

# Wreningham VC Primary School

Ashwellthorpe Road, Wreningham, Norwich, NR16 1AW

**Inspection dates** 8–9 July 2015

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

## Summary of key findings for parents and pupils

### This is an outstanding school

- School leaders have a relentless focus on promoting improvement. As a result standards in teaching and achievement are outstanding.
- Teamwork is a strength of the school. All staff have high ambitions for the pupils and work well together to make sure all pupils succeed.
- Pupils learn in a safe and caring environment. They receive excellent support and guidance that enables them to become very confident learners.
- Governors are skilled and have a thorough knowledge of the school. They provide highly effective levels of challenge and support. They work closely with the headteacher to ensure that that all pupils receive an outstanding education.
- Parents are highly supportive of the work of the school. They value the personal support given to their child. They are complementary about the work of the headteacher and staff.
- The early years provision is outstanding. Children make an excellent start to their education due to outstanding teaching that interests and excites them.
- Parents of children in Reception are encouraged to share in their child's learning. Daily 'drop in' sessions and monthly 'Stay and Play' allow parents to be involved in their child's learning.
- Staff are consistently focusing on improving pupils' achievement and pupils achieve exceptionally well.
- Teaching is outstanding because teachers have high expectations of all pupils. They plan activities that enthuse the pupils and make them think hard and persevere with their learning.
- Teaching assistants are highly effective in supporting pupils' learning.
- Pupils who are eligible for the pupil premium funding make rapid progress and attain every bit as well as pupils nationally.
- Pupils' behaviour around the school and in lessons is impeccable. They are enthusiastic about their learning and are proud of their work.
- There is a small number of pupils, mostly boys, who are less enthusiastic about reading. They are progressing well, but it is not as rapidly in other subjects.
- Pupils are extremely considerate of one another in the playground. Older pupils show high levels of care and consideration for those younger than themselves.
- Pupils feel exceptionally safe and secure within the school. They are knowledgeable about keeping themselves safe in a variety of situations.
- The curriculum is outstanding as pupils study a range of subjects through stimulating topics. It provides exceptionally well for their spiritual, moral, social and cultural education.
- Pupils are very well prepared for life in Modern Britain through the curriculum, trips and visits as well as opportunities to take on leadership roles.

## Information about this inspection

- The inspector visited five lessons and made several shorter visits to classes to observe learning. The headteacher joined the inspector for four of the observations. The inspector also looked at work in pupils' books in lessons and conducted a work scrutiny to look at pupil progress this year. She listened to pupils read and talked to them about their reading.
- The inspector visited one assembly.
- A formal discussion was held with groups of pupils along with informal conversations at break and lunchtime.
- A range of documents were examined, including the school's analysis of its own work and its improvement plan, information on pupils' academic progress, and documents relating to the quality of teaching, staff training, behaviour, attendance and safeguarding.
- Discussions were held with the headteacher, senior teacher responsible for the Early Years Foundation Stage, subject leaders, three members of the governing body and a representative of the local authority.
- The inspector took account of the 65 responses to the online questionnaire, Parent View, and the schools' own parental surveys and seven letters sent in by parents. The inspector spoke to a number of parents informally at the start and end of the school day.
- The inspector received and considered the views of the 8 staff that completed questionnaires.

## Inspection team

Caroline Pardy, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is well below average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- Pupils from Reception to Year 6 are taught in four mixed aged classes.
- The local authority groups neighbouring schools into clusters so that they are able to work together. Wreningham Primary School is part of the Wymondham Cluster.
- The headteacher was not in post at the time of the last inspection. He was appointed in 2011.

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

- Continue to develop the existing approaches to further engage boys in reading, so that they enjoy reading and become completely confident readers.

