

Wray with Botton Endowed Primary School

School Lane, Wray, Lancashire, LA2 8QE

Inspection dates 29–30 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's drive and ambition for pupils are shared fully by the highly committed staff and effective governing body. Staff instil a passion for learning and pride in achievement in their pupils. As a result, the school has improved since its last inspection.
- The school is a vibrant and happy community, where learning and good behaviour are valued and where all pupils, whatever their abilities or needs, are made to feel welcome.
- All groups of pupils, including the most able, the very small numbers in receipt of additional funding and those who are disabled or who have special educational needs, make good progress and achieve well. They work with increasing confidence and independence.
- Children make a good start to their education in the early years. They are well prepared for their future learning in Year 1 and reach above-average standards.
- The quality of teaching is good. Teachers and teaching assistants have a strong understanding of pupils' learning needs. They make good use of marking and feedback to help pupils improve their own work.
- Pupils' behaviour is exemplary and they feel very safe. Attendance is above average and pupils are punctual and eager to learn.
- The rich curriculum promotes pupils' spiritual, moral, social and cultural development extremely well. An excellent range of sporting and creative activities develops pupils' physical and emotional well-being, and the additional funding for sport is used very well.

It is not yet an outstanding school because

- Although teaching is good, it is not yet outstanding. Teachers do not have enough opportunities to observe outstanding teaching and share best practice.
- Pupils are not always clear about exactly what they are expected to learn in lessons and, as a result, progress for all pupils is sometimes not as fast as it could be.
- Teachers' questioning does not always give pupils the opportunity to extend their thinking or explain their answers.

Information about this inspection

- The inspector observed lessons throughout the school and conducted several shorter observations of teaching and learning. These included observations carried out jointly with the headteacher. He also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair and one other member of the Governing Body, a representative of the local authority and members of staff.
- The inspector took account of 25 responses to Ofsted's online questionnaire (Parent View) and spoke to parents during the inspection. The responses from staff to the inspection questionnaire were also considered.
- The inspector observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Adrian Francis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is well below the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- All pupils are White British. There are no pupils from minority ethnic backgrounds and no pupils who speak English as an additional language.
- Children in the early years are taught full time in a class that is mixed with pupils in Years 1 and 2.
- The school has a breakfast club and an after-school club run by the governing body.
- The school meets the government's floor standards, which are the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The headteacher was appointed to the school in 2011, after the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding so as to increase rates of pupils' progress further by:
 - ensuring that all pupils are clear about what they are expected to learn from the activities they complete
 - ensuring teachers ask questions which enable pupils to understand what they are learning in more depth
 - providing teachers with opportunities to share and observe best practice in school and beyond.

