

# Wraxall Church of England Voluntary Aided Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 109237           |
| <b>Local Authority</b>         | North Somerset   |
| <b>Inspection number</b>       | 337250           |
| <b>Inspection dates</b>        | 28–29 April 2010 |
| <b>Reporting inspector</b>     | Christine Huard  |

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>                     | Voluntary aided                     |
| <b>Age range of pupils</b>                 | 4–11                                |
| <b>Gender of pupils</b>                    | Mixed                               |
| <b>Number of pupils on the school roll</b> | 95                                  |
| <b>Appropriate authority</b>               | The governing body                  |
| <b>Chair</b>                               | David Dunn                          |
| <b>Headteacher</b>                         | Catherine Cowell                    |
| <b>Date of previous school inspection</b>  | 22 April 2007                       |
| <b>School address</b>                      | Bristol Road<br>Bristol<br>BS48 1LB |
| <b>Telephone number</b>                    | 01275 854216                        |
| <b>Fax number</b>                          | 01275 854216                        |
| <b>Email address</b>                       | wraxall.pri@n-somerset.gov.uk       |

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|--------------------------|------------------|
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## Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons or parts of lessons. Four teachers were observed teaching. Meetings were held with staff, governors, parents and pupils. Inspectors observed the school's work and looked at some of the documentation. This included the school improvement plan, monitoring and assessment information as well as planning and governors' minutes. The school's procedures for ensuring pupils' safety were closely scrutinised. In addition, 43 parents' questionnaires were analysed as well as eight returned by staff and 51 from pupils.

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

- how well higher attainers are challenged across the whole school
- the quality of provision for pupils with special educational needs and/or disabilities
- the extent to which the school promotes community cohesion and how this affects pupils' awareness of cultural diversity in the United Kingdom
- the impact of the school's review of its vision and values on embedding ambition and driving improvement.

## Information about the school

Wraxall Church of England Primary School is a small village school and serves a mixed area on the outskirts of Bristol. Many pupils travel some distance to school from surrounding villages. The proportion of pupils with special educational needs and/or disabilities is above average. Most needs are related to dyslexia, autism and moderate learning difficulties. Children in the Early Years Foundation Stage are catered for in the Reception class. The school has the Healthy School award and holds the Activemark. It has also gained the Diana anti-bullying award. The school hosts an after-school club, but this is not managed by the governing body.

**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?**

**1**

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

**1**

### Main findings

Wraxall Church of England Primary is an outstanding school and provides its pupils with an excellent, very well rounded education. The school provides an exciting and stimulating curriculum which inspires the pupils and enables them to achieve highly. They bubble with enthusiasm when explaining how much they enjoy attending school 'because it is never boring and the teachers really go out of their way to make our learning fun and interesting'.

Parents wholeheartedly support the school and many actively sought out the inspectors to explain how pleased they are with the education their children are receiving. Parents of pupils with special educational needs and/or disabilities are especially impressed with programmes the school puts in place to ensure their children's needs are met. These result in the pupils making exceptionally good progress and achieving highly.

The primary reason for the school's success is the unswerving dedication and commitment of the headteacher and the whole staff to treating every child as an individual. The 'unique child' is not just a mantra at Wraxall, the concept is at the heart of everything the school does. All staff understand the needs of all pupils extremely well. Their progress is tracked and monitored from the day they enter the school. Because the school values the pupils' personal and emotional well-being as highly as their academic needs pupils are able to pursue their education in a secure atmosphere which ensures they are challenged to reach their full potential in all that they do.

Children in the Reception class get an excellent start to their education. The exciting range of activities provided in the stimulating environment mean that they learn extremely effectively and make excellent progress. They are supported exceptionally well because staff have an extremely good knowledge of each child's individual needs. In Years 1 to 6, pupils continue to make outstanding progress. Attainment is high and has been so for the last five years. All groups of pupils do equally well. The school has addressed the issue raised at the previous inspection and higher attaining pupils are now exceptionally well challenged in lessons and in the standard of work they are expected to produce.

Staff and governors know how well the school is doing. The school has set highly challenging targets for future development but they are realistic. The self-evaluation is accurate although occasionally a little cautious. This is because governors and staff say 'we are always looking for, and finding, ways in which we can improve'. There is an outstanding capacity for further improvement, as illustrated by the school's record of sustaining of high standards at the end of Year 6 and its success in improving the performance of higher attaining pupils. The school has been reviewing its values and

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vision. This has reaffirmed the determination to keep driving forwards and is enabling leaders to make ambitious but realistic plans for the future, particularly in respect of accommodation and the facilities the school provides. The school promotes community cohesion well. Pupils understand that they are growing up in a culturally diverse society and have a good theoretical knowledge of the range of different cultures and beliefs. The school is in the process of establishing a link with a school in a contrasting area but these plans have not yet reached fruition.

