

# Wrenbury Primary School

Nantwich Road, Wrenbury, Nantwich, Cheshire CW5 8EN

## Inspection dates

17–18 January 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher provides strong, effective leadership. She has the confidence and trust of staff, pupils and parents.
- Leaders have driven forward rapid improvements in teaching. As a result, pupils made good progress and achieve well.
- Governance is effective. Governors have the skills and information to hold the school leaders to account.
- Pupils come into school with smiles on their faces. This is because they see school as a calm, very safe haven where they feel valued as individuals. Behaviour is exemplary both in and around the school.
- The quality of teaching, learning and assessment has improved in reading, writing and mathematics. It is now good. However, the number of pupils achieving the higher standards is not as high as it could be, particularly in reading.
- Vulnerable pupils are catered for very well at Wrenbury Primary. Staff 'go the extra mile' to ensure that teaching matches their precise needs and ensures that they make good progress.
- Teaching assistants make a valuable contribution to pupils' achievement.
- Leaders have successfully introduced a new broad and balanced curriculum. This helps to ensure that pupils from all groups, including those who have special educational needs (SEN) and/or disabilities make good progress.
- Some subject leaders, other than for mathematics and English, do not clearly understand the progress that pupils make. They do not make the best use of assessment information to monitor pupils' progress and identify gaps in their learning.
- Pupils have in-depth knowledge and understanding about the Christian faith and other cultures and religions. They have a real appreciation of life in modern Britain. This is underpinned by the school motto, 'We all matter'.
- Pupils are enthusiastic about their learning because of successful work by staff to make lessons interesting, challenging and fun.
- Children make good progress in the early years. However, sometimes they are not challenged to do their very best.

## Full report

### What does the school need to do to improve further?

- Enable leaders of the foundation subjects, such as history and geography, to become more accountable for attainment and progress within their subjects by ensuring that they:
  - collate and analyse the information gathered about pupils' progress
  - identify gaps in learning for individual pupils in order to plan support for them.
- Ensure that an even greater proportion of pupils reach the higher standards in reading, writing and mathematics, with a particular focus on reading.
- Ensure that activities provided, both indoors and outside, in the early years consistently challenge children to do their very best.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the last inspection, the headteacher has established a positive, ambitious culture within the school. As a result, pupils thrive. Parents typically commented, 'The experience for children here is superb. They have a wonderful time because their well-being is a priority.'
- The headteacher has developed a strong team of professionals and volunteers that fully support the school ethos: 'We all matter'. She has created a united, dynamic team who work in close collaboration with each other. This promotes consistency of provision between classes.
- The headteacher and governors have been unremitting in improving the quality of teaching. Overall, there is consistent challenge and flexibility of movement between groups of learners. As a result, teaching and pupils' outcomes are now good.
- The SEN coordinator brings a wealth of experience to the post. She has a clear understanding of those pupils who require extra support. Pupils make good progress because interventions are put in place and reviewed on a regular basis. The funding for SEN is spent wisely and supports pupils to overcome any barriers to their learning. Leaders and teachers take care to match learning activities to their specific needs.
- The headteacher and her deputy have a thorough approach to monitoring teaching, learning and assessment. They work effectively with other schools and clusters in the authority to improve the moderation of teachers' assessment and to secure training opportunities.
- Leaders in the core subjects of English and mathematics demonstrate a secure understanding of the progress that pupils make. They analyse data thoroughly and track pupils' progress. This has led to improvements in pupils' progress.
- Subject leaders in foundation subjects, such as history and geography, are less confident in their analysis of the information gathered about pupils. As a result, they are not able to identify gaps in pupils' learning, which prevents them from providing even more support where it is most needed.
- Leaders and staff provide a broad and balanced curriculum that excites and engages pupils. This is underpinned by a variety of trips and visitors to the school. Pupils also benefit from a wide range of extra-curricular activities such as learning a musical instrument, playing a wide range of sports within the community and 'well-being lunches'. These activities nurture pupils' social and emotional needs very well.
- Leaders hold staff closely to account for their performance. The management of teachers' performance is used effectively to reward high-quality teaching and secure improvement. Leaders set teachers targets linked to the impact that teaching has on outcomes. They are successfully supported by strong, professional development from their local learning community and wider afield.
- Pupils' spiritual, moral, social and cultural development is exemplary. The 'well-being lunch' and use of a 'therapy dog' all go towards creating rounded citizens of the future.
- Pupils are very well prepared for life in modern Britain. Leaders 'go the extra mile' to

ensure that pupils have an in-depth understanding of other cultures and religions through their topic work, 'Around the World'. Assemblies, visits and visitors support their learning.

