

Wraysbury Primary School

Inspection report

Unique Reference Number	109907
Local Authority	Windsor And Maidenhead
Inspection number	337393
Inspection dates	29–30 September 2009
Reporting inspector	Nina Bee

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	294
Appropriate authority	The governing body
Chair	Julie Coram
Headteacher	Alison Fox
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with staff, governors, groups of pupils and parents. They observed the school's work, and looked at policies, internal and external monitoring evidence, academic performance data, teachers' planning and safeguarding documentation. Seventy-seven parental questionnaires were analysed, along with fifty eight from pupils and twenty-three questionnaires from staff

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

- the challenge for higher attaining pupils, in particular as pupils develop writing skills
- the outdoor area for children in the Early Years Foundation Stage, to see how effectively it is used
- how well the newly formed senior team have identified where improvements are needed and how successful they have been in starting to address them

Information about the school

This school is slightly larger than most primary schools. The majority of pupils come from White British backgrounds. The proportion of pupils who come from minority ethnic groups is above average. A few of these pupils are at an early stage of learning English. Almost 12% of pupils come from Traveller families, which is well above average. The number of pupils identified as having special educational needs and/or disabilities is broadly average. The Early Years Foundation Stage consists of two Reception classes. One of these classes contains a few pupils from Year 1. The school has had a recent high turnover of staff including senior leaders and the headteacher. A higher than average proportion of pupils start and leave the school at different times of the year. Child care provision, before and after school, is managed by an external provider.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a welcoming school that provides a satisfactory education for its pupils. What it does well is to provide for the different groups of pupils within the school. As a result, pupils with special educational needs and/or disabilities, those who speak English as an additional language and the high number of Travellers who attend the school make good progress. This is because their specific needs are effectively catered for in all that they do. Teaching is satisfactory overall. Children in the Early Years Foundation Stage get off to a good start because they are well taught. Teaching is not as consistently good in Years 1 to 6 and consequently, learning is not as rapid. Teachers do not always use assessment information sharply enough when they plan lessons. Higher attaining pupils are not always sufficiently challenged and activities are at times too difficult for other pupils. This means that pupils do not always achieve what they are capable of. It is a concern for a few parents and inspectors support their view. Standards are above average by the time pupils leave, in Year 6. This represents satisfactory learning and progress given their starting points in Year 1.

The good curriculum enables pupils to have many opportunities to take part in a wide range of out of school clubs and activities which develop and reinforce learning in many areas. These are enjoyed by all and particularly promote the physical education programme. The importance of adopting a healthy lifestyle is promoted well in the curriculum. As a result, pupils develop a good awareness of the need to take regular exercise and eat healthily. The curriculum addresses pupils' personal needs well and by the time they leave, the school turns out well-rounded individuals who are articulate, polite and well prepared for their next school. Behaviour is satisfactory overall. Although older pupils generally behave well, children in Reception and pupils in Years 1 and 2 do not always behave appropriately during the times when they are not in lessons. One of the reasons for this is that, during lunchtimes, there are too few senior staff on duty monitoring behaviour.

There has been a high turnover of teaching staff recently, particularly this term when four out of the thirteen teachers were newly appointed. The governors have supported the headteacher well during this time and the school runs smoothly on a day-to-day basis. Self-evaluation is satisfactory. However, not all teaching has been sufficiently monitored and leaders have had insufficient time to identify and correct weaknesses in teaching. The large majority of parents are pleased with the work of the school. However, a few feel that the staff and governors do not engage enough with parents. They also think that the school does not deal appropriately with their suggestions and concerns. The headteacher agrees that more could be done in this area. The school has made adequate improvements since the previous inspection. Pupils now have a better

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awareness of different cultures and outdoor provision for children in Reception has improved. These successes indicate that the school has satisfactory capacity for further development.

What does the school need to do to improve further?