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

- Develop the planned links with a school in a contrasting area so that pupils can gain first-hand experience of meeting with and learning from pupils from different cultures.

**Outcomes for individuals and groups of pupils****1**

Pupils are exceptionally well motivated and very keen to do well. Their excellent behaviour and enthusiasm are in response to the outstanding teaching they receive and which enables them to achieve high standards. The attainment of children entering the school is below age-related expectations but embraces a very wide range from well below to above that expected. Children get an excellent start in the Early Years Foundation Stage, and this prepares them well for learning as they move through the school where progress continues to be outstanding. The youngest children in Reception learned about different fruits and explored them using all their senses and this knowledge helped them later when they read the story of 'Handa's Surprise'. Pupils in Years 1 and 2, similarly, performed very well when asked to explore ways of describing characters in a story. Higher attaining pupils excelled when they investigated how they could use imagery, especially similes, to enhance descriptions of characters while other pupils learned to use more exciting and appropriate adjectives. In Years 5 and 6, pupils gleefully took on a challenge to crack a code and successfully tackled a series of division problems to enable them to do this. Because the problems were differentiated according to ability all pupils were able to participate and enjoy the activity. All pupils achieve exceptionally well because they receive the support or challenge that they need.

Pupils are lively and energetic and thrive in the nurturing atmosphere of the school. They have an excellent understanding of how to stay healthy and keep safe. They are thoughtful and reflective, assertive and confident. Their spiritual, moral, social and cultural development is excellent. The school council works very effectively. Behaviour in and around the school is outstanding and all the play spaces are happy and harmonious places. Pupils are rightly very proud of their Diana award and take their responsibilities as peer mediators seriously. These, together with their excellent literacy, numeracy and information and communication technology skills, ensure they are getting an excellent grounding for the future. Attendance has improved since the last inspection because of the rigour with which absence is followed up and term-time holidays are actively discouraged.

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*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers work very hard to enthuse and inspire their pupils. They make excellent links across a range of subjects and this makes pupils' learning more relevant and meaningful to them. In addition it has an excellent impact on progress because teachers ensure that pupils have the opportunities to apply the skills and knowledge they are learning. Teachers ensure that pupils know what they are going to learn and use resources, such as interactive whiteboards, skilfully. They are skilled at planning a wide range of tasks. These are carefully devised to meet the learning needs of all pupils so that all are appropriately challenged or supported. Pupils have lots of opportunities to discuss and compare their thinking with partners. Marking and feedback are excellent and target setting is highly individualised so that each pupil knows exactly what they have to do to improve.

The curriculum is very well planned and combines pupils' learning experiences exceptionally well. The use of information and communication technology, for example, is fully integrated into all topics. Pupils have a wide range of opportunities to extend their learning using the internet and are well schooled in the importance of internet

<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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safety. A wide range of visits and visitors as well as an excellent range of out-of-school activities provide pupils with many additional opportunities to enhance their learning. Links with the nearby National Trust property at Tyntesfield, are especially valued and provide pupils with many unique opportunities across the curriculum.

It is firmly bound up in the ethos and culture of the school that every child's needs are individually known and catered for. As a result all pupils, including those with special educational needs and/or disabilities, make excellent progress. The school works closely with parents and a wide range of outside agencies to enable them to make the best possible provision. Transition arrangements into and out of the school are effective. Pupils receive good support for their personal development and are very well cared for.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>1</b> |
| Taking into account:<br>The use of assessment to support learning  | 1        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>1</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**How effective are leadership and management?**

The headteacher is highly skilled, fully committed, and drives forward the ambitious programme outlined in the school development plan. Leadership roles are devolved highly effectively but there is never any doubt as to who is at the helm. There is a robust monitoring programme to ensure that high standards are sustained. The school has successfully sustained and indeed improved the high standards identified at the last inspection. The school improvement plan is excellent, and a vital constituent in the concerted efforts to drive this school forward. The monitoring and tracking of pupils' progress are rigorous with swift actions taken to remedy any perceived weakness. Equality of opportunity for all pupils is promoted highly effectively. The school ensures that pupils, whatever their ethnic or cultural background, or their ability, are valued and free from discrimination. Senior leaders promote good levels of community cohesion through links with schools in Kenya and Epernay as well as through pupils' involvement in the school and local community. Pupils' knowledge of the differing cultures represented in the United Kingdom is not quite as good because their link with a school in a contrasting area is not yet fully developed. Governors have an excellent overview of the school's direction and the priorities which they help formulate. Regular visits, reports and meetings with staff mean they are able to be effective 'critical friends'. At the time of the inspection, safeguarding procedures were extremely thorough. There are very careful checks on all adults who work in the school and health and safety checks as well as risk assessments are carried out rigorously.

