

Wheatfield Primary School

Inspection report

Unique Reference Number	131705
Local Authority	South Gloucestershire
Inspection number	341199
Inspection dates	11–12 May 2010
Reporting inspector	Anthony Shield

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	399
Appropriate authority	The governing body
Chair	Kim Donaldson
Headteacher	Christine Dursley
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 25 lessons or parts of lessons, and all teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They observed the school's work, and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. In reaching their judgements, they took into account the views of 151 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

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

- evidence to support the school's view that progress is good and that improvements in Key Stage 2 performance in 2009 have been sustained
- whether the dip in performance at Key Stage 1 in 2009 has been reversed
- how consistently assessment is being used to provide challenge in lessons with work tailored to individual needs
- the extent to which ambition and high expectations are rooted at all levels in the school's leadership and management, and that the school is responding positively to changes in its intake.

Information about the school

This school is larger than most primary schools. Most pupils are from a White British background, although increasing numbers of pupils from other ethnic heritages are joining the school. A very small number of these speak English as an additional language. The proportion of pupils eligible for free school meals is well below average and the proportion with special educational needs and/or disabilities is just below average. These pupils have a range of needs, including specific learning difficulties, emotional and behavioural difficulties and physical disability. The school provides for children in the Early Years Foundation Stage in its Reception classes. The school has a number of awards: Healthy School, ActiveMark and International School.

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

Wheatfield is a good school. Outcomes for pupils have been sustained and standards particularly in English are improving. These improvements are well founded on comprehensive and accurate self-evaluation which is, in turn, informed by a detailed analysis of performance data and careful monitoring. This provides a good springboard for further improvement.

There are a number of key strengths and areas for further improvement.

- Attainment is improving and is above average by the time pupils leave in Year 6, although pupils are more confident in applying their reading and writing skills than their numeracy skills.
- Pupils' behaviour is outstanding and makes a strong contribution to the good progress pupils make. They are polite and courteous to one another and several acts of thoughtfulness were observed during the inspection.
- Pupils have an exceptionally good understanding of a healthy lifestyle. Even the children in the Reception class tucked into their fruit and milk with relish! Pupils eat healthily, enjoy an active lifestyle and increasing numbers cycle to school.
- Pupils feel safe in an environment in which good relationships are threaded through the fabric of the school and everyone looks out for each other.
- An exceptionally strong ethos of care is at the heart of everything the school does. Vulnerable pupils are especially well looked after.
- Children get off to a good start in the Reception classes and settle quickly to life at school.
- Pupils make good progress through the school because the teaching and the curriculum encourage a lively interest and curiosity. At times, progress is more limited when teachers fail to use assessment to set work at the right level for all pupils, and when pupil targets are not adapted to help pupils understand how to move on.
- The headteacher leads with conviction and skill. Her vision is clear and together with her deputy they are raising expectations, inspiring confidence and taking the staff with them.

Most parents and carers are pleased with the school, and a very large majority report that they are happy with their child's experience at school. Typical of a number of comments made to inspectors was this comment, 'My child's skills and confidence have grown since joining and we are reassured by how safe and happy she feels.'

What does the school need to do to improve further?

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- Ensure more consistently good learning and progress particularly in mathematics by:
 - using information about how well pupils are doing to plan and adapt work to challenge individual pupils at the right level
 - setting pupil targets for the next steps in their learning
 - involving pupils more in assessing their work and understanding how they can improve.

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

A very large majority of pupils say they learn a lot in lessons, and pupils clearly enjoy school and speak highly of their teachers. Pupils' progress is improving particularly in Key Stage 2 and in English. The school acknowledges that there is more to be done to bring the level of pupils' skills in mathematics up to those in English. Nevertheless, some good progress was seen. In a Year 6 lesson, a well devised investigation into how to deploy policemen to maintain constant security cover, inspired and motivated pupils to work with energy and cooperatively in groups. Some more-able pupils found short cuts through the problem; an approach which was seized on by the teacher to share with the rest of the class. A purposeful working atmosphere, alongside very good behaviour and attitudes, ensured all pupils made good progress. Pupils respond particularly well to this practical and active approach to learning. In Key Stage 1, a dip in performance in 2009 has been reversed and pupils are now making good progress. Pupils with special educational needs and/or disabilities also make good progress because of the well-targeted intervention programmes and intensive support from skilled teaching assistants. The increasing numbers of pupils with English as an additional language also make good progress.

Pupils' enjoyment of their learning is reflected in their above-average attendance and their enthusiastic take up of the range of activities and opportunities. Pupils take their responsibilities seriously as office helpers at lunch time or in initiating charity fundraising. They feel they contribute to important decisions about the school through class and school councils. Pupils' basic skills are good and pupils are well prepared for their futures and make the most of the opportunities the school provides.

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.

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

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

How effective is the provision?

The school has successfully created an outstanding framework for the care, guidance and support of pupils. Extensive work and links with parents and carers ensure that all pupils, and especially those more vulnerable, are well looked after. The needs of pupils with special educational needs and/or disabilities are also very well met because of the welcoming learning environment, caring relationships and extensive partnerships with external agencies.

The curriculum provides pupils with memorable experiences and much work has gone into ensuring it meets pupils' interests. A thematic approach promotes understanding of how learning across subjects is linked and an appreciation of the relevance of what pupils are learning. A range of visits, visitors and clubs enrich pupils' experience. These factors are fundamental in ensuring high levels of motivation and sheer excitement in learning. Intervention strategies have proved successful in providing catch-up programmes for some pupils falling behind. Programmes to support those pupils with English as an additional language are well targeted. Nevertheless, there is more to be done before the curriculum ensures consistently good outcomes in all subjects.