Inspection judgements

The leadership and management are good

- The headteacher's clear vision and sustained direction for school improvement are shared by staff, the governing body, parents and pupils of this small school. All teaching staff take on leadership roles and carry them out to good effect. There is a pursuit of high standards in every aspect of the school's work and the high-quality learning environment supports the improvements in pupils' academic and personal achievements.
- The headteacher is an excellent role model to other staff and sets standards for others to aspire to. Expectations are consistently high and any observed variations in teaching or achievement are addressed.
- Pupils' achievement is accurately assessed in all subjects and actions for improvement are clear. As a consequence, standards in reading, writing and mathematics are reflected in many other subjects such as history, science and physical education.
- The school's use of effective procedures to check on and measure pupils' achievement in all areas of learning is good. Staff's knowledge of the different stages of pupils' progress in all aspects of their learning is also good. The school makes very good use of this information to set the direction for school improvement and to drive standards further.
- As a result of regular, high-quality training, teachers ensure that pupils make good progress across a range of subjects. School leaders are exploring ways to share best practice in teaching and learning, for example, by working with other schools to consider new ways to check and record pupils' progress.
- Staff are held fully accountable for the progress that their pupils make and are have to fulfil clear targets, linked to pupils' achievement, in order to reach the next salary level. The checking of the quality of teaching has led to improvements. However, not all staff have had the opportunity to share or observe best practice, either at Wray or in other schools.
- The local authority provides appropriate support to this good school through regular visits and reviews.
- The school promotes equality of opportunity very successfully and this contributes very effectively to the well-being of children and their families.
- Statutory safeguarding requirements are met. They are supported by high-quality record keeping and training for all staff.
- The additional funding for disadvantaged pupils is used well and is having a positive impact on minimising any gap between the standards that they reach and those of other pupils. Pupils' individual learning needs are clearly identified and, if needed they are given support in class and on a one-to-one basis. Expenditure is very precisely measured and analysed by leaders and the governing body to increase its effectiveness.
- The curriculum is rich and exciting. Pupils have many opportunities to develop musical, artistic and sporting skills. The school makes very good use of the primary school sport funding. This successfully contributes to extensive involvement in competitive sports and team games and the development of teachers' skills in physical education. The outdoor environment is used very well as a resource for learning.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. The highly positive and supportive ethos helps all pupils to grow in confidence. British values are promoted well, including an emerging understanding of democracy through roles on the school council and individual responsibilities. Good relations are fostered and discrimination of any sort is tackled effectively. There is an excellent programme of visits to develop pupils' social and personal skills.
- **The governance of the school:**
 - The governing body is well led and managed. Governors are kept fully informed, both through detailed reports from the headteacher which are linked to the school improvement plan, and also through their own checks on the school's work. They regularly receive up-to-date and precise information on children's achievement and the quality of teaching. They make good use of this information to hold the headteacher to account.
 - Governors are well informed about the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases, and to review targets for the headteacher. The school's policies are updated regularly and the governing body ensures that statutory requirements are met. The governing body manages finances very well. They closely scrutinise the use of specific funds, such as the pupil premium and primary school sport funding.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils are very polite and considerate towards each other and they respond extremely well to the care that all adults show them. They listen attentively and are proud of their own achievements and those of others.
- Pupils' conduct is exemplary. They settle very quickly to work in their lessons and move smartly around the school. They are extremely attentive in assemblies and participate with enthusiasm in all that they do.
- Pupils have extremely positive attitudes to learning. They move quickly and efficiently to their tasks and work extremely well with others. They work very hard and often produce large quantities of work. When they assess and mark their own work, they do so carefully and sensibly. They take their roles in their school very seriously and provide constructive support to each other.
- The school makes excellent use of outdoor activities at breaks and lunchtimes to develop many aspects of pupils' social and personal skills, such as cooperation, leadership and sportsmanship.
- Pupils behave responsibly towards others. They are completely confident that everyone is friendly and happy to be together. Excellent relationships are well established. Parents and staff confirm the pupils' views. These relationships are also a strong feature of the breakfast and after-school clubs.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe and their parents agree.
- Pupils understand risks and dangers in their everyday life. They are very well informed about different types of bullying, including racist, homophobic and cyber-bullying, through specific teaching in school and through personal, social and health education programmes. Pupils rightly feel that there are very few incidents, but know what they would do should they occur. Above all, pupils are very tolerant of others' views and beliefs.
- The school keeps very detailed records of the rare incidents of poor behaviour and responds to them in a rigorous and well-considered manner. There have been no exclusions since the previous inspection.
- Pupils are extremely well prepared for keeping themselves safe in later life. Programmes of personal, social and health education, including work with outside agencies, ensure that pupils have a strong understanding of the dangers of drugs and alcohol, for example. Visits help pupils to assess risks and enjoy challenging activities safely and healthily. Many pupils walk to school and are taught to do so safely.
- Attendance is above the national average and is rising. Pupils are punctual. As a consequence, they are well prepared for work in their future lives. The school has clear and effective procedures to monitor and improve attendance.

The quality of teaching is good

- Teachers have high expectations for all groups of pupils. As a result, pupils are ambitious and aim high. This is evident in the pride they generally take in their work and in the amount of work they produce.
- There is a calm atmosphere for learning. Pupils, and their parents, know that they come to school to learn and they are ready and able to do so. This is helped by the excellent, friendly and positive relationships that the headteacher and staff firmly establish.
- Teaching is not outstanding because there are still some variations in quality, due partly to the different level of clarity provided by teachers as to what the pupils are expected to learn. This limits progress for pupils as their attention is sometimes too focused on the activity they are doing rather than on what they are expected to learn by completing the task.
- The use of marking and feedback is effective. It is used well to guide pupils to improve their own work consistently and to deepen their understanding. Work is marked regularly and guidance for pupils is increasingly precise and informative. Pupils are clear about what they are aiming to achieve, as they have clear and well-understood targets.
- The teaching of reading is very strong. Pupils' comprehension skills, including their ability to make deductions and draw inferences, are developed well through regular, challenging and well-planned activities. High-quality literature is central to many of the topics and themes that pupils study. In one lesson, older pupils were relating their learning to Shakespeare's *Macbeth*, which involved pupils taking on the roles of the different characters. A clear programme for the teaching of letters and sounds (phonics) from the early years, and good opportunities to read regularly to adults, including the use of the library,

underpin pupils' success.

