



# Wolviston Primary School

## Inspection Report

**Unique Reference Number** 111534  
**LEA** Stockton-on-Tees  
**Inspection number** 278714  
**Inspection dates** 4 April 2006 to 4 April 2006  
**Reporting inspector** Mrs Moira Fitzpatrick

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

<b>Type of school</b>	Primary	<b>School address</b>	The Green
<b>School category</b>	Community		Wolviston
<b>Age range of pupils</b>	3 to 11		Billingham, TS22 5LN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01740 644374
<b>Number on roll</b>	124	<b>Fax number</b>	01740 644374
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jayne Roberts
<b>Date of previous inspection</b>	1 November 2000	<b>Headteacher</b>	Mrs Shona Randle

Age group	Inspection dates	Inspection number
3 to 11	4 April 2006 - 4 April 2006	278714

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

Wolviston Primary is small village school with four classes and a 13 place nursery. Most children are from white British backgrounds, with three from Chinese backgrounds. Only one of these children does not speak English as their first language. The proportion of children with learning difficulties or disabilities is below average and there is one pupil with a Statement of Special Educational Need. The proportion of children eligible for free school meals is very low. When children start school in the Nursery their levels of knowledge and understanding are above those expected for three year olds.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school accurately assesses its effectiveness as good. It is ambitious to improve this through rigorous evaluation of its work and by setting appropriate targets for improvement. There are good plans to improve children's writing, the use of assessment and enrich the curriculum provision even further.

By Year 6 standards are well above average. Provision and standards in the Foundation Stage are good overall. Nursery provision is very good and children achieve well, through consistently good teaching and their own enthusiasm for learning.

Good levels of care and guidance give children a very strong sense of security and well being, so they are able to thrive academically and personally. Their personal development is good and makes a positive contribution to the smooth running of the school.

The leadership and management of the school are good. That of the headteacher is very good in developing existing areas of strength, in identifying areas for improvement and in initiating change. The governors provide good support and challenge for the school. Since the last inspection there has been good improvement to standards and the school has developed well. The school gives good value for money and has very good capacity to improve further.

## Achievement and standards

### Grade: 2

All groups of children achieve well because from the time they join the Nursery till they leave in Year 6, they are well challenged and work hard. By Year 6 they reach standards that are significantly above average in English, mathematics and science. The few children who have learning difficulties or disabilities are making similar good progress to their peers because of the good support they receive.

Children now in Year 6 are on target to meet the challenging targets set for this year's national tests. High performance in the tests has been maintained for the last five years and reflects the school's emphasis on providing support and challenge to ensure all children make good progress from their different starting points.

Standards in Year 2 are above average, and children are on course to meet the targets set for them. Minor weaknesses in children's spelling and knowledge of letter sounds have been identified and the school has taken effective action to improve these.

Children in the Foundation Stage make good progress, so that by the end of Reception most have reached, and a good proportion has exceeded, the goals set for their learning.

## **Personal development and well-being**

### **Grade: 2**

Children love school, as their very good attendance indicates, and they are, as one parent put it, "reluctant to stay away even if they are ill." Their personal, including spiritual, moral, social and cultural development, is good, because they make the best use of opportunities to take on responsibility and are keen to learn. Their behaviour is very good and, in lessons, the vast majority show very good attitudes to learning. Occasionally, a few younger children do not make a prompt start with work and teachers are devising strategies to address this.

Children show a good understanding of each other's rights to feel safe and be happy in school. The school council responded well to the concerns of some children about boisterous play. New playground rules have been devised, which children say have made things much better. More opportunities to support others are now being sought, both by older children and the headteacher.

Children have adopted the school's approach to healthy eating. Many are involved in the new taster activities in sport available after school and younger children enjoy their early morning, Shake Up and Wake Up, activities. At the end of every phase children are well prepared for the next stage of learning and by Year 6 are fully prepared for the challenges of secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are consistently good and there is an increasing proportion of very good teaching this year. Some outstanding teaching was seen in mathematics, where children from Year 3 to Year 6 learned at a very fast pace because of the teachers' astute questions and their very high expectations.

The headteacher has accurately assessed both strengths and areas for development in teaching this year. Action taken on assessment is having an impact on the quality of teachers' planning and is raising their expectations of what children can do. The result is that teachers' planning is of a very high quality and identifies what different groups of children need to learn even more precisely.

