

# Wansdyke Primary School

## Inspection report

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<b>Unique Reference Number</b>	108986
<b>Local Authority</b>	Bristol City of
<b>Inspection number</b>	337189
<b>Inspection dates</b>	4–5 February 2010
<b>Reporting inspector</b>	Shirley Billington

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Cook
<b>Headteacher</b>	Cathy Milton
<b>Date of previous school inspection</b>	5 February 2010
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## Introduction

This inspection was carried out by three additional inspectors. They spent the majority of time looking at learning, observed 11 lessons taught by seven teachers and sampled a range of activities in the Early Years Foundation Stage. Meetings were held with pupils, staff and governors. The inspectors observed the school's work, and looked at a range of documentation including the school development plan, curriculum documents, assessment data and samples of pupils' work. Seventy five parental questionnaires were scrutinised. Account was also taken of questionnaires completed by staff and by pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress being made by more able pupils throughout the school
- the impact of the strategies to improve pupils' writing, particularly in Years 3 to 6
- the engagement of girls in lessons and the steps being taken to improve their achievement, particularly in mathematics
- the success of the arrangements made to support pupils for whom there are potential barriers to learning.

## Information about the school

Wansdyke is slightly smaller than the average-sized primary school. There are seven classes, including a Reception class for children in the Early Years Foundation Stage. Almost all pupils are of White British heritage. The proportion with special educational needs and/or disabilities is broadly average but is steadily increasing. Most of these pupils have learning difficulties, but a small number have complex difficulties, often presenting as social, emotional and/or behavioural issues.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Wansdyke Primary School has gone from strength to strength over the past three years. Clear-sighted and determined leadership by the headteacher, with strong support from staff and governors, has ensured that many aspects of provision have been improved and that underachievement in Years 3 to 6 has been successfully tackled. Rigorous checks on pupils' progress, and comprehensive systems for monitoring strengths and weaknesses in teaching and the curriculum, ensure that the school is successful in identifying accurately the key priorities for improvement. Capacity for sustained improvement is good.

The majority of pupils are now making good progress across the school. Those in Years 5 and 6 are making gains at an accelerated rate, which has resulted in a steady rise in pupils' attainment, from below to slightly above national averages. The best performances are seen in reading and in science. Attainment in writing has been weaker than in reading and this has pulled down overall standards in English. Increased opportunities for pupils to write for a variety of purposes, combined with good teaching of key skills, are resulting in improvement. Girls are still doing better than boys in this area, particularly in Years 3 to 6, but the gap is closing. The school has identified a reverse situation in mathematics, where the performance of girls is a concern. This is because some girls lack confidence in their abilities to use what they know to tackle problems.

A particular strength of the school is the quality of support for individual pupils. All are well known to staff, who are committed to ensuring the best possible support for those who find it difficult to benefit from what is on offer. Good use of teaching assistants and a variety of well-targeted intervention programmes are successful in enabling many pupils to make rapid gains in their learning. The needs of these pupils are well met. However, there are occasions when the more able pupils are not challenged to move on as rapidly as they could in lessons because tasks do not always give them opportunities to extend their skills.

One of the most notable improvements in recent years is the expansion of opportunities for pupils to learn through relevant, first-hand experiences. Themed weeks, visits, visitors and a strong emphasis on learning how to learn have greatly enthused pupils. Several made positive comments about their experiences such as, 'We have lots of fun but we work hard as well,' and, 'In our class we have lots of interesting topics'.

### What does the school need to do to improve further?

- Accelerate the progress of more able pupils by:

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- maintaining a high level of challenge in each part of a lesson
- developing more opportunities for pupils to engage in open-ended tasks which allow them to use and apply their skills.
- Ensure that by July 2011, girls' achievement in mathematics at the end of Year 6 is at least in line with that of girls nationally by:
  - increasing girls' confidence in their abilities to use what they know to tackle a range of problems
  - ensuring the active engagement of girls throughout each lesson.

**Outcomes for individuals and groups of pupils****2**

In most lessons, pupils show good application to learning and are keen to succeed. This was evident in a Year 5 literacy lesson where pupils worked well in small groups to improve different parts of a letter to their teacher to strengthen the case for not having homework. In just a few lessons, pupils become passive in introductory sessions which last too long and do not involve them sufficiently in sharing ideas or working out answers. Even in those lessons where pupils are kept busy in introductory sessions, the more able pupils tend to mark time as they are often already competent in the areas being taught. Both girls and boys work hard at the tasks that they are given. However, it is notable that girls are occasionally hesitant about taking risks, particularly in tackling problems in mathematics.

Pupils with special educational needs and/or disabilities benefit from extra support or adaptations to the tasks that they are given so that their needs are well met. Pupils throughout the school know their targets and what they need to do to reach them. This has had a significant impact in improving their achievement.

Pupils' behaviour is good and, in those lessons that are lively and engaging, often exemplary. Older pupils show a strong sense of responsibility and awareness of the need to set an example for the younger ones. Pupils have a good awareness of safe practices and of what constitutes a healthy lifestyle. A high proportion are keen participants in a range of sports-related activities. The school council makes a good contribution to planning for school improvements and the organisation of fund-raising events.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Lessons are characterised by a positive climate for learning, good relationships and a strong sense of purpose. Planning is usually based on detailed assessment of pupils' achievement and adapted to take account of their prior learning. This is more successful in the main parts of lessons, where tasks are modified for different levels of ability, than in introductions, which do not always ensure the active engagement of all groups.