## Inspection judgements

### The leadership and management are outstanding

- Teamwork is a strength of the school. 'Together Everyone Achieves More' is the school motto which underpins all aspects of the school's work. The headteacher leads a dedicated team who are relentless in their pursuit of improving the academic and personal achievements of the pupils.
- Senior leaders, governors and staff are committed to ensuring that all pupils have equal opportunities so they can achieve their full potential. Together they have brought about improvements that have led to pupils receiving an outstanding education.
- Pupils learn in a safe and caring environment where each child is valued as an individual. Pupils receive excellent support and guidance from staff that enables them to develop their confidence both academically and personally. Pupils told the inspector that teachers give their own time to help them. As a result they develop into confident young people who, by the time they leave, are exceptionally well prepared for high school.
- Providing an excellent standard of teaching has been a focus for school leaders. They have provided teachers with a comprehensive training programme to develop their teaching. Teachers are keen to improve and they welcome the support and training. All teachers said how valuable they find the training. Teachers are held accountable for the achievement of pupils within their class and pay awards are dependent on staff meeting their pupil progress targets.
- Pupil progress is rigorously monitored through half-termly review meetings. Pupils who may be falling behind in their learning are quickly identified. Individualised support is swiftly put into place and school data along with the work in pupils' books shows this is highly effective in helping pupils to catch up.
- Subject leaders are very knowledgeable about the quality of teaching and pupil progress in their subject area. Through rigorous monitoring they have correctly identified areas for improvement and take appropriate action. For example, in literacy it was noticed that boys were not really interested in their writing. Action was taken to change the curriculum and boys are now interested in the topics they are studying. As a result there has been a marked improvement in their writing.
- The pupil premium funding is used very effectively to ensure that these pupils have the same opportunities as their classmates. This money is used to provide a range of resources to support pupils with their reading and mathematics. Eligible pupils are supported financially so they can attend school visits and trips and have access to music tuition.
- The school has made excellent use of the primary school sports funding to provide a wide range of sporting activities. It has also been used to fund sports coaches, to train teachers so they are skilled and confident in the delivery of sports lessons and to fund after school activities. Pupils really enjoy their sports lessons and they are very proud of their performance in local competitions against other schools. The pupils are extremely proud of their sporting achievements as they have won a number of sporting events for example, tag rugby, girls football and athletics tournaments. Over half of the pupils take part in the weekly after school sporting clubs.
- The school has embraced the new National Curriculum and has developed a topic-based curriculum which is creative and stimulating. Pupils study the full range of subjects through topics such as 'festivals' and 'great lives'. There is a wide range of visits and trips to supplement classroom learning.
- The provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils are provided with the opportunities to reflect upon their beliefs and those of others. Through lessons and assemblies they learn about respect, tolerance and rules of law. Pupils are elected to posts of responsibility and recently held an election for a pupil to be headteacher for the day. Pupils are very well prepared for life in modern Britain.

- Senior leaders' thoroughly evaluate the work of the school and use the information to plan future developments. They use this information to identify key issues that will build upon current outstanding practice.
- The Early Years provision is exceptionally well led and managed. The teacher has a detailed knowledge of children's individual learning needs which are met very effectively. She has high expectations of the adults who work in this area and of the children.
- The local authority provides appropriate 'light touch' support for the school through the Norfolk 'Better to Best' programme. At the schools request they have supported leaders in reviewing the success of its performance and validating their self-evaluation judgements.
- School leaders are actively involved with the work of the Wymondham Cluster of schools. They are keen to learn from other schools as well as sharing their own good practice.
- Parents are extremely supportive of the school and complementary about the staff. They commented on the high level of commitment made by staff, the schools willingness to embrace the individual needs of the pupils and the headteacher's leadership. Several parents commented that he is welcoming and friendly and takes time talk with pupils and parents. They feel very well informed about their child's progress.
- The school's safeguarding and child protection procedures are meticulous and meet current requirements. Senior leaders and governors carry out frequent and rigorous checks to ensure that pupils are safe. All policies are checked and are fully up to date. Staff are well trained in safeguarding.
- **The governance of the school:**
  - The governing body has a thorough knowledge of the strengths and weaknesses of the school because they seek out information. They use their strengths and areas of expertise well and make sure that they are well trained. They analyse the school data themselves and use this to provide effective challenge to leaders and managers. They are fully aware of the achievement of all groups of pupils. They know how the school compares to others nationally.
  - Governors visit the school to observe learning and talk to staff and pupils. They have a thorough knowledge of the quality of teaching. They ensure that pay awards are linked suitably to pupil progress.
  - Governors regularly evaluate their own performance and contribute to the schools self-evaluation and development plans. They are rigorous in ensuring that the school is a safe environment for both pupils and staff. Policies and procedures for safeguarding are reviewed annually. Governors manage the schools finances well and understand the positive impact of additional funds, such as the pupil premium, on pupils' progress.

