

Wolviston Primary School

Inspection report

Unique Reference Number	111534
Local Authority	Stockton-on-Tees
Inspection number	325397
Inspection date	14 May 2009
Reporting inspector	Graeme Clarke

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	139
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Jayne Roberts
Headteacher	Mrs Maria Carlton
Date of previous school inspection	1 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Green Wolviston Billingham TS22 5LN
Telephone number	01740 644374
Fax number	01740 644374

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

The inspectors collected evidence from lesson observations, looking at pupils' work, assessment information, documents, interviews and discussions with the headteacher, staff, pupils and a governor. They evaluated the overall effectiveness of the school and investigated the following aspects:

- the progress and achievement of children and their personal, social and emotional development in the Early Years Foundation Stage since the last inspection
- the progress pupils presently in Year 6 made since beginning Key Stage 2, and other pupils throughout the school from September 2008 to the present
- how effectively teachers and teaching assistants use information to support all pupils, including those with learning difficulties and/or disabilities and more able pupils.

Other aspects of the school's work were not investigated in detail but the inspectors found much evidence to confirm that the school's own evaluations are justified, and these have been included in the report.

Description of the school

This smaller than average primary school serves families mainly from the village of Wolviston and the locality to the north of Billingham, where living standards are above average. Very few pupils are eligible for free school meals. A low proportion of pupils have learning difficulties and/or disabilities. Almost all pupils come from a White British heritage. None from other ethnic backgrounds are learning to speak English. Early Years Foundation Stage provision is in the Nursery and Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wolviston Primary is a good school and some aspects of its work are outstanding. The inclusive education the school provides ensures very high levels of pupils' personal development and well-being. Pupils make good progress across the school and achieve well to reach above average standards by the time they leave. The recently appointed headteacher and her senior team provide clear leadership and manage the school well. In this small, caring and family-orientated school, they very effectively ensure that the whole staff upholds the values of 'Every Child Matters' and the school's philosophy that 'every child knows every other child'. Very strong partnerships with parents, the village community, local services and businesses and outdoor centres make a marked contribution to pupils' education and development. Almost all parents hold the school in the highest regard. One sums up their views, 'Wolviston School offers a warm, friendly caring environment where my daughter is thriving and developing in every area. I feel our new headteacher and her team are approachable, caring and proactive with the needs of children at the forefront of their thoughts. The school is well managed and the children are well behaved, polite and pleasant'.

Good, and sometimes excellent, teaching leads to pupils' good overall achievement. Teachers usually provide activities which encourage pupils to be very industrious, working both individually or collaboratively, and to present their work very well. Pupils respond enthusiastically to skilful questioning and very well managed discussions. The very effective partnership between teachers and assistants results in well tailored support for pupils with particular learning difficulties and/or disabilities which helps them to achieve well. Occasionally, though, lesson activities are not so well aligned to other pupils' abilities and do not challenge them sufficiently to make as much progress as they could. Teachers mark pupils' work frequently and congratulate them on their accomplishments. Importantly, teachers give pupils clear pointers so they can improve their work. A good, rich and exciting curriculum contributes to pupils' good achievement and their outstanding personal development and well-being. Assemblies, visitors and visits, including residential visits to an outdoor centre all play a key part in enhancing pupils' learning and developing their sense of wonder.

Pupils enter Year 1 with above average standards in all areas of learning and sustain good progress to reach significantly above average standards overall in Year 2. However, in 2008 teachers' assessments showed writing standards slipped to average. Current Year 2 pupils are attaining above average standards in reading and mathematics although few reach the higher standards in writing. After a year-on-year period of significantly above average results in the Year 6 statutory assessments, standards fell closer to average in 2008, noticeably in English. Nevertheless, many Year 6 pupils made good progress to reach challenging targets in 2008. Current Year 6 pupils' standards have improved on last year. More pupils are reaching the higher levels in mathematics than in English. Given their starting points pupils' achievement is good and many will leave school at an above average standard. Last year, the small numbers of pupils with learning difficulties and/or disabilities made sound progress in line with their abilities. The school is developing new arrangements to analyse pupils' progress and support learning. They are proving to be very successful, for example in helping pupils with learning difficulties throughout the school to make clearly good progress. The school recognises the value of extending the new arrangements for everyone.

