

Wawne Primary School

Inspection report

Unique Reference Number	117867
Local Authority	East Riding of Yorkshire
Inspection number	301703
Inspection dates	13–14 March 2008
Reporting inspector	Linda Murphy

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 on roll	
School	74
Appropriate authority	The governing body
Chair	Mrs Kathryn Dagg (Vice-Chair)
Headteacher	Mr Philip Sainter
Date of previous school inspection	1 June 2003
School address	10 Greens Lane Wawne Hull HU7 5XT
Telephone number	01482 835599
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Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Almost half of the pupils attending this small village school travel from a neighbouring local authority – Kingston upon Hull – which is characterised by some disadvantage. Most pupils are of White British heritage. A slightly above average proportion of pupils has learning difficulties and/or disabilities. The school holds the Healthy School award.

In September 2007, the school leadership was shared for an interim period by a retired consultant and retired headteacher. An acting headteacher was appointed in December 2007. Two thirds of the teaching staff are new to the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. Links with parents and the local community are very effective and this adds a great deal to the pupils' good personal development. Pupils behave well and have good attitudes to learning, as reflected in their above average attendance. High priority is given to encouraging pupils to live a healthy and safe lifestyle and pupils respond outstandingly well to this. They are very mature for their ages. They have an increasing understanding of their rights and responsibilities and are confident to act upon them. The school's pastoral care of its pupils is good. Academic guidance is satisfactory. The use of class and individual targets is very new and has not had time to influence pupils' progress.

Pupils' achievement is satisfactory. Standards are broadly average by the end of Year 2 and Year 6. At Year 6, they are above average in English but average in mathematics and science. This reflects the school's strengths in teaching literacy and developing pupils' spoken language. The above average proportion of pupils with learning difficulties and/or disabilities achieve as well as their classmates because support staff are effectively deployed to meet their needs. However, more able pupils do not always receive enough challenge in lessons and this limits the standards attained.

The very significant recent change to staffing has been made as seamlessly as possible. The acting headteacher quickly gained an understanding of the school's strengths and weaknesses and gained the respect of pupils, staff and parents. Work to improve basic systems for monitoring and tracking pupils' progress is under way but not yet at the point to provide a good picture of pupils' achievement.

The quality of teaching and learning is satisfactory. As staff have so recently come together from other schools, there is inconsistency in approaches, for example, to marking pupils' work, so that pupils do not always understand clearly what they need to do next to succeed. At times, work is not well enough matched to pupils' needs. For example, lesson planning does not always identify how tasks will challenge all groups. As a result, more able pupils sometimes mark time while lower attaining pupils do not always complete their tasks. However, the school has much to build on because relationships are strong and staff mostly have good knowledge of the subjects they teach.

The satisfactory curriculum has strengths in the extensive programme of enrichment and the strong local contacts which place the school at the heart of the village community. The focus on mathematics and science is not as strong as in English and reflects the differing outcomes in standards achieved.

Leadership and management are satisfactory. The headteacher has begun to monitor the school's work but this is at an early stage. For example, the quality of teaching and learning has yet to be formally checked to make sure that agreed policies are implemented consistently. Progress since the school was last inspected, the capacity to continue its journey of improvement and the value for money it provides are satisfactory.

Effectiveness of the Foundation Stage

Grade: 2

Children mostly enter this school with levels of skills and knowledge that are broadly typical for their age. Dramatic changes in the curriculum since the last inspection, support from the

local authority and a strong teaching partnership enable children to achieve well. In the main, for the first time in some years, standards are higher than expected for pupils' ages when they enter Year 1. The learning environment is stimulating and opportunities for pupils to work and play in the fresh air have increased tremendously. As a result of this and the good teaching, children learn at a rapid rate. They have plenty of opportunities to consolidate their learning and to take good strides forward in acquiring new skills and knowledge as they choose or are guided to 'workshop' activities. The good arrangements for assessing children's knowledge are built into the everyday teaching and learning. Sound links with a number of pre-school providers mean that staff have initial assessments to build on. A strong focus on promoting personal development enables children to develop good social skills which aid their learning. Adults in the class work well as a team. Leadership of the Foundation Stage is good.

What the school should do to improve further

- Raise standards in mathematics and science.
- Ensure that more able pupils are fully challenged.
- Implement arrangements to track pupils' progress to enable leaders and teachers to have a clear view of pupils' progress and the next steps required to raise standards.
- Implement formal monitoring of the school's work to gain a more precise picture of priorities for development

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and standards are average. A dip in standards in 2006 and 2007 at Key Stage 2 has been rectified. Standards are above average in English because great attention is given to developing pupils' skills at reading and speaking. Pupils develop a love of books and gain good insight into how to construct sentences and engage readers in stories. As a result, pupils are adept at expressing their views and at writing for a range of purposes. Story writing is of good quality. The average standards by Year 6 in mathematics and science are no higher because the curriculum has, until recently, been insufficiently practical to ensure that pupils have plentiful opportunities to apply their learning regularly to different situations. The extra time given to reading has not been mirrored in other subjects and consequently progress in these is not so rapid. Standards at Year 2 have varied a little according to the proportions of pupils with learning difficulties and/or disabilities. Overall, they are average. Importantly, throughout the school, all groups of pupils make at least satisfactory progress. More able pupils do not make faster progress because they are not always challenged sufficiently well.