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

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils' behaviour around the school is impeccable as they show high levels of care and consideration for one another. Pupils enjoy physical activities such as skipping, playing tag and ball games, but they are very aware of the need to play safely.
- Pupils are very proud of their school. They enjoy talking to visitors about the opportunities provided by the school, especially sporting activities. They are polite and courteous to one another and to adults. Adults provide a positive role model for the pupils as they treat all pupils with respect.
- Behaviour in lessons is outstanding because teachers have high expectations in terms of pupil behaviour. Teachers also plan lessons that are interesting and challenge pupils' thinking. Pupils are highly enthusiastic about their learning. Even though a small number of pupils are not enthusiastic about books and reading they are never off task. They are proud of their achievements. They show high levels of concentration and perseverance because they want to learn.

- Pupils are involved in writing their classroom rules and told the inspector, 'We write them so we follow them. They are our rules.' They also told the inspector that their lessons are not disrupted by poor behaviour and this is confirmed by the school behaviour records.
- Pupils are encouraged to take on responsibilities. Each class has a pupil who greets visitors to their classroom to tell them about the work they are doing. There are also opportunities for pupils to be peer mediators, house captains and vice-captains, library monitors and members of the school council. Pupils are extremely proud of these roles and carry them out diligently.
- Good work and behaviour are rewarded with house points and certificates of achievement. Pupils enjoy collecting house points in order to gain a bronze, silver or gold badge. They wear their badges with pride.

## Safety

- The school's work to keep pupils safe and secure is outstanding. Visitors cannot enter the school unless their identification and safeguarding credentials are checked. All visitors are provided with an information leaflet about appropriate behaviour within the school and how to ensure pupils are safe.
- Pupils told inspectors that they feel very safe within the school because, 'No one can enter the school when we are here because it is locked. There are teachers and dinner ladies who keep us safe.' Younger pupils said that the Year 6 mediators helped to keep them safe because they helped them 'make up' with their friends and also made sure they always had someone to play with.
- Pupils told the inspector that there is no bullying in the school. They understand the difference between bullying and 'falling out' with a friend. Pupils say that it doesn't matter what you look like, where you are from or your culture, you are accepted in the school for who you are. Pupils have produced several anti-bullying displays around the school including the, 'It's OK to be different wall'. Every child has contributed to this display.
- All pupils know how to keep themselves safe in school. They told the inspector they are taught about keeping themselves safe in a variety of situations, including when using technology. As well as being taught about safety as part of the curriculum pupils also take part in a variety of activities. During the inspection Year 6 pupils took part in a half-day activity run by the Norfolk Crucial Crew team where they were learning about fire, water and home safety, internet safety and risk to their health.
- Absence from school is rigorously followed up to ensure all pupils are safe. Attendance is just above the national average and improving as pupils enjoy coming to school.
- Staff and parents are very positive about pupil behaviour. They feel behaviour is good and that pupils are safe and well cared for.