- Teachers and teaching assistants ask questions to help pupils to secure new knowledge and develop their thinking skills. However, although pupils are keen to answer, sometimes questioning does not challenge and them to think hard or give them the opportunity to explain their answers. Consequently, their learning does not always move forwards with maximum efficiency.
- The learning needs of the very small number of disabled pupils and those who have special educational needs are well understood, and staff who work with them are fully informed. Effective teaching of reading and writing skills ensures that these pupils learn well in all subjects. The most able pupils are taught well and make good progress. Pupils learn to develop and utilise a high level of independent learning skills, such as perseverance and self-criticism. Teachers build systematically on their literacy and numeracy skills to support these pupils' high achievement in many subjects.
- The teaching of mathematics is good. Pupils' mental and calculation skills are systematically and thoroughly taught at a good pace. Pupils regularly apply their skills in real-life problem-solving situations and make very good use of homework to embed them. Effective marking contributes to their success.
- Writing skills are well taught overall. The school has identified relative weaknesses in pupils' grammar and spelling skills, which have limited outcomes for tests in these subjects. As a result of an increased focus on grammar and spelling, pupils apply their skills well when writing in a range of work such as diaries, topic work and persuasive reports.

The achievement of pupils

is good

- From Year 1 onwards, pupils build on the good progress made in the early years. However, with varying pupil numbers in each year group, the progress made is not always consistent across the school. Pupils leave at the age of 11 with attainment which is often higher than the national average. Actions to address weaker aspects in any of the year groups have been effective. The school's recent assessments indicate that standards are rising across the school and predictions for the results of the published Year 2 and Year 6 assessments for the current year are higher than the 2014 results.
- Pupils are confident in their reading and enjoy the range of books available. Older pupils speak particularly enthusiastically about the books they have chosen.
- Pupils of all ages have particularly well-developed speaking and listening skills. High-quality relationships enable them to speak clearly and confidently, both in lessons and assemblies.
- All groups of pupils make good progress. The very small number of pupils supported by the pupil premium achieve as well as other pupils in the school. In 2014 and the previous two years, there were no pupils in the school supported by the pupil premium. This means that there are no statistics for comparison between such pupils' achievement and that of other pupils in school or nationally.
- Disabled pupils and those with special educational needs achieve well. The school provides a lot of extra support for pupils as and when they need it through, for example, a very flexible approach to the arrangement of teaching groups. Their progress has improved in the current school year.
- The most able pupils make good progress and an above-average proportion of the school's older pupils reach standards above those normally expected for their age, particularly in reading. Pupils frequently show high levels of maturity, enthusiasm and the ability to take the initiative. For example, they raise thought-provoking questions and undertake detailed research in subjects such as history and geography. In mathematics, the inspector observed pupils make excellent use of high-level calculation skills and formulae to solve problems involving angles.
- While standards overall are rising throughout the school, pupils' progress varies between classes. The variation is partly due to pupils not always being clear enough as to what they are expected to learn from the activities they are involved in. When this occurs, there is too much concentration on completing the task given rather than on the key learning points to be gained.
- Parents, when talking to the inspector, were complimentary about their children's progress.

The early years provision

is good

- Good leadership and management of the early years provision have ensured that children have continued to achieve well since the previous inspection. The quality of teaching is good. The teacher and teaching assistants are well trained, thoroughly understand the needs of young children and have the highest expectations for them.

- Relationships are excellent. These are established with parents from the start through effective induction procedures. These procedures enable staff to build an excellent initial knowledge of children's individual starting points and, then, move quickly to eliminate any gaps in their learning.
- Children's starting points are generally typical for their age. Children of all abilities make good progress in all areas of learning, particularly in communication skills, including reading and writing. As a result, they are very well prepared for their next stage of learning and standards are often above average when they enter Year 1.
- The most able children make good progress because they make clear gains in key skills such as phonics (letters and the sounds they make), comprehension and addition and subtraction. They engage in exciting problem-solving activities and much of their learning is linked effectively around a book that they are reading to add further interest.
- Writing skills are well developed. Children of all abilities learn to form letters and words accurately. They have a range of opportunities to apply their skills in many role-play and problem-solving activities.
- Children of all abilities work and play very well together and concentrate in all their activities. Their behaviour and safety are good. They feel very safe and are well cared for. Their spiritual, moral, social and cultural development is promoted well and they are very curious about the world around them. They tidy up with care and enthusiasm and organise their work well. Teaching assistants and other adults are deployed well to have a maximum impact on children's achievement across all areas of learning.

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	119362
Local authority	Lancashire
Inspection number	448908

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	43
Appropriate authority	The governing body
Chair	Stewart Lawrenson
Headteacher	Rachel Norton
Date of previous school inspection	10 March 2010
Telephone number	01524 221337
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