

Wren Park Primary School

Inspection report

Unique Reference Number	112758
Local Authority	Derby City
Inspection number	338012
Inspection dates	8–9 February 2010
Reporting inspector	Clive Lewis

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	380
Appropriate authority	The governing body
Chair	Mr Paul Barlow
Headteacher	Mr Alex Buckley
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent most of their time in school directly inspecting learning. They visited 20 lessons and observed all the teachers. They held meetings with governors, staff, groups of pupils and informal discussions with groups of parents and carers. They observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data, and analysed questionnaires from 188 parents and carers, 109 pupils and 26 staff.

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

- the quality and consistency of teaching
- the quality and use of the school's assessment and tracking procedures
- provision in the Early Years Foundation Stage
- pupils' behaviour.

Information about the school

This is a larger-than-average school. The percentage of pupils entitled to free school meals is lower than average. The proportion of pupils from minority ethnic groups is slightly greater than average but the proportion who speak English as an additional language is lower than average. The proportion of pupils with special educational needs and/or disabilities is below average as is the proportion of pupils with a statement of special educational needs. The school has gained the Investors in People Award, Arts Mark Gold, Active Mark Gold and Healthy Schools' Award.

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****2**

Main findings

Wren Park Primary is an outstanding school in many aspects. It has improved since the last inspection and continues to do so under the strong and dedicated leadership of the headteacher. He provides a very clear sense of purpose and direction, closely linked to school improvement. His effective leadership has ensured that teaching and learning have improved and clear priorities have been set for further improvement. The excellent teamwork and the driving ambition of the whole staff are central to the school's improvement since the last inspection and its continuing success. The great majority of parents and carers who responded to the questionnaire were very supportive of the school and are delighted with their child's experiences in the school. Typical comments included, 'The ethos of the school ensures that the whole family feels welcome and supported,' and, 'The headteacher and all staff are very helpful and really care about all the pupils.'

Pupils achieve outstandingly well. Most children start in the Reception class with skills that are broadly typical for their age. By the time they leave the school, all groups of pupils, including those with special educational needs and/or disabilities have made good progress and overall standards are significantly above the national average. Children get off to a good start in the Early Years Foundation Stage and make good progress although opportunities for children to develop their independent learning skills by having free access to an outdoor curriculum are currently limited. Teaching is good and is a strong contributory factor in pupils' progress. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. As one pupil wrote, 'My school is no way near ordinary - it is a lot better!' Pupils display very positive attitudes to their learning, as evidenced in their high levels of attendance, and their exemplary behaviour in lessons and around the school. Pupils have a wide range of responsibilities in the school and, through the work of the school council, make an excellent contribution to the school community. They respect each other and understand that there are similarities and differences between groups of people in terms of faith, ethnicity and socio-economic background; their spiritual, moral, social and cultural development is excellent.

The outstanding curriculum results in pupils developing a very wide range of skills for the next stage of their education. This includes many leadership and team work skills through their involvement in school life and in the community. Outstanding care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. The performance of pupils is tracked closely, with particular attention to the performance of different groups. Wren Park is a highly inclusive school and all pupils are able to take full advantage of all the school has

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to offer. The school has a good understanding of how well it is doing and what needs to be done next, and due to the high quality of its self-evaluation, it has a good capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Improve opportunities for children in the Early Years Foundation Stage to develop their independent learning skills, including providing children with easy access to an improved range of outdoor activities.

Outcomes for individuals and groups of pupils

1

Although the school's latest overall results were significantly above the national average, as they have been consistently for the past five years, results for science were relatively disappointing. The school has analysed why this was the case and has introduced strategies to ensure standards in science recover from this 'blip'. Observations of science lessons during the inspection confirmed that the teaching of science is good and pupils are making as good progress in science as they are in English and mathematics lessons. Pupils' exemplary behaviour is an outstanding factor in the good progress they make in lessons and creates a very positive school ethos. The response of pupils in lessons is always positive. They work very well together and individually without the need for constant reminders and there is no evidence of disruptive behaviour. They take great pride in presenting their work well and it is vibrantly displayed throughout the school. Pupils know and understand the important factors which affect their health and respond very well to the school's health promotion strategies which have earned the school the Healthy Schools' Award. They comment very positively on the many adults and pupils who look after them and help them resolve their disputes. They say they feel safe in and around the school. Pupils value their school community and willingly take on responsibilities. For example, the 'Little Chefs' organise and run coffee mornings for parents and carers and raise money for charity. They participate constructively in school life, suggesting and taking actions to help improve the school, and the school council is involved in a wide range of community activities in and out of school. The pupils respect each others' needs and interests and are curious about the world around them. They are very well-equipped for the future with their well-developed academic and social skills, having learned to be self-reliant and confident.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers have good subject knowledge and are well supported by effective and skilled teaching assistants, who are fully involved in lessons and ensure that pupils receive extra help as they need it. Teachers have very good classroom management skills and ensure classroom routines are clear and regularly reinforced so that learning takes place in a well-structured environment and all pupils can contribute to lessons. In most instances the teachers plan effectively to provide a range of work matched well to the different ages and abilities in each class or set. A good range of teaching strategies is used, including 'talk partners', which enable pupils to develop their learning whilst working collaboratively. A significant proportion of the teaching is outstanding. Pupils receive helpful verbal feedback on how well they are doing. In a small number of lessons observed, however, learning and progress are only satisfactory because teachers do not always move the lesson along at a brisk enough pace. The good whole-school assessment and tracking procedures ensure rapid intervention and appropriate support where necessary.