Personal development and well-being

Grade: 2

Pupils' personal development has improved well since the last inspection, and is now good. Pupils have a strong sense of self-worth which they gain from their good spiritual, moral, social and cultural development. Pupils say they feel very safe in school and are taught to take some responsibility for their own safety and that of others. As a result, they have an excellent appreciation of how to keep safe. Their very great understanding of how to live a healthy life

stems from participating in healthy eating, lots of very enjoyable sport and from such activities as 'park and stroll' when families walk to school. Pupils say that bullying is not a problem but that any concerns are dealt with quickly by staff. Older pupils particularly like the 'worry box' where any concerns can be confidentially shared with adults. The school council is proudly involved in making decisions and has been instrumental in the introduction of a healthy tuck shop and extra play equipment. As a result, pupils are fully engaged at playtime in worthwhile activities. Pupils take great delight in being 'stars of the week' to mark their good deeds and improving work. Strong links in the village, with other schools and through 'ePals' in Italy and America help pupils gain a good insight into the importance of contributing to local and wider communities. Pupils have very positive attitudes to learning and want to do well. Equipped with their effective basic skills, pupils are satisfactorily prepared for their next school.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory. Teachers are clear about the purpose of lessons, but the degree to which more able pupils are challenged differs between subjects and classes. A satisfactory pace to most lessons is at times over-reliant on the use of work sheets which are not always well enough matched to the needs of the individual pupils. Some of these inconsistencies are the result of staffing changes. Staff have brought new ideas and ways of working with them but there has been insufficient time for the leadership to agree whole-school arrangements and to check that they are followed. The teachers' good knowledge of the subjects they teach is key to their valuable questioning; pupils respond well by listening carefully in discussion and sharing ideas, often with partners. Good relationships with staff promote pupils' readiness to contribute. Learning objectives are clear and, as a result, pupils understand what is required of them. Teaching assistants and volunteer helpers from the community are deployed effectively to support the learning of groups of pupils. Staff provide good role models and are influential in pupils' good behaviour.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory rather than good because of the work still to be done in ensuring all groups of pupils are fully challenged. In addition, the curriculum is not always sufficiently practical and this restricts the speed of pupils' development in mathematics and science. The strong focus on English successfully contributes to accelerating pupils' progress in reading and writing. Pupils comment very positively on the recent changes such as extra activities in sport and the arts, including specialist music tuition. All of these make learning interesting and fun and enrich the curriculum. Partnerships with the community and a local secondary school provide further opportunities for pupils' learning. Days when the whole school is focused on a theme, such as world book day, add greatly to pupils' enjoyment. However, 'golden time' – a choice introduced by the school council – is not always used constructively. The programme to promote pupils' personal development is good.

Care, guidance and support

Grade: 3

A strong emphasis on fostering children's well-being means that pupils flourish in their personal development. Pupils new to the school settle in very quickly because of the good arrangements and relationships. Staff know the pupils very well and respond quickly to any concerns. Pupils have trust in the adults in school and are confident to approach them if they need help.

Arrangements are in place for safeguarding pupils and for protecting their health and safety, including child protection. Pupils with learning difficulties and/or disabilities have individual education plans but these are inconsistent in quality. The school has worked with the local authority to ensure that pupils' needs are appropriately identified and addressed. As a result, these pupils make satisfactory progress.

Academic guidance is satisfactory. As targets have only recently been introduced, pupils do not yet fully understand the importance of meeting them. There is no common practice in the marking of pupils' work. Praise encourages pupils to work hard but the marking, in the main, lacks clear indications to pupils of how well they are doing and what they need to do next. Partnership with parents is enhanced through the consultations between teachers, pupils and parents – an aspect much appreciated by all.

Leadership and management

Grade: 3

The very significant change to staffing has been as smooth as possible and team spirit is good. Staff and governors are ambitious for the school's success and have a common sense of purpose. A start has been made on evaluating priorities but this has yet to be underpinned by a secure baseline of information. Similarly, new policies and systems, for example, to track pupils' progress are being developed but are not yet consistently implemented across the school. Importantly, a system is now in place to build upon. Smooth administration allows the acting headteacher to concentrate on raising pupils' achievement.

Innovations, such as enhanced parent consultations and extra-curricular arrangements, are all helping to broaden links with the community. Parents are very supportive of the school and comments, such as 'children are eager to talk about their school day', reflect pupils' engagement in learning. The 'Friends' of the school association add much in terms of improving resources and organising social activities.

Issues from the last inspection have mostly been dealt with so that improvement is evident in the Foundation Stage, and generally pupils now work more independently and contribute ideas.

Governance is satisfactory. A revised committee structure means that governors are better placed to take an active part in their role as a critical friend and ensure that policies are up to date and implemented.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

17 March 2008

Dear Children

Inspection of Wawne Primary School, East Riding of Yorkshire, HU7 5XT

Thank you very much for the very warm and friendly greeting when I inspected your school. I found that Wawne Primary School gives you a satisfactory education.

Lots of changes in the Foundation Stage mean that children in the Reception class get off to a good start and really enjoy all the workshops set out for them. You behave well and have good attitudes to your work and play. It is good that everyone gets on so well and that you find your teachers kind and helpful. I know that you enjoy school and your attendance is better than in a lot of other schools. You have an excellent understanding of how to stay safe and keep healthy. The clubs and extra activities help greatly in this.

You reach good standards in English and really love writing stories which are of good quality. In mathematics and science standards are not quite so high. I have suggested that the school helps you maintain the good levels in English and improve in mathematics and science.

The school takes good care of you. As a result, you feel safe and always have an adult to talk to if you need help. The headteacher and other staff want the best for you, and so we have agreed that they will make sure that the work you are given is always just right for you. I have also asked the school to help you more in understanding your new targets. Then checks on all the new arrangements can be made so that the school can continue to improve.

You can help by continuing to write interesting stories, trying very hard in numeracy to understand the different methods of working out and learning your multiplication tables so that you can calculate accurately and quickly. In science you can help by remembering what you learn in each topic so that you gain a good understanding. Keep on asking and answering those difficult questions!

Yours sincerely

Mrs Linda Murphy

Lead inspector