Pupils' personal development is outstanding. The school deservedly holds both the Healthy Schools Gold and Activemark awards. A very high number eat healthily at lunchtime. Many

thoroughly enjoy taking part in sports and other physical activities during and after-school and use outdoor climbing and fitness facilities enthusiastically. They feel safe and are adamant that very little bullying occurs, clearly knowing what action to take if anything concerns them unduly. Pupils wholeheartedly enjoy many aspects of school life and speak warmly of the friendships they make. Good attendance is successfully promoted and absence rates are low. Pupils are confident and mature in conversation with adults and each other. They behave impeccably in lessons and responsibly follow well-organised routines in the communal parts of the school where their behaviour is always considerate and polite. For example, in an assembly they paid rapt attention to one pupil's talented display of ballet and readily celebrated their schoolmates' accomplishments. Their varied and valued contribution to their school and local community is noteworthy. The school council carefully uses its budget to support active and enjoyable play. Playground friends value their training and contribution to the safety and happiness of other pupils. Pupils willingly support charitable work both locally and farther away. The school's senior leaders and governors are intent on fostering community cohesion. They promote the part the school plays with the village by extending relationships with the parish council and the local church where pupils contribute to services and festivals. They ensure pupils study a foreign language, other cultures and faiths. Links with schools in other countries are developing. Together these reflect pupils' good contribution to the local community and an increasing awareness of British life and global perspectives. Pupils' well developed experience of enterprise and local business, very competent basic skills and preparation for moving into the secondary sector stand them in excellent stead for their future.

Good leadership and management ensure pupils' good achievement and outstanding personal development. The senior leaders and governors have an accurate picture of the school's strengths and areas for development and make good use of information to plan and carry out improvements. Governance is good. Led by a very experienced chair, governors have a very clear knowledge of the school, and know their next steps in further strengthening their role in evaluation. They meet all their responsibilities and current government requirements including, for example, to safeguard the welfare of pupils. The new senior leadership team rightly enjoys the full confidence of governors and parents and is building on the good quality provision noted at the last inspection. Given the school's determination and successful track record, more ambitious goals are well within reach. It has a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good. Children's attainments on entry to the Nursery are above the expected levels for their age and, after making good progress many show skills and abilities that are above or well above average in all areas of learning by the end of Reception. Children are successfully encouraged to accept responsibility in many ways, such as changing clothing for outdoor work, choosing activities appropriately and listening to other children's points of view. Their personal development is well above the average level for their age at the end of the Early Years Foundation Stage. Good teaching, effective adult support and exciting activities capture children's attention, encourage involvement, make learning fun and lead to good progress. Carefully planned arrangements strike a good balance between children's choice of activities and those that teachers direct them to. Children readily make good use of well planned indoor and outdoor facilities which support all areas of learning. Innovative use of local resources, such as a nearby woodland park, makes a major contribution to enhancing children's investigative and social skills. Parents are fully confident about the

care their children receive in this welcoming and stimulating environment. They speak highly of the contact the school has with them, about the arrangements for a daily exchange of information and advice on ways to help their children's learning at home such as by using the lending library of bags of stories and ideas for activities. Diligent arrangements for ensuring children's welfare ensure they quickly gain in confidence and independence because adults know the children well and show high levels of care and attention. Sound procedures for assessing children's progress are well in place with plans to extend their use. Good leadership ensures children develop and learn well.

What the school should do to improve further

- Raise standards and improve progress:
 - in writing in Key Stage 1
 - in English to the same levels as mathematics and science in Key Stage 2.

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Annex A

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?	2
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
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
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

15 May 2009

Dear Pupils

Inspection of Wolviston Primary School, Stockton-on-Tees, TS22 5LN

Mr Pattison and I really enjoyed our visit to inspect your school. Thank you for helping us when we came into your classrooms and assembly to see you at work. You were very polite and helpful and we did enjoy talking with those of you whom we met. Your school gives you a good education and it helps you become very personable young people. You are very well behaved and polite to others in lessons and around the school. We were delighted to see how much you like to take part enthusiastically in school activities, how you value the friendships you make and the help you get. We were also pleased to see how you contribute to school life, for example as school councillors and playground friends and how you help others who are less fortunate than you. The headteacher and all the staff are very proud of you.

Your school is warm, welcoming and very well organised. All the adults in the school look after you very well and that is why you feel safe and happy. When we looked at your books we liked the way your teachers tell you how well you are doing and how you can improve. Last year many children in the Nursery and Reception classes made good progress. I noted that the 2008 levels in writing for pupils in Year 2 were lower than in reading and mathematics and that in Year 6 the English test results were not as high as they could be. I was pleased to see that this year many of you in Year 2 are also making good progress in reading and mathematics but fewer of you have reached the higher level in writing. Standards of your work have improved in Year 6, especially in mathematics. Mr Pattison and I also saw that the extra support given to those of you struggling a little helps you do really well.

I have asked the school to help those of you in Key Stage 1 to get on a little faster and do better with your writing. I have also asked the school to find as many ways as possible to help older pupils do as well in English as in mathematics and science.

You have very many opportunities at Wolviston Primary School to learn about life and these should stand you in good stead for the future. Some of you will soon be leaving to join a secondary school. I hope that you all do really well.

Yours faithfully

Graeme Clarke

Lead inspector