*These are the grades for leadership and management*

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|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 1        |
| <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>1</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>1</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>1</b> |

## Early Years Foundation Stage

Children make excellent progress and reach standards slightly above those expected by the time they join Year 1. The excellent induction process means that children have a carefully orchestrated start to school. As a result they settle quickly, learn to play happily with each other and rapidly realise the importance of sharing and taking turns. Their behaviour is excellent. Teaching is exhilarating and stimulating and the activities provided excite the children. They gain much enjoyment from investigating a range of unusual fruits, finding interesting words to explain the taste, smell and feel. One child when asked why the pineapple had a hard prickly skin replied, 'it must be to protect it'. The curriculum is inspiring and motivating. It reflects the needs of all children. There is an extremely good balance between those activities led by the teacher and those that children choose for themselves. There are many opportunities for children to use the outside area. An excellent canopy ensures that it can be used in all weathers. In addition, the children have many opportunities to explore both within and beyond the school grounds and all due care is taken to ensure their safety. The care and attention given to children's welfare are outstanding and children's individual needs are catered for extremely well. The excellent leadership and management are reflected in the way the school takes care to involve parents in their children's learning from the start. Learning diaries are comprehensive and provide an excellent record of children's development and parents are able to contribute to these.



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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| 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

There was a good response to the Ofsted questionnaire with 43 questionnaires returned, representing just under a half of the families attending the school. The overwhelming majority of parents are very pleased with all that the school has to offer, and this was reflected in the comments made both on the questionnaires and in person to the inspectors. Parents and carers are very confident that their children are safe and well cared for. They also express confidence in the leadership and management of the school. All are happy with the experiences their children are receiving. There are very few reservations. A few parents are concerned with the way in which unacceptable behaviour was handled. Inspectors found behaviour to be exceptionally good, but the school has excellent strategies for dealing with this should pupils stray from the high standards it expects.

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

Ofsted invited all the registered parents and carers of pupils registered at Wraxall Church of England (Voluntary Aided) 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 33             | 77 | 10    | 23 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 37             | 86 | 6     | 14 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 23             | 53 | 18    | 42 | 1        | 2 | 0                 | 0 |
| My child is making enough progress at this school   | 26             | 60 | 17    | 40 | 0        | 0 | 0                 | 0 |
| The teaching is good at this school   | 30             | 70 | 13    | 30 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 26             | 60 | 14    | 33 | 7        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 25             | 58 | 18    | 42 | 0        | 0 | 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) | 26             | 60 | 15    | 35 | 1        | 2 | 0                 | 0 |
| The school meets my child's particular needs  | 25             | 58 | 17    | 40 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 22             | 51 | 16    | 37 | 3        | 7 | 1                 | 2 |
| The school takes account of my suggestions and concerns   | 24             | 56 | 16    | 37 | 2        | 5 | 0                 | 0 |
| The school is led and managed effectively   | 30             | 70 | 11    | 26 | 0        | 0 | 1                 | 2 |
| Overall, I am happy with my child's experience at this school   | 30             | 70 | 13    | 30 | 0        | 0 | 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

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



30 April 2010

Dear Pupils

Inspection of Wraxall Church of England (Voluntary Aided) Primary School, Wraxall BS48 1LB

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. The many of you who were kind enough to speak to us showed how proud you are of your school. You are right to be, because it is an outstanding school!

What we found out about your school:

- The children in Reception get a wonderful start to school life. They really enjoyed learning about all the fruits that Handa took on her walk ' and really enjoyed the 'surprise!'
- You all really enjoy school and make excellent progress to reach much higher standards than those found in most schools.
- You behave extremely well, both in class and out in the playground.
- You get on exceptionally well with other pupils and always look after each other.
- You know a lot about how to stay safe and live healthy lives.
- Your headteacher is excellent at running the school and has exceptional support from all the other staff and governors. They all understand how they could make it even better.
- Your teachers are doing an outstanding job. They work hard to plan interesting lessons and always give you excellent feedback on your work.
- All staff at the school take exceptionally good care of you and keep you safe.

What we would like the school to do now

- We would like to see the school set up a link with a school in a different area so that you can learn more about the different cultures that can be found in this country.

Yours sincerely

Christine Huard

Lead Inspector

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