- Ensure the quality of teaching is consistently good in Years 1 to 6 by:
 - checking that assessment information is used accurately to plan
 - activities that meet the needs of all pupils, particularly the higher attainers
 - monitoring teaching rigorously in Years 1 to 6, identifying areas for improvement and evaluating effectiveness.
- Improve how the school engages with parents and carers by:
 - ensuring that all staff, including the headteacher, become more visible and more easily accessible to parents and carers, especially at the beginning and end of each day
 - improving the communication links between governors and parents and carers to enable them to respond quickly to views and concerns expressed.
- Ensure that the senior leaders and managers monitor the quality of supervision at lunchtime, particularly for those children in Reception and Years 1 and 2.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory overall. When the whole class is given the same activity or listening skills are not promoted well, pupils become off-task and learning slows down. Occasionally, ineffective management of the class limits learning. When activities are interesting and exciting, most pupils enjoy school and generally try and do their best in lessons. For example, pupils in Year 6 were seen to be fully engaged in a writing task that was stimulated by a film. Teacher expectation with regard to completing the task was high, as was the need to listen well throughout. Consequently, pupils showed much enjoyment and behaved maturely as they worked effectively. By the end of the lesson, they had made some good gains in their learning. Pupils with special educational needs and/or disabilities, those who speak English as an additional language and the Travellers achieve well because they are effectively supported by class teachers and teaching assistants. Attainment is above average at the end of Year 6. It is slightly lower in writing and this has been identified as a whole-school focus.

Pupils show a good awareness of the need to eat healthily. They know all about the importance of eating fruit and vegetables and why they should look after their bodies and take regular exercise. Most of them feel safe at school, although a few pupils do not like being outside on the playground because they say that a few pupils do not know how to behave properly. One or two parents voiced their concerns about this. Pupils contribute satisfactorily to the school and wider community. They speak proudly of their jobs as prefects in school and the monies they raise for others who are less fortunate than they are themselves. Attendance is satisfactory.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3

How effective is the provision?

Lessons are generally well organised and pupils are usually clear about what they are learning. Learning slows down when activities are not correctly matched to the wide range of abilities within the classes. Good teaching and learning were seen in two classes in Key Stage 2. In good lessons, interactive whiteboards are used well to support and develop learning and higher attaining pupils are challenged well. When teachers mark pupils' work, they usually write supportive comments but do not always give enough guidance on what pupils need to do to develop further. The best marking, seen in Year 6, includes good written advice to pupils on how to improve.

The good curriculum is enriched well by many exciting activities that particularly promote the Arts and physical education. Well-planned educational visits are arranged and visitors are invited into school to talk and work with pupils. The large variety of extra-curricular clubs are very popular and regularly oversubscribed. These enrichment activities make learning more fun and are appreciated by the pupils. The curriculum is well planned and organised and enables pupils to make satisfactory progress overall. The school has developed good partnerships with others, especially local schools and

¹ 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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external agencies. As a result, induction procedures are good and pupils with specific needs are well catered for. There is a strong focus on developing personal and social skills and, as a result, pupils in Year 6 generally know how to behave and get along effectively with each other. Nevertheless, one or two parents and pupils feel that behaviour on the playground is not always as good as it should be. Behaviour, especially lower down in the school, is not successfully monitored, particularly during lunchtime sessions. As a result, a few pupils do not know how to behave appropriately as they move around the school and playground. Overall, the care and guidance that pupils receive is satisfactory.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Since her appointment, the headteacher has had difficulty developing a senior leadership team because of changes in staff. Staffing is now more stable and a new senior leadership team has recently been established. The new team has not yet had time to make an impact on the work of the school but senior leaders have identified what is needed to be done and are ambitious to move the school forward. For example, they have analysed recent results and identified that writing needs to be a whole-school focus. They know that higher attaining pupils are not always sufficiently challenged in all subjects and pupils' progress needs to be checked more carefully so that all pupils achieve well. Overall, the effectiveness with which the school promotes equality of opportunity is satisfactory.

At the time of the inspection, safeguarding arrangements were satisfactory. Policies and practices are in place to ensure children's health and safety but there is sometimes a lack of urgency in dealing with areas identified for improvement. Most pupils say they feel safe in school but a few questionnaires that they filled in indicated that some do not. Older pupils develop a sound awareness of issues such as internet safety and water safety. Governors are supportive and have a reasonable understanding of how well the school is doing. However, they do not have a clear idea of pupils' achievement or the quality of teaching and learning in the school. The school is at the early stages of implementing an effective strategy to promote community cohesion.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children get off to a good start in Reception. Parents are overwhelmingly supportive of the help that is given to their children when they start school. They say they settle in quickly because induction procedures are good. Parents feel well informed about their children's education and are delighted how each morning they cannot wait to start learning. When children start school, their attainment is generally at the levels expected for their age. By the time they leave Reception, most reach levels that are above average. This represents good progress. Teaching is good. Activities are well planned and teach the children how to share, cooperate and learn and play together. Children were seen listening, very attentively, to a visitor who came in to talk to them about how Travellers live and to share some of the traditions of Travellers. The children behaved very sensibly and acted maturely as they enthusiastically answered questions directed at the class. Behaviour is generally good. However, during lunchtimes, not all children behave sensibly as they move around the school. Adults monitor the children's development well and offer a good balance of adult-focused activities and those that children can choose themselves. There is a good understanding of children's specific needs, ensuring that different abilities are well catered for and all children are suitably challenged. The outdoor area has been developed satisfactorily since the previous inspection and now contains a covered and secure outdoor classroom which supports learning effectively in all areas.

