development alongside the school's house system, has positively contributed to the climate of care, good behaviour and positive attitudes. Links across subjects are developing well and this is making learning more meaningful. Provision for pupils with learning difficulties and/or disabilities is good because individual education plans are detailed and reflect the specific needs of each individual.

Care, guidance and support

Grade: 2

The school provides a safe and nurturing environment where pupils thrive. Good physical and pastoral care ensures that pupils feel well supported, safe and happy. The parents stated that there is a 'clear sense of community' and that 'the staff are committed to ensuring that the children are well cared for'. Safeguarding arrangements are fully in place and policies and procedures policies are clearly understood by all staff. Most pupils receive good academic guidance through the setting of challenging targets and through marking although this is not consistent. Parents are kept well informed about the progress of their children and the school effectively uses support from external agencies to support the learning of the most vulnerable pupils. The school's systems for gathering and analysing performance data are robust and effectively managed. Consequently, the staff know the pupils very well and pupils' achievements are carefully tracked and celebrated, whilst interventions are both effective and timely.

Leadership and management

Grade: 2

The headteacher, his senior team and governors provide clear direction for the school and share a clear understanding of its strengths and weaknesses. The school is well led and managed on a day-to-day basis. Subject leaders also contribute to school improvement. School governance is good with well-informed governors effectively supporting the monitoring of the curriculum and standards and achievement. They have worked hard with parents to improve the external environment for the Early Years Foundation Stage and the refurbishment of the pool. The school contributes effectively to community cohesion through its good links with local and regional communities. The school's leadership has not fully developed its strategy and forged strong links with international communities.

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	2
The extent to which 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	1
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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

14 May 2009

Dear Pupils

Inspection of Wookey Primary School, Wells Road, Wookey, Somerset BA5 1LQ

I am writing to tell you how much we enjoyed our visit to your school in such a lovely location. You are very lucky. Thank you for giving us such a warm welcome and for helping us during the inspection. You are obviously very proud of your school and you are happy and very well supported by all of your teachers and other adults. We liked the way most of you behaved around the school and the way that you help one another. Here are some of the highlights we found.

What we particularly liked about your school.

- The teachers work hard to provide interesting lessons and as a result you make good progress as you move through the school. Many of you are good readers and achieve high standards.
- Your behaviour and attitudes in class are good which helps you to learn.
- You are caring to one another and adults support you well.
- You clearly enjoy the wide range of clubs, school visits and other activities provided by the school.
- You have a good understanding of how to eat healthily and lead healthy lifestyles.

The school runs very smoothly. The headteacher, the staff and the governors are a very good team. They have a clear idea about how well the school is doing and what needs to be improved. We have asked them to work on two things to make the school better.

- Help you to be better writers especially those of you who are capable of reaching the highest standards.
- Make sure that all teachers mark your work carefully so that you know what to do to improve.

You can help make these things happen by working hard and continuing to take care.

Yours sincerely

Ken Bryan

Lead inspector