- Good use is made of the primary school physical education and sport premium to promote active and healthy lifestyles effectively. There are many opportunities to compete with other schools and within the region, where pupils make their mark, particularly in cricket. Pupils benefit from regular lessons delivered by a sports coach.
- The pupil premium funding is used effectively so vulnerable pupils achieve as well as other pupils nationally. Additional support is in place to raise specifically the achievement of the most able disadvantaged pupils in all year groups. School leaders are determined to build on recent improvements.
- The overwhelming majority of parents are supportive of the work of the school. They would recommend it to another parent. They appreciate the changes that leaders have made since the last inspection. Parental comments include, 'Wrenbury is a well-led, highly organised school that encourages my child to feel involved, engaged and challenged.'
- Leaders communicate well with parents and external agencies to ensure that pupils are safe and happy. This is a strength of the school.

### **Governance of the school**

- Governance is strong because governors:
  - have the skills and information to hold school leaders to account
  - are skilful at interpreting assessment information they receive from the headteacher
  - demonstrate a clear understanding of the strengths and weaknesses of the school
  - ask informed questions and follow them up
  - ensure that their training is current and up to date and take their responsibility for safeguarding seriously.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Those responsible for safeguarding are trained at the appropriate level. The headteacher understands her responsibility to ensure that there is always someone with responsibility for safeguarding on the school site to deal with any concerns.
- Up-to-date policies and procedures are in place and staff receive appropriate training and information. Consequently, staff know what to do if they have any concerns about a pupil's well-being. Staff take prompt action to keep pupils safe.
- Records are kept efficiently and stored securely. Leaders work closely with outside agencies when required.
- Staff know the individual pupils and their families very well. No stone is left unturned when it comes to ensuring that pupils are safe in school.

## Quality of teaching, learning and assessment

Good

- Improvements have led to good teaching across the school. Weak teaching has been eliminated and this has led to pupils making good progress from their starting points.
- Teachers have good subject knowledge and plan lessons that are based on interesting topics to ensure that pupils are constantly interested and on task. Pupils demonstrate genuine excitement about their learning across the school. All staff use questioning effectively to challenge pupils to think carefully and explain their answers in detail.
- Accurate assessment in English and mathematics is used to plan lessons that help most pupils to make good progress in reading, writing and mathematics. However, the number of pupils reaching the higher standards could be even higher, especially in reading.
- Both teachers and teaching assistants demonstrate the confidence to move pupils during lessons from one ability group to another in English and mathematics. As a result, most pupils' learning needs are met.
- Teachers use time productively to sustain pupils' interest and their eagerness to learn. Pupils show resilience in their learning – the inspector saw clear examples of this in classrooms. Progress is monitored regularly and any misconceptions are dealt with on the spot.
- The broad and balanced curriculum has been designed to appeal to all pupils. There is a focus on using interesting texts to gain pupils' interest at the start of each topic. Activities often combine subjects, such as computing, design technology and art. This strategy has been successful in developing pupils' natural curiosity and expanding their knowledge. In addition, this approach has also enriched the teaching of writing as pupils apply their skills across subjects. One pupil was inspired to write, 'I sauntered and dawdled across the pavement with Ferris's hand scooped in mine.'
- Teachers are playing a major role in driving forward improvements in reading. They encourage most able pupils to read with fluency and expression. Phonics is taught successfully and younger pupils make good use of their improved skills to sound out unfamiliar words. Teachers are enthusiastic about reading and pupils talk avidly about their favourite authors and the types of books they prefer. Year 5/6 pupils were presented with a selection of books, which they had to shortlist before voting on them for inclusion in the class library.
- The teaching of mathematics is good. Teachers effectively develop pupils' ability to reason and solve problems in mathematics. Pupils in all classes are well supported with additional equipment as and when they need it.
- 'Learning journey' books record pupils' work and reflect individual progress in a variety of subjects. The written work, artwork and content is of an exceptionally high standard. They are a pleasure to behold.
- There is a close partnership between teachers and teaching assistants to ensure that the needs of pupils, including those who have SEN and/or disabilities, are met. Teaching assistants are knowledgeable and deployed effectively to support pupils with their learning.
- Information relating to their children's achievements is shared regularly with parents and carers. It gives them an indication of how well their children are doing.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident learners and their physical and emotional well-being is promoted extremely well. Pupils at Wrenbury Primary said that everyone works as a team to support each other. This is reflected in their ethos statement, 'We All Matter'. Typically, parents commented, 'My children have made excellent progress academically and emotionally since joining Wrenbury'.
- All the staff, including the headteacher, take it in turns to hold two well-being lunches every day of the week. Age-appropriate books are usually read to around eight pupils as they eat, covering a range of topics from refugees to same-sex relationships. The pupils are free to voice their opinions or worries in a supportive environment.
- Although bullying is a rarity at Wrenbury, pupils have a good understanding of different types of bullying and know about the impact that it can have on people.
- Without exception, parents, staff and pupils said that school is a very safe place. Pupils are taught to stay safe through a range of age-appropriate activities. Pupils also have a secure knowledge of how to keep safe online. They are aware of other dangers such as radicalisation. The teaching for this is thorough and effective.
- Leaders have worked hard to ensure that the wide range of extra-curricular opportunities for pupils have not been compromised in the drive to raise standards in the classroom. As a parent pointed out, since the start of the term children have had two cricket-coaching sessions, a cinema trip, a theatre trip, a swimming lesson and a taekwondo taster afternoon.
- Members of the community are welcomed into the school. There are parent and grandparent days, which are much appreciated by those who attend. The headteacher and members of staff, including the caretaker, are always on hand to welcome parents and children, both morning and afternoon. Communication is excellent.
- Pupils who are elected onto the school council play an important role in improving the school experience for all pupils. They feel that their contributions are valued and appreciated by school leaders. Older pupils have 'buddies' in the Reception class. They forge such strong relationships that even when Year 6 pupils leave, they come back to Wrenbury to see how their buddies are doing.
- The school council has recently broadcast on local radio informative information on endangered animals.

