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Clive Davies
Headteacher
Wargrave Church of England Primary School
Bradlegh Road
Newton-le-Willows
Merseyside
WA12 8QL

Dear Mr Davies

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 30 June 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the three governors who met with me, and also to your staff and your pupils.

There are no significant contextual changes at the school since the last full inspection.

As a result of the inspection on 3 and 4 July 2008, the school was asked to:

- ensure that targets provide all pupils with suitable challenges
- ensure that all teachers set tasks that match pupils' learning needs
- improve the quality of governance so that all statutory requirements are met and a stronger challenge is given to the school
- improve the outdoor area for the Reception class so it can be used as a stimulus for learning.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Since the last inspection the school has developed systems to ensure that pupils' progress is discussed and promoted continually. Target-setting is much more

securely established. Teachers have a fuller understanding of the progress expected of pupils and, as a result, they are now better at planning a range of activities and tasks that help pupils meet expectations. Senior leaders meet each half term with each teacher to discuss the progress being made by pupils. These meetings have been instrumental in ensuring support for pupils falling behind is better placed and teachers are held to account more rigorously for the progress of each individual.

Teachers are now able to set individual and group targets more effectively in class. These targets are useful in letting pupils know what they need to work on to improve their work. These are having most impact when the targets are short term and specific to the individual. Some of the longer-term group targets, particularly in mathematics, are proving less helpful because pupils do not work on the specific targets regularly.

In the best lessons seen, teachers constantly referred to pupils targets during the lessons. This was particularly effective in a writing lesson because the teacher used the targets they set when marking pupils' previous work. The dialogue between the teacher and pupils ensured the recommendations were acted upon. This led to accelerated progress.

The outdoor provision for Reception children is much improved. Children take part in a wide range of activities in the outside area sensibly. Teachers and other staff have developed their observation skills so they are better able to identify where learning is taking place and encourage children appropriately. They are skilled at knowing when to ask questions and when to step back. Leaders have appropriate plans to further develop the outdoor learning space for Early Years Foundation Stage over the summer.

Governors have become better at evaluating the effectiveness of the school. The local authority has supported the governing body in meeting their statutory requirements. Some governors are now regularly in school and, as a result of this, they have a much clearer idea of the schools day-to-day effectiveness. Governing body minutes support governors expressed view that the meetings are now much more robust, with governors offering real challenge to senior leaders and other staff. Senior leaders confirm this, stating that they now find themselves getting 'adrenalin rushes' during governors meetings because of the level of debate and discussion.

As a result of the schools efforts, along with effective support from the local authority, teaching has improved and leaders have a more accurate view of the schools effectiveness. Rates of progress are improving for most year groups. In Year 5 currently, there is some underachievement. This has been identified through the improved tracking systems. Well thought out plans exist to ensure that they make accelerated progress in Year 6 so they meet their ambitious targets.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Michael Sheridan
Her Majesty's Inspector