

Inspection of a school judged good for overall effectiveness before September 2024: Wray with Botton Endowed Primary School

School Lane, Wray, Lancaster, Lancashire LA2 8QE

Inspection date:

13 May 2025

Outcome

Wray with Botton Endowed Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy their learning at Wray with Botton, where the school's mission is for all pupils to 'feel valued, challenged and encouraged'. Relationships between staff and pupils are warm and positive. Pupils feel safe and are well cared for. Governors offer strong support to all members of the school community.

The school has high expectations for the achievement of pupils, including those with special educational needs and/or disabilities (SEND). Pupils respond well to these expectations. They engage successfully with the ambitious curriculum that the school provides. This helps them to achieve well. From the very start, children in the early years are immersed in a language- and number-rich environment. This helps children in the Reception Year to develop a solid foundation in reading and mathematics.

Pupils' behaviour is very positive. In lessons, and during lunchtimes and breaktimes, they move around the school calmly and sensibly. Pupils follow the school's values and expectations.

The school prepares pupils well for the next steps in their education and for life beyond school. It does this by providing opportunities for leadership, including encouraging older pupils to be 'buddies' to younger pupils and to be members of the active school council, where pupils have a voice.

What does the school do well and what does it need to do better?

Since the last inspection, leaders and governors, supported by caring and skilled staff, have driven continued improvement at the school.

The school has developed an ambitious curriculum that is designed to build pupils' knowledge from the Reception Year through to Year 6. The school has identified clearly the important information that pupils should learn. This helps teachers to know what to focus on in their teaching. It also supports their workload. Typically, staff design activities that enable pupils to learn the curriculum well.

Children in the early years benefit from the carefully designed curriculum. Learning activities support children to develop their knowledge, communication and language skills. They enjoy a wide range of opportunities to develop their physical and social skills. Staff care for children well and help them to become independent, to share and consider the feelings of others.

Reading is at the heart of the school and its curriculum. Pupils read carefully chosen texts that are well matched to their abilities. These texts spark pupils' interests and support their learning in subjects such as history and geography. Pupils enjoy reading. They read for pleasure at school and at home. Pupils who are at the early stages of reading receive effective support from staff. This helps them to quickly catch up with any gaps that they may have in their phonics knowledge so that they become confident and fluent readers. Older pupils enjoy discussing their favourite novels, poetry and plays that they have read.

Pupils' writing knowledge is not as strong as their reading skills. This is because the school's approach to teaching early writing is not as effective as it could be. Sometimes, resources and activities for children in the early years and pupils in key stage 1 to practise writing are not well matched to their needs. This hinders pupils' early writing and leads to misconceptions in letter formation, spelling and punctuation.

The school is ambitious for pupils with SEND. It identifies their additional needs accurately and puts in place targeted learning plans. These plans help teachers to provide the support and resources that pupils need to successfully participate in the same learning as their peers. Pupils with SEND achieve well.

Staff make regular checks on what pupils know and remember. In most subjects, they use this information to address gaps and misconceptions that pupils may have. As a result, most pupils build their knowledge securely over time. However, in a minority of subjects, teaching does not address errors or misconceptions in pupils' understanding effectively. As a result, pupils sometimes do not have the knowledge that they need to build on previous learning sufficiently well.

The school ensures that its approaches to supporting pupils' behaviour are understood by all members of the school community. The school has equally high expectations of pupils' attendance. It works with families to remove barriers to good attendance. As a result, most pupils have high rates of attendance.

Pupils have an age-appropriate understanding of how to keep themselves safe and healthy. They learn to be inclusive and to value differences. The school offers many opportunities for pupils to develop their talents and interests. These include extra-curricular activities such as dance, judo and archery. All pupils benefit from outdoor learning sessions and older pupils are offered enriching residential trips. Pupils engage with the local community through events such as open mornings and cake sales.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, including early writing, teaching does not identify and address gaps and misconceptions in some pupils' knowledge well enough. As a result, some pupils are not building on their previous learning as well as they could. The school should refine its approaches to how it checks, and then addresses, deficits in pupils' knowledge.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in January 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119362
Local authority	Lancashire
Inspection number	10348166
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair of governing body	Stewart Lawrenson
Headteacher	Anne Phillips
Website	www.wrayendowed-school.co.uk
Date of previous inspection	11 September 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a breakfast club, and an after-school club run by the governing body.
- The school is supported by a local charitable trust.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, the inspectors met with senior leaders, teachers, the chair of the governing body, other governors and a representative from the local authority.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors met with the special educational needs coordinator and reviewed provision for pupils with SEND.
- The inspectors considered the responses to Ofsted's online staff and pupil surveys.
- The inspectors considered responses to Ofsted Parent View, including the free-text responses.

Inspection team

Cleo Cunningham, lead inspector

Ofsted Inspector

David Lobodzinski

His Majesty's Inspector

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