The exciting curriculum provides memorable experiences and rich opportunities for high quality learning and wider personal development and well-being. Outdoor activities in the school's 'Trim Trail', Nature Garden, Maths Trail and Music Garden are a strength of the school's provision and very good links with local industry provide enrichment activities throughout the year. A good range of well-attended extra-curricular opportunities, including sports activities, contributes further to pupils' well-being and development.

Excellent, very well targeted support for vulnerable pupils enables them and their

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families to make the best of the opportunities provided by the school. Extremely robust arrangements are in place for ensuring that all pupils are safe. There are very high levels of awareness of issues related to safety which permeate the work of the school. Pupils with special educational needs and/or disabilities do well in response to caring and sensitive support.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

With the support of an enthusiastic, committed and well-motivated staff team the headteacher has identified and has rigorously and successfully tackled some important areas requiring improvement. Staff work very effectively together and regularly take advantage of professional opportunities to enhance their work. Self-evaluation has accurately identified all the key priorities for development. As a result of regular monitoring and support, teaching has improved and planning is founded on robust evidence and based on good quality data. The governing body is influential in determining the strategic direction of the school and is effectively involved in evaluating its work. Governors have very good systems to ensure that pupils and staff are safe and discharge their duties effectively. The school's effective liaison with parents and carers and with other partners contributes significantly to pupils' outstanding achievement and well-being. The school promotes equality of opportunity in all its work and is constantly alert to any variation in achievement. It is pro-active in devising initiatives to overcome any weaknesses. School leaders have an excellent understanding of safeguarding procedures and adopt recommended good practice for safeguarding pupils across all areas of their work. The school promotes community cohesion within its own and the local community very effectively. The school has evaluated the impact of its work and has plans to further develop links with schools around the UK and internationally in order to further raise pupils' awareness of cultures other than their own.

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

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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	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter the Reception classes with skills that are broadly in line with those typically found. They clearly enjoy school, have settled into the routines well and play happily together and individually. They undertake a variety of whole class and group activities and cooperate well when working with others. They delight in learning and seeing new things. Staff have good relationships with parents and carers through daily contact at the start and end of each day. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated well into all activities. The Early Years Foundation Stage classes have access to a secure outdoor area with a satisfactory range of free-choice and adult-led activities. However, due partly to building restrictions, there are insufficient opportunities for children freely to explore things with purpose and challenge outdoors and this hinders the development of their independent learning skills. Leadership of the Early Years Foundation Stage is good. Adults have a good knowledge of the learning, development and welfare requirements and follow the guidance for the Early Years Foundation Stage. There are good systems for the long-term assessment and tracking of children's progress. Staff monitor and record children's progress on a day to day basis effectively through observations and their achievements are recorded in individual pupil profiles.

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

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Views of parents and carers

The great majority of parents and carers are very satisfied with the school. Over 90% of parents and carers who responded to the questionnaire believe their child enjoys coming to school and is kept safe. They feel that the quality of leadership and management and teaching are good, that the school helps them to support their child and prepares their child well for the next stage of education. Ninety five per cent of parents and carers declare themselves happy with their child's experience in school. However, a very small minority feel that the school could do more to inform them of their child's progress and a few feel that their child does not make enough progress at Wren Park. The inspection team found that the school provides good information for parents and carers and judges the progress of pupils to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wren Park 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 188 completed questionnaires by the end of the on-site inspection. In total, there are 380 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	104	55	77	41	4	2	3	2
The school keeps my child safe	113	60	73	39	1	1	0	0
The school informs me about my child's progress	61	32	101	54	18	10	7	4
My child is making enough progress at this school	58	31	105	56	20	11	2	1
The teaching is good at this school	72	38	101	54	7	4	1	1
The school helps me to support my child's learning	61	32	107	57	15	8	3	2
The school helps my child to have a healthy lifestyle	83	44	96	51	5	3	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)	56	30	102	54	9	5	1	1
The school meets my child's particular needs	58	31	113	60	10	5	2	1
The school deals effectively with unacceptable behaviour	64	34	99	53	12	6	2	1
The school takes account of my suggestions and concerns	53	28	109	58	10	5	4	2
The school is led and managed effectively	75	40	95	51	7	4	4	2
Overall, I am happy with my child's experience at this school	95	51	82	44	8	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



Wednesday 10 February 2010

Dear Pupils

Inspection of Wren Park Primary School, Derby, Derbyshire, DE3 9AY

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit. We enjoyed watching lessons and talking to some of you. You told us you like coming to school and, as a result, your levels of attendance are higher than in most schools. You behave superbly and get on well with your teachers and other adults who help you. As a result, you are making good progress with your learning. You have a very good understanding of how to live healthy lifestyles and you told us that you feel very safe in the school. You work hard and try to succeed in all that you do. Well done!

Overall, we judged that the school is giving you an outstanding education, which means it does most things very well. However, we have asked the adults in charge to:

- help the youngest children to be more independent by improving the range of outdoor activities and the amount of time they spend working and playing outdoors.
- You can help by continuing to attend and behave exceptionally well and doing your very best at all times. I wish you well in your future education.

Yours sincerely

Clive Lewis

Lead inspector

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