The new leader and manager for the Early Years Foundation Stage has only been in post for three weeks. She is a good practitioner and has organised the setting so that sessions run smoothly and activities are well resourced. Adults who work in Reception generally have a good idea of how these young children learn which contributes greatly

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to the good progress that they make.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parents say that their children enjoy school and that they feel that their children are safe in school. A number of parents wrote very positive comments on the Ofsted questionnaires about how pleased they were with the provision that was provided for their children to learn. Many parents, however, wrote to say that they were generally happy, but that there was a lack of communication between the staff and the parents. Many parents feel that the staff and governors are not accessible enough, especially at the beginning and the end of each day. Inspection evidence supports this view. Most parents have no issues with the quality of teaching. A few parents have concerns and feel that higher attaining pupils are not always sufficiently challenged and sometimes their children's individual needs are not always met. Inspection evidence shows that the school generally addresses the needs of different groups of pupils well but occasionally individuals slip through the net because teachers do not always use assessment information effectively when they plan lessons. A few parents say that they are not well informed about their children's progress. Inspection evidence shows that there are satisfactory procedures in place for this, in relation to parents' evenings and annual reports being sent home.

The large majority of parents feel that their suggestions and concerns are taken into account. Nevertheless, a few parents feel that this is not so. Inspection evidence shows that there are incidents when the school has sought the views of parents and carers and responded to them appropriately. The large majority of parents feel that there are no issues relating to behaviour. However, a few parents feel that behaviour is not as good as it should be. Inspectors saw no unacceptable behaviour during lessons. A few older pupils said that sometimes behaviour was boisterous on the playground. Inspection evidence shows that children in Reception and Years 1 and 2 do not always behave well during lunchtime, either in school or in the playground, and more adult supervision is necessary during these times. Overall, parents' questionnaires and many conversations with parents indicate that the large majority of parents are happy with the experience that their children receive during their time in Wraysbury Primary.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wraysbury 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 12 statements about the school.

The inspection team receive 77 completed questionnaires by the end of the on-site inspection. In total, there are 294 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	61	26	34	2	4	1	2
The school keeps my child safe	42	55	33	43	2	3	0	0
The school informs me about my child's progress	12	16	47	61	15	20	0	0
My child is making enough progress at this school	22	29	43	56	10	13	0	0
The teaching is good at this school	25	33	41	54	6	8	0	0
The school helps me to support my child's learning	19	25	42	55	11	14	1	1
The school helps my child to have a healthy lifestyle	25	33	44	57	7	9	1	1
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)	22	29	38	49	8	10	1	1
The school meets my child's particular needs	21	27	40	52	11	14	1	1
The school deals effectively with unacceptable behaviour	23	30	30	40	15	20	2	3
The school takes account of my suggestions and concerns	13	17	42	55	14	18	2	3
The school is led and managed effectively	16	21	37	48	16	21	6	8
Overall, I am happy with my child's experience at this school	27	35	40	52	7	9	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.



Dear Pupils

Inspection of Wraysbury Primary School, Staines, Middlesex TW19 5DJ

You may remember that we recently came to visit your school. We enjoyed our time with you and would like to thank you for making us feel so welcome. We thoroughly enjoyed coming into your lessons and talking to you about the interesting things you do. We think that you have learnt lots about the need to eat healthily and take regular exercise. Your school provides you with a satisfactory education. That means that some things are good and some things need to be improved further to make them good.

These are the things we found out about your school:

- The children in Reception get off to a good start.
- A good range of visits out and interesting visitors invited into school make learning more fun. We know you like these because you told us so.
- The way you are cared for and looked after is satisfactory.
- Teaching is satisfactory. In a few lessons, teaching is good.
- By the time you leave in Year 6, you reach standards that are above those normally reached by pupils of your age.
- The school is satisfactorily led and managed.

We have asked the school to do three things to improve the education you receive:

- Make sure that teachers check that lessons always contain activities that enable you all to learn well and make good progress.
- Make it easier for those who look after you at home to speak with the staff and governors about the education you receive.
- Check that the children in Reception and pupils in Years 1 and 2 are better supervised during lunchtime

You can help by always working hard.

Best wishes

Nina Bee

Lead Inspector

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