**Behaviour**

- The behaviour of pupils is outstanding. They are very kind, considerate, respectful and polite.
- Pupils' behaviour inside and outside of the classroom is exemplary. Pupils are welcomed into school by staff and are quick to settle to their work. During social times,

pupils play happily together and behaviour observed by the inspector at breaktimes was, without exception, sensible, caring and positive.

- In lessons, pupils listen attentively to staff and to each other. They work independently or in groups, and show the utmost respect for each other's opinions. The inspector saw no disruption to learning throughout her visit.
- Attendance has improved since the last inspection. Pupils who were persistently absent are now in line with other pupils. The majority of pupils now have good attendance. This is due to the unrelenting efforts of leaders and teachers to improve the attendance of individuals. These successful strategies have improved the attendance of those pupils who previously had higher absence rates. Based on the current attendance figures, leaders are confident that attendance at Wrenbury is improving further.

## Outcomes for pupils

**Good**

- Pupils make good progress and develop secure knowledge, understanding and skills from their starting points across year groups and subjects. An increasing number of pupils are starting to move towards the higher standards in key stages 1 and 2, particularly in writing and mathematics.
- Caution needs to be taken when interpreting published data against national averages due to the small numbers in Year 2 and Year 6. Consequently, the inspector took greater account of the school's own information on pupils' outcomes and examples of pupils' work.
- Accurate, reliable information informs leaders of how well pupils are doing, particularly in English and mathematics. In 2017 national tests, Year 6 pupils made good progress in mathematics and writing and similar progress to other pupils nationally in reading.
- School records and work in pupils' books show that good progress continues as pupils move through key stage 1 and key stage 2, notably in writing and mathematics. Progress in writing and mathematics is accelerating faster than in reading. Nonetheless, teachers are working to develop their pupils as lifelong readers with a love of a wide variety of books.
- The proportion of pupils reaching the higher standards has improved since the last inspection, especially in writing and mathematics. However, occasionally pupils are not sufficiently challenged and progress slows, particularly in reading. A whole-school focus on improving progress in reading is in place so that more pupils can achieve the higher standard in this subject. However, the impact of this recent initiative is not fully evident.
- Due to the improved teaching of phonics, the school's own tracking system shows that the majority of pupils are making good progress with this aspect of their learning.
- Pupils achieve well in subjects such as history and geography. However, progress is not as rapid as it could be. Systems to monitor and analyse the progress that groups of pupils make, and identify gaps in their learning, are not embedded into practice.
- The number of disadvantaged pupils in the school is very low. Case studies show that because of the effective spending of the pupil premium funding and close monitoring, these pupils make good progress from their starting points. Work in books and the results from interventions show they are now reaching age-related standards in

reading, writing and mathematics as they move through school. Differences between their performance and that of their peers and others nationally are diminishing.