## The quality of teaching

### is outstanding

- Teaching outstanding. Teachers have high expectations of pupils and plan interesting activities that motivate them to learn. For example, pupils in Years 1 and 2 were very excited about the production of the Shakespeare play 'The Tempest'. They had to think about how the play would have been performed in the 16<sup>th</sup> Century.
- Teachers use questioning extremely effectively to probe pupils' understanding and to develop their vocabulary. Pupils are expected to explain the reasons behind their answer or to suggest alternative words or ideas. Teachers are also highly skilled at using questioning to judge when to move a pupil's learning forward or to provide extra help.
- Pupils are enthusiastic about their learning and often excited by the learning activities. They enjoy answering and asking questions and making links with their learning. For example, noticing and explaining how that ending of 'The Tempest' is very different from the other Shakespeare plays they have studied.
- Teaching assistants are skilled and highly effective in supporting those pupils who need help with their

learning. They have a thorough understanding of the particular learning needs of the individuals they support. They use questioning skilfully so that pupils are able to explain their learning. As a result pupils who receive support make rapid progress in lessons.

- Teachers set work that enables pupils to develop their perseverance and resilience as learners as they are required to concentrate for long periods of time in order to complete the task. The inspector saw several examples across the school. For example, children in Year R were engrossed in completing their story books and spent a long period of time taking care with their writing and spelling.
- Teachers also provide opportunities for pupils to further explore their learning in order to deepen their knowledge and understanding. In a Year 5 and 6 mathematics lesson pupils were involved in working out the different methods of crossing a river using a given number of stepping stones. One of the pupils identified a pattern and went on to investigate this further. The pupil had used Fibonacci's theory and shared this with the class.
- Teachers give high quality written and verbal feedback to pupils about their work and how to improve it. They ensure that pupils act upon the advice given. As a result pupils make rapid progress in all subjects.
- The teaching of reading and writing is highly effective. Teachers successfully engage pupils in writing by providing them with interesting topics. Pupils read daily and many enjoy reading. However, there is a small number of boys who are less enthusiastic about reading. The school has purchased a series of books that boys are finding interesting and is using technology to encourage them to read. School leaders are aware that they need to extend the range of approaches so that boys become increasingly confident and enthusiastic readers.
- Mathematics is exceptionally well taught as pupils have the opportunity to solve complex problems. Pupils are enthusiastic about their mathematics lessons and told the inspector this was one of their favourite lessons because, 'We like hard maths and the challenges we are set.'
- Through the topic based curriculum teachers provide a wide variety of opportunities for pupils to practise their reading, writing and mathematical skills. The inspector observed two sports lessons where pupils were using their mathematical skills. Pupils in Year R were measuring distance and in Year 5 they were estimating distance.

### The achievement of pupils

### is outstanding

- The level of children's skills when they start in reception vary year on year. Often a large majority of children enter with speech, language, reading and number skills that are typically below those typical for their age.
- Pupils achieve exceptionally well because teachers have very high expectations of all pupils and skilfully plan activities that inspire them to learn. The end of Key Stage 2 results in 2014 placed the school, once again, in the top 20% of all schools nationally for attainment and progress in reading, writing, punctuation spelling, grammar and mathematics.
- The proportion of pupils attaining the higher levels at the end of Key Stages 1 and 2 are too small to allow reasonable statistical analysis. However, in 2014 the number increased on previous years. The achievement shown in national tests is reflected in the high quality work seen in pupils' books.
- The 2015 unvalidated test results for the end of Key Stages 1 and 2 indicate that achievement continues to improve. Over half the pupils in Key Stage 1 have attained the higher level 3 in both reading and mathematics and just under half in writing. This represents exceptional progress from their starting points.
- In Year 6 two-thirds of the pupils have achieved the higher level 5 in mathematics, reading, punctuation and spelling and just below two-thirds in writing.

