

Wrington Church of England Primary School

Inspection report

Unique Reference Number	109221
Local Authority	North Somerset
Inspection number	337244
Inspection dates	10–11 March 2010
Reporting inspector	Michael Merchant

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 of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Graham Fiddler
Headteacher	Sarah Joskey
Date of previous school inspection	11 March 2010
School address	School Road Bristol BS40 5NA
Telephone number	01934 862553
Fax number	01934 863572
Email address	wrington.pri@n-somerset.gov.uk

Age group	4–11
Inspection dates	10–11 March 2010
Inspection number	337244

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed 7 teachers. They held meetings with governors, staff and groups of pupils. They also talked to some parents and carers who were present at the start and finish of the school day. They observed the school's work, and looked at its improvement plan, data on pupils' progress, records of the monitoring of the quality of teaching and a range of school policies. They also analysed questionnaires received from 70 parents and carers and 100 pupils.

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

- pupils' attainment and progress, particularly for girls, higher-attaining pupils and all pupils in mathematics
- how well the teaching takes account of the needs of groups and individuals, particularly girls and higher-attaining pupils, and how well teachers help all pupils to improve their work
- how consistently well teachers check the progress of different groups of pupils in each year group and how well they inform them about what they need to do to improve their work
- the effectiveness of subject leaders in checking attainment, progress and teaching and fostering improvements in the outcomes for all pupils.

Information about the school

The school is smaller in size than most other primary schools. Nearly all pupils are of White British heritage and the proportion of pupils eligible for free school meals is well below average. The number of pupils identified as having special educational needs and/or disabilities, mainly behavioural, emotional and social difficulties, is below average as is the number of pupils with a statement of educational needs. There is one Reception class in the Early Years Foundation Stage. A new headteacher was appointed in January 2010. The school gained the Healthy School award in 2007.

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

This good school serves its community well. One parent spoke for many by saying, 'This is a lovely, welcoming school and my child has had the best of starts to his education.' Pupils achieve well, not just because teaching and learning are good, but also because they are encouraged to see their potential and are given the self-confidence to work hard and aim high.

There is a strong sense of teamwork and pride in what has already been achieved, coupled with a total absence of complacency. School self-evaluation is accurate. Most importantly, the new headteacher and other school leaders, know exactly what to do further to sustain its journey towards excellence and this, together with the successful action leaders have taken to maintain and consolidate the school's good outcomes since the last inspection, means the capacity to further improve is good.

Children start in Reception class with skills that are below those expected. They get off to an excellent start and make rapid progress in the Early Years Foundation Stage because there is a very strong focus on developing children's social skills and their ability to communicate with each other. Through Years 1 to 6, the great majority of pupils are being actively challenged and supported well, so that progress through the school is good and attainment is above average by Year 6. Pupils with special educational needs and/or disabilities make good and often very good progress. The attainment of some high-attaining pupils, however, especially in mathematics, is not as high as these pupils are capable of achieving. Sensitive and watchful pastoral care ensures that by the time pupils leave at the end of Year 6 they are confident, well-rounded young people, ready to play their full part in the world beyond school. Pupils have a very high regard for both their classmates and for the adults who work with them.

Good teaching enables pupils to enjoy learning successfully in a stimulating, productive environment. Lessons are typified by enthusiasm, enjoyment, engagement and impeccable behaviour. Consequently, pupils are very well motivated, come to school ready to learn and are eager to contribute to lessons. Teachers mark books carefully and regularly and give good advice to pupils as to how to improve their work. Staff recognise that there is still some way to go to make the fullest use of assessment data to ensure that the tasks they set in lessons provide maximum challenge for high-flying pupils. Limited opportunities for these pupils to investigate and solve mathematical problems stop more of them reaching the highest levels. Learning is sometimes held back because teachers do not always ensure that pupils are given sufficient time to work independently and to talk about their findings.

Pupils are happy in this caring school. Parents are very supportive, and even those who

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

have some criticisms recognise that their children love coming to school. Despite pupils' enjoyment of school, attendance is only average and has declined over the last year. This is because, against the strong advice of the school, many parents take their children on holidays during term time. Pupils work and play well together, but their awareness of different ways of life in the diverse society in which they live is not developed well enough.