The pace of learning is speeding up because children are set tasks that they can succeed with independently and at their own pace, and because some groupings have been formed, for example in phonics teaching, to ensure that the different needs of younger children are very well met. Improvements this year to the existing good assessment procedures mean that teachers can now set targets and track children's progress over a shorter timescale so that any dip in progress is picked up more quickly. Planning in the Nursery is based on very good assessment of children's needs so that they all make good gains in all areas of their learning and enjoy their experiences very much.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum which is developing well this year as a result of the school's desire to broaden children's experiences and make more productive links between subjects. Children are enjoying the theme days that have been introduced and spoke with great enthusiasm about the Spy day that took place earlier this term. Teachers worked hard to create a project which included every child in using mathematical, communication and artistic skills to solve problems and 'catch the spy'. Displays of their activities celebrate well how children of all ages relished the gripping activities and rose to the challenges set.

A good range of visits and visitors already enhance children's learning. Planned extensions to this in the coming year include more awareness of different communities and cultures so that children have a fuller understanding of the wider world. Extra-curricular opportunities are good, and the taster courses which have been introduced give children the opportunity to discover further talents and interests. The curriculum in the Nursery is very good because it is so well planned to match children's needs and give a very good balance of activities during each session.

## **Care, guidance and support**

### **Grade: 2**

All aspects of health and safety and risk assessment are secure and there are good procedures in place for child protection. Children with learning difficulties and disabilities receive good quality support from staff who know them well and teachers' plan well for their needs. Parents of children in the Nursery spoke very highly of how well they were involved in their children's learning and given advice on how to help at home. These very good links continue throughout the school and parents overwhelmingly agree that their children are well cared for and happy, and that they are well advised on how to support their children's learning. Children have every confidence that their teachers will quickly sort out any problems and say that they will be looked after if they are unwell. The school's systems for monitoring children's progress are improving further this year with the introduction of targets and the involvement of children in evaluating their own learning. Children agree they are confident about what they need to do to improve their work.

## **Leadership and management**

### **Grade: 2**

The recently appointed headteacher's rigorous evaluation of the school has identified accurately how its many strengths can be built upon to make it even more effective. This year, greater involvement by staff in analysing and tracking children's progress has had a significant impact on the quality of teaching and learning by enabling subject leaders to identify where minor weaknesses need action to raise standards further. Standards are rising as result of changes.

The headteacher has correctly identified the further development of subject leaders' expertise and responsibilities as a priority in the coming year. Her aim of involving all staff in contributing fully to the school's improvement has won the full support of colleagues in her ambitious vision for higher standards and better progress in all aspects of the school's work. The school is rightly aware that although children are achieving well, they could achieve even better with consistently high levels of challenge in all areas of their academic and personal development.

Governors are very supportive of the school and bring a wide range of expertise and experience to their service of the school. They know the school well through a growing first hand knowledge of its work and ensure that all statutory requirements are met. Parent questionnaires showed that they are highly appreciative of what the school does for their children, though a tiny minority does not agree that they are consulted often enough. Other parents welcomed the recently introduced Home/ School contact book.

The school gives good value for money and taking into account the very good lead given by the headteacher has a very good capacity to continue to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Mrs Shona Randle

Wolviston Primary School

The Green

Wolviston

Billingham

TS22 5LN

04 April 2006

Dear Children

Thank you for helping me find out about your school. I enjoyed watching you learn and talking with you.

I think your school is good at helping you to enjoy your learning so that you work hard and learn really well. You have interesting activities, such as the Spy day, which I know you all enjoyed very much. It was good to hear about the after school clubs that you attend and how much you are enjoying those too.

I agree with you and your parents that your teachers look after you well and make sure you are safe and happy in school. It was good to see how well older children looked after younger ones and how you all seem to know each other and get on well. It was nice to hear of the good work done by the school council to make the playground a happier place by having new rules. I also enjoyed having lunch with some of you and seeing how you enjoy the nice food that is prepared for you.

Your headteacher and teachers have very good ideas about how they will make your good school even better. They know what needs doing to help you get better at writing and learn even faster than you do now. They also have very good plans to make learning more interesting with more computers and special theme days.

Thank you again for the lovely welcome you gave me. Keep up your good work - it makes your parents and teachers very proud of you.

Best wishes for the rest of the year.

Yours sincerely,

Mrs Moira Fitzpatrick