- Work in pupils' books and school data shows that progress in other year groups continues to accelerate. Evidence in pupils' books clearly shows how their writing has developed. Pupils' write in a variety of styles and younger pupils use their knowledge of letter sounds well to help them spell. Older pupils write fluently and at length.
- The work in pupils' books shows that they are making outstanding progress in a range of subjects. This is because the work is challenging and provides them with opportunities to use their mathematics and English skills in a variety of contexts.
- Disabled pupils and those who have a special educational need achieve exceptionally well from their respective starting points. The individualised support they receive during lessons or when working in small groups means they leave the school with the expected level of attainment for their age.
- The most-able pupils are given work that stretches them and makes them think hard about their learning. Work in pupils' books show that these pupils are solving difficult mathematical problems and that their writing is accurate and detailed. Most-able pupils' attainment is particularly strong in mathematics and in spelling, punctuation and grammar. In the unvalidated 2015 Key Stage 2 results several pupils have gained level 6 in these subjects.
- The very small number of disadvantaged pupils attain as well as other pupils. There were no disadvantaged pupils in Year 6 in 2014. The school's progress data shows that disadvantaged pupils are achieving as well or slightly above other pupils in the school in reading, writing and mathematics.
- The proportion of pupils meeting the threshold in the end of Year 1 screening check in phonics (the sounds that letters make) has shown some variation. However, it is improving and in 2014 it was once again above average. Year 2 pupils who read to the inspector were able to talk about their books and use a range of strategies to help them read unfamiliar words. Pupils in Year 6 talked about their enjoyment of reading and told the inspector how they thought it helped them to develop their vocabulary.

### The early years provision

### is outstanding

- Children come from a range of settings prior to joining the Reception class. They quickly settle into school life because transition arrangements are extremely effective. Staff visit the children in their nursery setting and children and their parents have the opportunity to visit the school and work with the children.
- Children get an excellent start to their education. Teachers are highly skilled at assessing children's levels and providing activities that are tailored to each child. As a result children gain confidence and thrive in this stimulating environment and most children make outstanding progress from their starting point. They are very well prepared for Key Stage 1.
- Children who require additional support because they have a special educational need are quickly identified and appropriate activities and support are immediately provided. Teaching assistants are skilled and understand the different needs of the children they support. Parents told the inspector how much they appreciate the guidance they are given in helping their children with their learning at home.
- Teaching is outstanding because the teacher has high expectations of the children. Children are encouraged to develop an enquiring mind, ask questions and talk about their learning. For example, a group of children painting were very excited when they discovered that the paint was drying in the pot. They were keen to tell the inspector that it was the air that caused this paint to dry, just like the paint on their page.
- The outdoor area is well equipped and used highly effectively to contribute to children's' learning. They confidently explore and learn to use equipment safely. The school ensures that this is a safe environment for children to learn. Safety checks are carried out regularly in this area.
- Literacy skills are well taught. Children were thrilled about the story books they were writing for the



cluster literacy exhibition. Their work shows they have acquired good letter formation and use their phonic knowledge correctly to spell words. Pupils have a good understanding of number sequences and can solve a range of simple equations.

- Behaviour is outstanding. Pupils work well together; they share equipment, are polite to one another and help each other with their learning. They follow instructions and listen attentively to their teacher.
- The school encourages parents to be involved in the learning of their children. They contribute 'wow' moments to their child's learning journal. Parents are encouraged to join their child at the start of the school day in order to share their learning and talk to staff. Monthly 'stay and stay' sessions provide the opportunity for parents to work with their children on a particular activity. Parents are highly appreciative of these opportunities and the briefing sessions they receive on subjects such as phonics.

## 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

<b>Unique reference number</b>	121095
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	448520

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chrissie Baldwin
<b>Headteacher</b>	Robert Jones
<b>Date of previous school inspection</b>	13-14 October 2009
<b>Telephone number</b>	01508 489355
<b>Fax number</b>	01508 489355
<b>Email address</b>	office@wreningham.norfolk.sch.uk

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