

Wolviston Primary School

The Green, Wolviston, Billingham, TS22 5LN

Inspection dates 25–26 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Standards in reading and mathematics at both the end of Year 2 and Year 6 have been well-above average for a number of years. Attainment in writing has improved so that it is now significantly above average too. This is because leaders and teachers have worked hard together to improve pupils' writing skills throughout the school.
- While standards in other subjects are always at least good and sometimes outstanding, they are not quite as high as in mathematics and English.
- Teachers use their excellent knowledge to plan work that stretches all pupils, including the most able. Lessons are interesting and expectations are high so that all pupils are eager to learn. Pupils' attitudes and work ethic are exemplary and they make rapid progress as a result.
- Pupils are proud ambassadors for their school. They show high levels of care for each other and older pupils take on active responsibilities in the day-to-day running of the school, for example, they sometimes lead assemblies and also help to achieve safe play times on a daily basis. As a result, behaviour and safety are both outstanding.
- The curriculum is rich and vibrant. While there is a strong emphasis on literacy and numeracy skills in all subjects, pupils also have a broad range of other experiences which make an excellent contribution to their wider understanding of the world.
- The indoor and outdoor learning environment in the Early Years Foundation Stage is used extremely well with a wide range of activities that spark the interest of children.
- Parents hold the school in high regard and say staff are extremely approachable. As one said, 'I wish I was still at school, it is great.'
- The headteacher has created a strong team of teachers and other staff who share her ambition that all pupils will reach the highest possible standards. This rigorous and determined approach has led to improvements in the quality of teaching and raised standards in writing so that both are now outstanding. This has been achieved within a positive atmosphere where staff and pupils thrive.
- Governors are knowledgeable and have excellent plans in place to make sure the school continues to improve.

Information about this inspection

- The inspector observed eight lessons taught by six teachers as well as making shorter visits to look at pupils' work. Some observations were carried out jointly with the headteacher.
- The inspector talked to pupils at break and dinner times, and heard others in Year 1, Year 2 and Year 6 read.
- The views of 34 parents who responded to the online questionnaire (Parent View) were taken into account, as well as the views of parents gained informally at the start of the school day.
- The inspector met with senior and middle leaders, teachers, members of the governing body and a school improvement professional who works with the school.
- The school's improvement plan and records of pupils' achievement, records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Fourteen staff submitted their views via a questionnaire and the inspector took these into account.

Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Full report

Information about this school

- Wolviston Primary is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The vast majority of pupils are of White British heritage and speak English as their first language.
- The proportion of pupils supported through school action is lower than that found nationally. The proportion of pupils supported at school action plus or with a statement of special educational needs is similar to that found nationally.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has a range of awards including the Gold Artsmark, and is a UNICEF Rights Respecting School.

What does the school need to do to improve further?

- Increase the rates of progress in other subjects so that levels of attainment more consistently match the very high standards seen in English and mathematics by:
 - making sure marking and feedback tell pupils how to improve their work to help them to reach the next level
 - using information gained from marking and assessing pupils' work to set subsequent work that is sufficiently challenging for all groups of pupils.

Inspection judgements

The achievement of pupils is outstanding

- Pupils make excellent progress because teachers have very high expectations and plan inspiring lessons and experiences.
- Children enter the Early Years Foundation Stage with skills and abilities that are typical for their age. They settle quickly and make rapid progress. Virtually all children reach the levels typical for their age by the end of Reception and about half exceed them.
- This rapid progress continues throughout the school so that attainment is well-above average in reading, writing and mathematics in all year groups. Pupils leave at the end of Year 6 with numeracy and literacy skills that are well-above average and this ensures they are well prepared for secondary school.
- Pupils read with fluency, expression and understanding. For example, when reading to an inspector, a Year 6 pupil could explain the term 'metaphorically speaking' and a Year 1 pupil could explain how satellite technology could control a vehicle.
- While progress in writing has been slightly slower than reading in recent years, it is rapidly catching up, so that attainment at the end of Year 6 in 2013 was significantly higher than the national average. All pupils also reached an above-average standard in their grammar, punctuation and spelling test. Work in pupils' books shows that these very high standards are set to continue.
- The most able pupils make excellent progress so that their attainment is very high for their age. There are examples of high achievement in all subjects. For example, pupils in a mixed Year 5 and 6 class used their mathematical skills to compare the length of shadows to the distance of an object from the light source and made outstanding progress in their scientific understanding. However, pupils do not always make as much progress in science and other subjects as they do in English and mathematics because the work set in these subjects is not always as challenging as it could be.
- Disabled pupils and those with special educational needs make excellent progress to reach higher standards than usually found. This is because the school expects them to achieve well and does everything it can to help them to do so.
- The number of pupils eligible for free school meals is too small to make meaningful comparisons about their attainment in relation to their peers. However, they, too, are making excellent progress. This demonstrates the schools absolute commitment to ensuring equality of opportunity.