What does the school need to do to improve further?

- Increase the rate of progress that pupils make in mathematics in all years so that it matches that achieved in English by:
 - giving more opportunities for pupils to develop their investigation and problem solving skills
 - making sure that at the end of each mathematics lesson, pupils have a clear idea of what they have learnt, whether they have fulfilled their personal objectives and what they need to do to improve further.
- Build on current good practice to further increase the proportion of outstanding lessons in all year groups by:
 - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class
 - ensuring that teachers specifically plan for and extend the learning of the highest attainers.
- Extend pupils' awareness and understanding of different cultures and ways of life by:
 - increasing the opportunities for pupils to gain first-hand experience of culturally diverse communities.

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

Pupils enjoy school, grow in confidence and develop positive attitudes to learning, and the work seen by inspectors in lessons confirms the overall picture of good progress. Pupils achieve well because most teachers expect much of their pupils and explain complicated ideas well. In an outstanding literacy lesson in Year 6, pupils were learning at an exceptional pace. Spurred on by their teacher's excellent exposition and searching questions, they worked excitedly in groups to explore aspects of character for their creative writing. There is little difference in the progress made by the various groups of pupils, because the school is very conscious of their needs. However, progress is relatively slow for some higher-attaining pupils in mathematics where their investigation and problem-solving skills are not well enough developed. Work is made interesting for girls and the school works effectively to support pupils with special educational needs and/or disabilities and to support those who enter the school with particularly low levels of attainment.

Pupils confidently explain the value of adopting healthy lifestyles and the need for

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

exercise, reflecting the Healthy School award the school has gained. Pupils have a very well-developed understanding of right and wrong and appreciate the wonders of life around them. Relationships are happy and harmonious and support the calm and purposeful atmosphere observed by inspectors in all classes. Pupils eagerly take advantage of the many opportunities to participate in the community and are very well informed about other peoples' needs, particularly through their religious education lessons and thought-provoking assemblies. Pupils develop impressive social and interpersonal skills and relish working collaboratively. This, together with secure standards in the key skills of mathematics and English, means that they are well prepared for the next stages of their lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum is successful in assisting pupils to build basic skills in English, mathematics and information and communication technology. Learning is meaningful because the school carefully plans themes with strong links between subjects. Pupils experience a broad and balanced curriculum that is enhanced well through local

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

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

partnerships. For example, links with local schools broadens pupils' experiences by extending their musical talents. There is an excellent focus on using visits and the arts to widen pupils' life experiences. Curricular planning does not always make clear enough the activities that will give higher-attainers the opportunities they need to challenge and extend their learning.

Care, guidance and support are strong features of the school's provision. The school has a caring ethos in which all pupils, especially those who are vulnerable, receive good support. Those who have statements of special educational needs receive carefully tailored support that allows them to benefit from lessons in mainstream classes. Links between support staff, the special needs coordinator and the teachers are particularly effective in ensuring that these pupils play a full part in all aspects of the life of the school.

Teachers are confident and knowledgeable and create a well-ordered and calm environment. Teachers are good at telling pupils exactly what they are expected to do in lessons and this helps them make sense of their learning. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Where teaching is good rather than outstanding, learning and progress are occasionally held back because some teachers do not fully ensure that all higher-attaining pupils are fully challenged. Occasionally, teachers talk too much, which limits the time pupils are actively and independently learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

Clear-sighted leadership and management are at the heart of the school's success. The new headteacher has an accurate understanding of the school's strengths and areas for development and has begun to work tenaciously to improve pupils' educational opportunities. She communicates her high expectations persuasively to staff so that all have a shared sense of direction and feel part of a successful team. There is a climate where everyone is trying hard to make the school even better. There is a determination from staff at all levels to sustain and build upon the school's many strengths. In this way, the school promotes good equality for all pupils and makes sure there is no discrimination on any grounds.