Adaptations to the curriculum ensure that it is closely geared to pupils' needs and interests. A wide range of specific support programmes is proving very successful in addressing gaps in understanding and in meeting the needs of pupils with a variety of learning difficulties. There is a strong emphasis on teaching core skills, while pupils' horizons are extended through a wide variety of enrichment activities and participation in performance and the arts. However, there are few opportunities for open-ended tasks that encourage more able pupils to use their initiative in planning and organising approaches to tackling a problem.

Good links with a variety of agencies help to ensure that individual pupils and their families are given extra support where needed. Attendance levels have improved, as a result of the strong line taken in dealing with unexplained absences and rewarding regular attendance. Behaviour has also improved and any untoward incidents are dealt with quickly.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders have high aspirations for the pupils and are committed to ensuring the best possible outcomes for them, both academically and personally. Senior leaders are rigorous in seeking and leading improvements and are aware of what needs to be done to raise achievement still further. Every effort is made to ensure that all pupils have the opportunity to succeed. The school has already identified that the next group that needs a particular focus is the more able and that there is an issue about girls' confidence in some aspects of their learning.

Governors have a high level of involvement in strategic aspects of management and play their part in ensuring improvement. Statutory requirements are met and there are good arrangements to ensure the safety and welfare of pupils. The school is a cohesive community, within which all groups are treated equally and there is no room for discrimination. Links with local schools and organisations make a good contribution to the curriculum and to pupils' personal and social development. Wider links across the United Kingdom and globally are being developed, as a result of school leaders identifying that there is a need to enhance pupils' understanding of cultural diversity.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>                  Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Many children have limited skills when they start school, particularly in communication, language and literacy. An exciting learning environment offers a range of stimulating experiences appropriate to their varying levels of understanding. As a result, children make good progress in all areas of learning to reach standards that are broadly average by the end of the Reception Year. The one area in which attainment is slightly weaker is writing; this is currently a particular area of focus with children being given plenty of opportunities to develop confidence and experience success in recording their ideas. Many are delighted to demonstrate their knowledge of letter sounds, as was evident as they labelled drawings of their 'jungle lunchboxes'. One child made a determined and largely accurate attempt to write 'sandwich'.

Staff place a strong emphasis on developing children's skills in language. A good balance between adult-led and child-initiated activities enables children to develop confidence and interest in learning. Many work at independent activities for a sustained period, showing excellent concentration and a determination to succeed. The outdoor area is used well to promote skills in physical and creative development and to enhance children's knowledge and understanding of the world, for example, by growing plants and vegetables. There are fewer opportunities for children to apply their early learning in literacy and numeracy and the school has identified this as an area for improvement. Parents and carers get good information about their children's progress and are involved well in supporting their children's learning. Many made positive comments about the good start that their children are getting. As one said of the staff: 'They have increased her confidence tenfold and she can't wait to come to school!'

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are very positive about all aspects of the school's work. The overwhelming majority are happy with the quality of their children's experiences. All feel that the school is led effectively, that unacceptable behaviour is dealt with well and that their children are kept safe. Most of the written comments on the questionnaires were



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positive and there were no issues that needed to be explored during the inspection. A few individual concerns have been discussed with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wansdyke Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	75	18	24	1	1	0	0
The school keeps my child safe	46	75	19	25	0	0	0	0
The school informs me about my child's progress	46	61	23	31	3	4	0	0
My child is making enough progress at this school	36	48	34	45	4	5	1	1
The teaching is good at this school	45	60	28	37	2	3	0	0
The school helps me to support my child's learning	47	63	22	29	2	3	0	0
The school helps my child to have a healthy lifestyle	39	52	35	47	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	44	39	52	1	1	0	0
The school meets my child's particular needs	45	60	29	39	1	1	0	0
The school deals effectively with unacceptable behaviour	43	57	31	41	0	0	0	0
The school takes account of my suggestions and concerns	41	55	30	40	1	1	0	0
The school is led and managed effectively	50	67	23	31	0	0	0	0
Overall, I am happy with my child's experience at this school	55	73	18	24	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



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9 February 2010

Dear Pupils

Inspection of Wansdyke Primary School, Bristol, BS14 0DU

You may remember that a team of inspectors visited recently to see how you are getting on. Thanks to all of you who explained what they were doing in lessons and talked to us about what goes on around the school. Particular thanks to the school council and the group of Years 5 and 6 pupils who met with us. I thought you might be interested in what we are saying in our report. Yours is a good school and we could see why you enjoy your lessons and all the activities in which you get involved.

These are the things that we thought were particularly good.

- You have lots of opportunities to join clubs, to take part in special events and to learn through going on visits and working with special visitors. If you need some extra help, the school makes sure that you are given it.
- You behave well and understand how important it is to stay safe and healthy.
- You know your targets and this is helping you to make good progress in your learning.
- Your headteacher, governors and staff are always looking for ways to make the school even better.

We have suggested two things that the school needs to do now:

- make sure that if you are quick to learn, you are challenged to think hard in every part of the lesson.
- make sure that girls in Years 3 to 6 do as well as boys in mathematics.

You can help by contributing your ideas about what helps you to learn. Thank you again for your help and best wishes for the future.

Yours sincerely

Shirley Billington

Lead inspector

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