Good teaching is characterised by well-organised classrooms, well-managed resources and tasks which encourage pupils' interest and imagination. Pupils' behaviour is well managed and routines well established. In the most effective lessons, high expectations and tasks which ask pupils to think for themselves are widespread. Questions are often used effectively to prompt pupils to think more deeply as well as for teachers to ascertain how well pupils understand. Sometimes however, teachers do not set work at a suitable level for each pupil and targets are not adjusted to take into account how well

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each pupil is progressing. Too many pupils say they do not know how well they doing at school, reflecting the inconsistent approach teachers have to involving pupils in assessing their own learning and informing them how to move on to the next step.

These are the grades for the quality of provision

The quality of teaching	2
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	1

How effective are leadership and management?

The school's ambition is clear, and it has responded positively to the increasing numbers of pupils from minority ethnic backgrounds and those who join the school with English as an additional language. There is a strong commitment to inclusion and removing barriers to achievement. Every child is cherished and valued as an individual. This promotes a strong sense of a cohesive school community in which pupils are proud to belong. The school has a very good understanding of the make-up and values of its local community and its curriculum does much to promote an understanding of the wider national and international community.

The school monitors the progress of all pupils carefully, and a sharp analysis provides class teachers with the information they need to move pupils' learning forward, and offer support and intervention where needed. Together the headteacher and her deputy have set challenging targets for the school's performance and there is a shared determination to get the best for every child. All staff are making a good contribution to school improvement, and are encouraged to lead and take responsibility for initiatives as diverse as the 'Bike It' project to encourage cycling to school, and the work to develop global awareness through the school's international work. Governors are knowledgeable and supportive and are effective critical partners. The school's meticulous approach to safeguarding ensures all pupils are safe and well looked after. All statutory requirements in relation to safeguarding were in place at the time of the inspection.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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	
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

Children make good progress in the Early Years Foundation Stage. Most enter with skills and attitudes which are broadly in line with those expected. Outcomes are good, so that by the time they enter Year 1, most children are well prepared for more formal approaches to learning. Provision for children's care and welfare is good and their learning and development are well managed. Within a well resourced and attractive learning environment, children feel safe and play confidently. The atmosphere is relaxed but purposeful. During one session, children joined in enthusiastically with the singing and listened attentively to a story about an empty lunchbox. Subsequent activities, both teacher-directed and self-initiated, reinforced learning about healthy eating. Children share and cooperate with each other well. They settle quickly to new activities. Behaviour is good and children clearly have trust in the adults who care for them. Observational assessments are made of individual children's progress and plans adapted accordingly. Parents and carers are kept informed of their progress. They appreciate the care with which the school manages the transition between school and home. The Early Years Foundation Stage is well led. The leader has a clear understanding of the provision's strengths and aspects which need to be developed further.

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

Responses were received from 151 parents and carers, representing around on half of the families in the school.

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Those responding were very supportive of the school. Most believe that their children are happy, safe and doing well at school. Many parents and carers who added comments said how much they appreciated the school and the way in which it provides for their children. A few parents and carers commented negatively on the recent turnover of staff, the school's handling of behaviour and a lack of communication. Inspectors recognise there has been an issue recently with a number of teachers taking maternity leave, but believe the school has done as much as it can to minimise the disruption. They judge the school's behaviour management procedures to be good and that the school has done much recently to improve communication with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wheatfield 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 399 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	51	66	44	6	4	0	0
The school keeps my child safe	96	64	50	33	2	1	0	0
The school informs me about my child's progress	51	34	90	60	4	3	1	1
My child is making enough progress at this school	54	36	79	52	14	9	2	1
The teaching is good at this school	63	42	80	53	4	3	0	0
The school helps me to support my child's learning	48	32	90	60	7	5	1	1
The school helps my child to have a healthy lifestyle	67	44	78	52	4	3	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)	44	29	86	57	9	6	1	1
The school meets my child's particular needs	4	32	78	52	11	7	1	1
The school deals effectively with unacceptable behaviour	41	27	74	49	16	11	8	5
The school takes account of my suggestions and concerns	33	22	88	58	16	11	0	0
The school is led and managed effectively	64	42	71	47	10	7	0	0
Overall, I am happy with my child's experience at this school	72	48	66	44	11	7	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). 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"> ■ 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.



13 May 2010

Dear Pupils

Inspection of Wheatfield Primary School, Bristol BS32 9DB

I am writing to thank you all for being so friendly and welcoming when inspectors visited your school recently. We enjoyed talking to you and hearing about everything you get up to at school. Your help was invaluable in carrying out the inspection. Yours is a good school and you are rightly proud to attend. Here are some of the main findings from the report.

- You clearly enjoy your lessons. We were delighted to see how hard you work; your good attitudes and excellent behaviour make a big contribution to the progress you make.
- You told us how safe you feel in school, something your parents also like. The school takes exceptional care of you and you get on well with everybody.
- You have an excellent understanding of how to eat healthily and keep fit. The more of you that walk or cycle to school the better!
- You make good progress, particularly in reading and writing, because the teachers make things interesting and exciting for you. Sometimes, teachers do not use information about how well you are doing to set you work which suits your ability, or change your targets when you've reached them. If you don't know what to do to improve your work, you must ask the teacher.
- You have a good understanding of what it means to keep healthy, and lots of you take part in the school's sporting clubs.
- The headteacher and all the other adults are working successfully to make the school even better.

Thank you once again for your help during our visit, and good luck with your work in the future!

Yours sincerely

Tony Shield

Lead inspector

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