Subject leaders fulfil their responsibilities well. They are growing well into their roles and are actively involved in checking pupils' attainment and progress in their respective

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

areas. The governing body is extremely supportive of all the school's work and is growing into its role as a critical friend by asking the searching questions that hold the school to account for its performance. However, it is at an early stage of evaluating how well a number of its policies are being implemented. While there are good features in the school's existing work on promoting community cohesion ' in the school itself, for example ' the school is aware that some elements have yet to be developed more fully. It recognises the need, for instance, to forge links with other schools in more ethnically and socially diverse areas in England and enhance other aspects of this work across the curriculum. Some important issues regarding site security were identified by inspectors. The headteacher and governing body had recognised these risks and by the time inspectors had left the school, work was in hand to rectify them.

These are the grades for leadership and management

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

Early Years Foundation Stage

Excellent provision for the Reception class enables children to achieve very well and develop good independence. Children love school and greatly enjoy their learning. The development of their personal and social skills is outstanding. Good teamwork and rigorous assessment arrangements support children effectively, helping them to gain confidence and to learn school routines quickly. Consequently, children make rapid progress so that by the time they reach Year 1 they are working at above expected levels. Relationships between adults and children are outstanding as a result of the high expectations and the welcoming, calm environment. The highly effective leadership and management of the Early Years Foundation Stage mean that leaders are fully aware of the strengths and areas they wish to develop. They have created a vibrant, stimulating

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

learning situation both indoors and outside. Children with special educational needs and/or disabilities are identified early, their progress is closely monitored and support is introduced when necessary. The impact of outstanding provision and teaching is that the children are happy, enthusiastic learners and make rapid progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The school and its headteacher clearly enjoy the confidence and support of those parents who returned the questionnaire. A number of individual comments reflected the good-quality care, support and guidance given to pupils, particularly to those with special educational needs and/or disabilities, and the high academic standards reached by pupils. The inspectors agree with these views. A very small minority of parents raised concerns regarding instances of inappropriate behaviour. Inspectors found behaviour in class and around the school to be never less than good. A higher proportion of parents felt that the school could do more to help them with their children's learning. Inspectors agree with these views and the school recognises that it can do more to communicate more effectively with parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wrington Church of England 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	56	30	43	1	1	0	0
The school keeps my child safe	39	56	29	41	0	0	2	3
The school informs me about my child's progress	30	43	28	40	8	11	2	3
My child is making enough progress at this school	26	37	27	39	9	13	5	7
The teaching is good at this school	32	46	27	39	5	7	1	1
The school helps me to support my child's learning	35	50	20	29	13	19	1	1
The school helps my child to have a healthy lifestyle	30	43	37	53	3	4	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)	36	51	27	39	0	0	2	3
The school meets my child's particular needs	33	47	26	37	10	14	1	1
The school deals effectively with unacceptable behaviour	27	39	29	41	8	11	4	6
The school takes account of my suggestions and concerns	28	40	27	39	12	17	1	1
The school is led and managed effectively	27	39	30	43	1	1	0	0
Overall, I am happy with my child's experience at this school	35	50	29	41	3	4	1	1

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



12 March 2010

Dear Pupils

Wrington Church of England Primary School, Wrington BS40 5NA

Thank you all for the warm welcome you gave to us when we visited your school recently. What a lovely two days we had! We enjoyed meeting and talking to you. Wrington is a good school and you are right to be proud of it. Here are some of the really good things we found out about it.

- You behave very well around the school and in your classes and you look after each other so well. You relish working in groups and helping each other to learn and you readily help your classmates when they find things difficult.
- You make excellent progress in Reception and good progress as you move up through the school. By the time you leave at the end of Year 6, you reach standards that are higher than those in most other schools. This is because your teachers teach you well and you also work very hard.
- Your teachers and teaching assistants take good care of you. They make sure that everyone feels safe and secure. They also give you a lot of advice about how you can improve your work.
- Your new headteacher and all your other teachers know exactly how to make sure that your school continues to get even better.

To help them to do this, we have asked your school to do the following;

- make sure that far more of you make the same fast progress in mathematics as you do in English
- ensure that the work teachers plan for you is neither too easy nor too hard, and gives you opportunities to find things out for yourselves
- give you more opportunities to learn about the lives, values, customs and beliefs of communities in other parts of the United Kingdom.

I am sure that you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.