

Wreningham VC Primary School

Inspection report

Unique Reference Number	121095
Local Authority	Norfolk
Inspection number	339865
Inspection dates	13–14 October 2009
Reporting inspector	Selwyn Ward

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	101
Appropriate authority	The governing body
Chair	Chrissie Baldwin
Headteacher	Richard Burbage
Date of previous school inspection	0 May 2007
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Introduction

This inspection was carried out by one additional inspector at the school for two days and another for half a day. Inspectors visited 12 lessons, and held meetings with governors, staff and groups of pupils. They looked at: samples of pupils' work, analysis of the tracking of pupils' progress, school policies and procedures, the school development plan and the questionnaires received from 45 parents and carers, 98 pupils and 12 staff.

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

- how pupils are developing their writing skills throughout the school from Reception to the end of Year 6
- the progress made by able pupils in science
- how leaders monitor lessons and pupils' learning and progress
- how pupils are helped to learn and to improve their work.

Information about the school

In this small school, almost all of the pupils are White British. Pupils are taught in mixed-age classes, each covering two years. The proportion of pupils with special educational needs and/or disabilities is below average, although the proportion of pupils with a statement of special educational needs is high. Wreningham has attained ActiveMark awards and has Green Flag Eco-School status.

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

Wreningham lives up to its motto encouraging all to work as a team: Together Everyone Achieves More. Parents and carers greatly prize the school's 'very strong sense of community'. Many point to the way their children have grown in confidence. A parent summed up the views of many in writing, 'All the children are well behaved, polite and motivated to learn, and that is down to all the staff.'

In fact, behaviour is exemplary and the pupils are certainly enthusiastic learners. In lessons, when teachers pose questions to the class, almost every hand shoots up to answer. The excellent relationships throughout the school contribute to pupils' strong motivation and their eagerness to help each other. Pupils also have a very keen appreciation of the need for a healthy lifestyle and their attendance has been consistently high: a good preparation for their continuing education and the future world of work. Although, in the past, pupils have made much slower progress than they should in some year groups, the headteacher and staff team have been successful in tackling inconsistencies in teaching so that pupils are now making more rapid progress as they move through the school. The great majority of pupils achieve well. It is the most able pupils who are not all making as much progress as they should because they are not always challenged enough. Some parents and carers comment on this. One explained that, 'My son is not always stretched as much as he could be, with the result that in some subjects he is not always achieving his full potential.' By contrast, parents and carers of pupils who need extra help with their learning voice praise for the support their children have been given. One parent wrote of her son, 'He has been slow to read and is getting a lot of help with that', and another described how, 'The teaching staff have sought to understand my son and tailor teaching to his needs.'

There is much praise from parents and carers for the impact that the headteacher has had in creating, with staff, a climate for learning where pupils are happy, feel very safe and are eager to succeed. Parents describe how 'the school has gone from strength to strength'. The changes made that have led to more consistent good progress across the school show Wreningham's capacity for continued improvement. Through the school development plan, leaders have identified appropriate priorities for improvement, with, for example, new systems introduced this year to track progress in science as a response to national test results that have fallen a little behind those in English and mathematics. However, the plan's success criteria are not all specific or rigorous enough to enable governors to accurately measure whether initiatives are working as well as they should. Ambitious targets have been set for the proportion of pupils expected to reach the nationally expected Level 4, but the targets for the proportion expected to attain the higher Level 5 have been far too low. Monitoring of lessons has given leaders

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a sometimes overly positive picture of the effectiveness of teaching because it has not been sufficiently focused on the progress in lessons of girls and boys of different abilities.

What does the school need to do to improve further?

- Accelerate the progress of more able pupils so that a much greater proportion attain Level 3 in the Year 2 assessments and Level 5 in the Year 6 national tests by:
 - making use of assessment information in all subjects to set work for more able pupils that challenges and extends them. This should be a routine feature of all lessons by the start of the summer term 2010
 - setting statutory targets for the proportion of pupils expected to attain Level 5 in English and mathematics that are at least as ambitious as those set for expected Level 4. This should be in place for 2011 onwards.
- By the start of the summer term 2010, leaders and governors should sharpen school self-evaluation by:
 - increasing the effectiveness of the school development plan as a management tool by including measurable targets that enable leaders and governors to better gauge success
 - focusing leaders' monitoring on the progress that pupils make in lessons and over time, and on identifying where provision can be improved.

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

As a result of their enthusiasm and more consistent good teaching, the great majority of pupils are now making good progress in lessons and they are achieving well. Pupils have had, however, to catch up on some previous years when they underachieved. As a result, their attainment in the national tests has been only average. Whereas pupils' writing had previously let them down, current work shows that the standard of writing is improving. Pupils themselves give much of the credit for this improvement to the better feedback they now get through marking in English.

Pupils with special educational needs and/or disabilities make good progress because they benefit from support that is well matched to their needs. It is more able pupils whose progress is slower than it should be. This is because these pupils are often given work that is too easy for them, especially in science, where, for example, they have had too few opportunities to write and present their findings in their own words. On those occasions when the most able pupils are set work that extends them, they are keen to rise to the challenge. Able pupils in Years 5 and 6, given the extra task in an English lesson to come up with a paragraph to add to a newspaper report, were quick to show their creativity, including some who adopted a jaunty tabloid style.

Boys and girls of different ages get on very well together and often play together. The older pupils especially enjoy the opportunities they have to take on responsibilities and to help look after, and look out for, the younger ones. Pupils take an interest in people

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from different backgrounds, exchanging letters, for example, with school children in Uganda, but they have relatively few opportunities to learn about the diverse cultures within modern Britain.