- The SEN coordinator uses the extra funding efficiently to ensure that pupils who have SEN and/or disabilities make good progress. Leaders organise provision for these pupils effectively, identify their needs promptly and provide targeted support that makes sure that they are not left behind.
- Pupils' rounded achievements and outstanding personal development ensure that they are well prepared for the next stage in their education.

## Early years provision

**Good**

- The leadership and management of the early years are good. The early years leader has an accurate overview of the strengths and priorities for development. All aspects of safeguarding and health and safety are managed well.
- The leader has good links with parents. Parents are invited to 'drop-in mornings' and receive good online and verbal communication about their children's progress. Parents are encouraged to participate in their children's learning and to contribute to the records of children's progress. The school provides sessions for parents to learn about how their children are taught and to support their children at home.
- The early years leader has a good grasp of assessment developed in collaboration with other schools. As a result, the tracking of the children's progress is accurate and well informed. Evidence of the progress children make is clearly recorded and information made available to parents.
- The leader and her teaching assistant constantly use reflective practice to improve and embed the early years provision. The quality of teaching is good. Staff have created a lively, purposeful indoor and outdoor provision across all areas of learning. This provides children with a good range of opportunities to develop their knowledge, understanding and skills. However, at times the activities provided do not challenge children to do their very best or think more deeply.
- Children are excited by their learning and as a result, behaviour is very good. They persevere with tasks and show good levels of concentration and cooperation with their peers and Year 1 pupils.
- Children are provided with activities that grab and hold their attention, such as a puppet show or a bookshop. Some children in early years joined a writing session with Year 1 pupils, and loved the sound that accompanied writing a question mark. As a result, they used the question mark appropriately in their own work. Children told inspectors that these sessions 'are fun, but they stretch my brain!'
- The additional funding for disadvantaged children is used well to support this small group of children.
- Adults question children well and encourage them to speak and develop their language skills. Children in the early years make good progress and are well prepared for moving to Year 1.

## School details

Unique reference number	111078
Local authority	Cheshire East
Inspection number	10042437

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Mrs Jenny Davies
Headteacher	Mrs Bessa Cador
Telephone number	01270 685510
Website	<a href="http://www.wrenburyschool.org.uk">www.wrenburyschool.org.uk</a>
Email address	<a href="mailto:head@wrenbury.cheshire.sch.uk">head@wrenbury.cheshire.sch.uk</a>
Date of previous inspection	15–16 December 2015

## Information about this school

- The school is smaller than the average-sized primary school.
- There are four classes. The early years comprises children in the early years and Year 1, Base 1. There is a class for Year 2 pupils, Base 2. Then there are two key stage 2 classes, one for Years 3 and 4, and another for Years 5 and 6.
- The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils in the school is much lower than the national average.
- The proportion of pupils with an education, health and care plan is in the top 20% of schools nationally.
- The proportion of pupils receiving SEN support is lower than the national average.
- The school meets the government's current floor standards.

## Information about this inspection

- The inspector observed teaching and learning across the four classes in the school.
- Meetings and discussions were held with the headteacher, deputy headteacher, members of staff, a representative from the local authority, parents and pupils. The inspector also met with some members of the governing body.
- Observations were made of pupils' behaviour at the beginning of the day, at lunchtime, breaktime and during lessons.
- The inspector examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, the school's information on pupils' outcomes and reports of the quality of teaching.
- The inspector listened to pupils read and looked at examples of their work in books from the wider curriculum, alongside the senior and middle leaders.
- Account was taken of the 59 responses to Ofsted's online questionnaire completed by parents. The inspector also considered the responses to questionnaires completed by pupils and teachers.

## Inspection team

Maggie Parker, lead inspector

Ofsted Inspector

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