The quality of teaching is outstanding

- Teachers prepare lessons that capture the imagination of pupils and ignite their love of learning. Teachers are not afraid to try out new ideas, but at the same time there are extremely secure routines and excellent planning that make sure all pupils achieve the highest possible standards, particularly in English and mathematics.
- Teachers inspire pupils to read, teach them the skills they need and then make sure they practise regularly with adults and on their own. A few pupils who struggle to learn to read are given excellent support to make sure they achieve well.
- The teaching of writing is a high priority throughout the school. Excellent training has helped teachers and their assistants to teach writing more effectively. Pupils' writing skills are outstanding because teachers take them through a careful process where they are able to constantly improve their work. Lots of opportunities are provided for pupils to apply their writing and communication skills in other subjects.
- For example, in a Year 3 and 4 information and communication technology lesson, pupils worked in groups to produce a verbal news report on the solar system using hand-held computers. They were able to use their writing skills to prepare their script and record their work. Their reports

were articulate, effectively organised and knowledgeable.

- Work is marked regularly and pupils are informed about what they are doing well and how to improve in order to reach the next level. This is particularly effective in writing and mathematics. While there are examples of effective marking in other subjects, the marking and feedback given do not always tell pupils how to improve their work so they can reach the next level.
- There is a vibrant indoor and outdoor learning environment for children in the Early Years Foundation Stage which is encouraging them to learn as they play. For example, children in the Reception class were enthusiastically writing a list of objects they would need to go on an alien hunt, linked to their topic on space travel.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils thrive in a stimulating environment where they are able to develop their social skills by taking responsibility for themselves and each other. As a result pupils are articulate, confident and courteous. They are justifiably proud of their school and their achievements.
- Older pupils have opportunities to lead and set an excellent example for those who are younger. For example, some pupils run the weekly achievement assembly. They organise the rewards for pupils who deserve recognition for their work, behaviour or attendance.
- Children in the Early Years Foundation Stage thrive in a calm atmosphere where they are safe and well cared for so that they develop excellent levels of confidence and social skills. They are able to sit and listen as part of a group with an adult, but are also able to share and play together without direct supervision.
- Pupils settle quickly to work in lessons with little need for reminders from adults. The work in their books is presented beautifully because they want to meet their teachers' high expectations and take pride in their work.
- Poor behaviour is extremely rare with no exclusions for at least five years.
- All of the parents who responded to Parent View and the parents spoken to during the inspection say that pupils behave well, that their children are happy to come to school and that they are safe.
- The school's work to keep pupils safe and secure is outstanding. Pupils have a good understanding of different forms of bullying. They say that the school keeps them safe and that they will be taken seriously if they report any concerns. Older pupils act as playground friends and this is extremely successful in ensuring play and lunchtimes are safe and happy. As one pupil said, 'Everyone is nice to each other here.'

The leadership and management are outstanding

- The headteacher has high expectations of herself, her staff and pupils. Her determination and dedication are shared by all who work at the school. There has been a successful drive to improve rates of progress in writing so that standards are now well-above average in all aspects of English and mathematics.
- The leadership team promotes an energetic working atmosphere where there are high expectations of pupils' behaviour and attitudes. The school is a safe environment where safeguarding practices are meticulous and meet statutory requirements.
- Because the school is so small, there are almost no middle leaders and so their usual roles are taken on by senior leaders. They regularly check the quality of teaching by observing lessons and checking the work in pupils' books. This helps leaders to know how well individual teachers are doing. Teachers are given precise feedback that helps them to improve. This, together with excellent training, has helped teaching to improve so that it is now outstanding. Improvements in achievement and teaching show that the school has an excellent capacity to continue to improve.

- The curriculum is exciting and varied both within and outside the school day. Topics are enhanced by visits and visitors, for example, a mobile planetarium was in school at the time of the inspection. Pupils have many opportunities to develop their spiritual and cultural awareness by visiting places of worship, working with artists and with a theatre group. Local villagers work with pupils on the school allotment where they grow vegetables.
- Virtually all of the parents who responded to Parent View say they would recommend the school to another parent.
- The primary school sport funding has been used to broaden the range of sports and increasing participation by buying in specialist coaches from an outside organisation. It is also being used to allow older pupils in Key Stage 2 to develop their leadership skills through sport.
- The local authority provides excellent support through the work of a school improvement adviser who reports directly to the governing body.
- **The governance of the school:**
 - Governors hold the headteacher in high regard. They appreciate her honest and open approach and say this allows them to support and challenge the work of the school.
 - Governors have an excellent knowledge of the strengths and weaknesses of the school because they attend training, visit the school regularly, understand the information about pupils' achievement and ask questions that help the school to be self-critical.
 - Governors know how well teachers are teaching. They have high expectations, and are involved in pay decisions to reward good and better teaching related to teachers' appraisal. They have taken action in the past where teaching needed to improve.
 - Pupil premium funding is used to provide additional support for those who need it, but also to allow access to cultural activities, such as music lessons, for those who cannot afford to pay. In this way governors are ensuring equality and tackling discrimination.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111534
Local authority	Stockton-on-Tees
Inspection number	431379

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Mr H Beckwith
Headteacher	Mrs M Carlton
Date of previous school inspection	14 May 2009
Telephone number	01740 644374
Fax number	01740 644374
Email address	wolviston@sbcschools.org.uk

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