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	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Introductions to lessons are lively and often briskly paced. This helps to motivate the pupils to work hard and do their best. Teachers' questioning encourages pupils to think for themselves and to develop and express their thoughts, contributing to learners' confidence and their very good speaking and listening skills. The follow-up activities that teachers set for their classes are not always so well chosen. When boys and girls of widely different capabilities are given identical work to do, it is unsurprising when it proves to be too easy for the most able in the class. Pupils' work in science especially illustrates this. Nonetheless, pupils are enthused by the topics about which they learn and a very high proportion take part in the many clubs on offer. Pupils in Years 3 to 6 eagerly look forward to their annual residential trips.

Pupils and their parents praise the arrangements for the children's welfare. Pupils

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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describe how their teachers 'always help you when you are stuck'. As a parent explained, 'The staff are very approachable and take an interest in each child as an individual.' There is especially good support for those pupils with special educational needs and/or disabilities.

Pupils have individual targets in literacy. These, and the improved guidance they are given through marking, have helped pupils to improve the quality of their writing. Marking in other subjects offers notably less guidance to pupils on what they need to do to do better.

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?

Much of the school's success is due to the way the entire staff team work together in emulation of Wreningham's acronymic motto. The team have built strong partnerships with the school's very supportive parents and with other local schools and organisations, all of which help to extend and enrich the curriculum. The school's active role within the village community provides a mutual benefit. Members of the local community are regular visitors to the school, for example in attending musical performances, and the school, in turn, has been able to make use of parish council facilities such as the local playing field and the village hall. Leaders have attempted to broaden pupils' horizons by giving them opportunities to learn about the wider world. This has meant pupils having the chance to see Zulu art and music. Although Wreningham promotes equal opportunities well, pupils have had relatively limited experience of the tapestry of cultures within modern Britain.

The school development plan is comprehensive, but its usefulness as a tool for governors to monitor performance is limited by success criteria which lack precision. Governors and leaders acknowledge that the targets they set for more able pupils' attainment in the national tests have been much too low. Leaders' monitoring of teaching has helped to eliminate inconsistencies but observations of lessons have focused overly on the features of teaching rather than on its impact on pupils' learning and progress.

Arrangements for pupils' safeguarding and to check on the suitability of all adults working with pupils in the school fully meet government requirements.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

'My daughter loves coming to school and skips in most mornings.' This comment from a parent reflects the views of all those who wrote to praise the good start their children get off to in the Reception Year. Parents and carers are especially pleased with the arrangements to help their children settle in. As one parent explained, 'It made my child's transition from pre-school to primary school a smooth and happy one.' Staff make detailed records of how well each child is doing and these enable them to keep a careful track of children's progress. Children start school with broadly average capabilities. As a result of good teaching, almost all attain the early learning goals expected for their ages. Children's social skills are especially well developed, so that they quickly settle to and follow orderly routines, and work and play collaboratively. Children's early writing is the aspect of learning that is least well developed. There is scope to further extend children's experience of writing and using labels, for example in the outdoor area.

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 views expressed by parents and carers are overwhelmingly positive about every aspect of the school. Although generally satisfied with their children's progress, some parents of more able pupils feel that their children could be doing better.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wreningham 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	67	15	33	0	0	0	0
The school keeps my child safe	32	70	14	30	0	0	0	0
The school informs me about my child's progress	20	43	23	50	0	0	0	0
My child is making enough progress at this school	23	50	21	46	0	0	0	0
The teaching is good at this school	31	67	15	33	0	0	0	0
The school helps me to support my child's learning	26	57	18	39	0	0	0	0
The school helps my child to have a healthy lifestyle	30	65	15	33	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	57	16	35	0	0	0	0
The school meets my child's particular needs	26	57	17	37	0	0	0	0
The school deals effectively with unacceptable behaviour	22	48	19	41	2	4	0	0
The school takes account of my suggestions and concerns	29	63	15	33	0	0	0	0
The school is led and managed effectively	32	70	11	24	0	0	0	0
Overall, I am happy with my child's experience at this school	35	76	10	22	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 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.



15 October 2009

Dear Pupils

Inspection of Wreningham VC Primary School, Norwich NR16 1AW

Thank you for making us welcome when we came to visit your school. Wreningham is a good school and, along with your headteacher and the staff, you can take much of the credit for this. I was impressed by how enthusiastic you are in lessons, your excellent behaviour and how very well you all get on together. Many of you told me how much you enjoy school and all the interesting and fun things you get to do in lessons and at all the clubs. You are very keen to learn and do well, and I am pleased to see that you are now making steadily good progress throughout the school. SATs results have only been average, however, because some of you have not been helped to make such good progress in the past, and because too few of you have been attaining higher levels in these national tests. I have asked the school to make sure that it sets more ambitious targets for how many of you should be achieving Level 5 in English, mathematics and science, and I have asked your teachers to be sure always to set you work in lessons that stretches you. For some of you, the work has sometimes been too easy.

The school takes good care of you and you have an impressive understanding of how to keep yourselves safe and to stay healthy. It was especially pleasing to see how rare it is for any of you to miss school. Your headteacher, school leaders and governors know the school well and have a clear picture of what is needed to make it even better. They have an annual plan that sets out the priorities for the year ahead. I have asked them to make that even more useful by including clear ways of measuring success. These will help them see how well they are doing in meeting the targets they set for improving the school. When staff come to visit each other's lessons, we have asked them to look especially closely at how much you are each learning.

Some of you told me how the 'two stars and a wish' feedback you get on your literacy work has helped you to improve your writing. You can help to do even better by continuing to work hard and do your very best, and by following carefully the tips your teachers give you on how you can improve your work.

Yours sincerely

Selwyn Ward

Lead inspector

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