

# Wroxton CE Primary School

## Inspection report

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<b>Unique reference number</b>	123091
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	380592
<b>Inspection dates</b>	31 January–1 February 2012
<b>Lead inspector</b>	Michael Bartleman

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Crook
<b>Headteacher</b>	April Guinness
<b>Date of previous school inspection</b>	5–6 November 2008
<b>School address</b>	Limpett's Green Wroxton Banbury OX15 6QJ
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<b>Fax number</b>	01295 738969
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	31 January–1 February 2012
<b>Inspection number</b>	380592



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## Introduction

Inspection team

Michael Bartleman

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in nine lessons for a total of five hours, observing eight different teachers. He held meetings with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including the school data on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. The inspector analysed 43 questionnaires completed by parents and carers, as well as those completed by staff and pupils.

## Information about the school

Wroxton is a much smaller-than-average-sized primary school located on a spacious site on the edge of the village. The large majority of the pupils live in the nearby town of Banbury. Most of the pupils are of White British heritage, although there is an increasing proportion of Pakistani heritage. The proportion of disabled pupils and those who have special educational needs is above the national average. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage consists of one Reception class which is combined with Year 1 pupils. The proportion of pupils joining or leaving the school at other than the normal times is above average. There has been considerable turbulence in staffing since the previous inspection. The governing body manages a breakfast club which takes place on a daily basis. The school met the government's floor standard in 2011 which sets minimum expectations for attainment and progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- Wroxton is a satisfactory and improving school. Pupils, parents and carers are very positive about the school, particularly in the way it keeps pupils safe, encourages them to achieve, to behave well and to have high attendance.
- Achievement is satisfactory. It is good in the Early Years Foundation Stage and in Key Stage 1, where children make good progress. Attainment at the end of Year 2 has improved and is now average. Progress in Key Stage 2 has been inhibited by staff turbulence in recent years and has not been as rapid. As a result, attainment at the end of Year 6 is broadly average but it dipped in 2011, especially in mathematics.
- Teaching is satisfactory overall. It is good in the Early Years Foundation Stage and in Key Stage 1. Teaching in Key Stage 2 is satisfactory and improving but is not yet consistently good enough to ensure that pupils can make better-than-satisfactory progress. Disabled pupils and those with special educational needs make satisfactory progress, helped by caring and focused support.
- The behaviour and safety of pupils are good. Pupils enjoy school and say that misbehaviour is uncommon. There are highly effective procedures to support the learning of the few pupils who find good behaviour difficult. Pupils say they feel safe in school and can turn to any adults if they have concerns. There is a strong emphasis on pupils' personal development, which gives them confidence to move to the next stage in their education. Their attendance is high.
- Senior leaders know the school's strengths and weaknesses well. They have used rigorous data analysis to improve the quality of teaching and target further improvements. However, their effectiveness has been reduced by staffing difficulties, which have been tackled well by the school. The governing body is effective in its support and challenge for senior leaders.

Schools whose overall effectiveness is judged satisfactory may receive a

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monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By February 2013, strengthen the overall quality of teaching at Key Stage 2 so that 75% is good or better by:
  - sharing more widely the good practice that exists within the school
  - addressing the inconsistencies, especially those linked to teachers' marking and the balance between teacher-talk and pupils having time to work independently
  - ensuring that teaching consistently moves learning at a good pace so that pupils remain fully involved
  - using assessment information to ensure that tasks are appropriately matched to pupils' needs and abilities, especially those of the more able
  - ensuring that middle leaders play a strong part in checking progress and evaluating the impact of action plans, and contribute systematically to school improvement.
  
- By February 2013, ensure that pupils make good progress from their starting points at Key Stage 2, particularly in mathematics, by:
  - ensuring that pupils have the basic skills and knowledge to support their mental strategies and calculation skills
  - providing additional opportunities to use mathematics and problem solving in other areas of the curriculum
  - giving pupils advice on how to improve their work and clear targets that will help them understand how to achieve the next steps in their learning.

## Main report

### Achievement of pupils

Children join the school with skill levels that are generally below those expected for their age, particularly in communication, literacy and language, although with small numbers joining the school this varies year on year. Progress is now good in the Early Years Foundation Stage and Key Stage 1, where provision has been effectively improved. The strong focus on the teaching of reading, numeracy and phonic skills (linking letters to the sounds they make) permeates all Reception and Key Stage 1 activities so that attainment is rising and is now broadly average. Although pupils are keen to write, attainment in writing is not as strong as it is in reading and mathematics, with fewer pupils attaining the higher levels.

The majority of disabled pupils and those with special educational needs make satisfactory progress as a result of well-planned and sensitive support. Pupils who join

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the school mid-way through the year are also making satisfactory progress because their needs are quickly assessed and adequately met. Progress has improved in mathematics in Key Stage 2 this year as a result of steps taken by school leaders so that it is now satisfactory in both English and mathematics. Although achievement in mathematics is satisfactory and rising, it has not improved at the same pace as in reading, because English was rightly seen as the main priority. In Key Stage 2, the basic number skills of some pupils are insecure, and this leads to weaker mental strategies and their ability to perform calculations.

The younger pupils quickly develop good reading skills. They are able to use their skills to break down and sound out difficult or unfamiliar words. They are confident in their reading skills and speak excitedly about enjoying reading a variety of books. Attainment in reading is improving and is broadly average by the end of Key Stage 1 and Key Stage 2.

In spite of the dip in attainment in 2011, the vast majority of parents and carers say that they are happy with the progress their children are making. One parent wrote, 'The school has done amazing things for my children and have always been there for me too. They have gone above and beyond to assist my children.'

### **Quality of teaching**

Teaching is satisfactory but improving rapidly. In the Early Years Foundation Stage and at Key Stage 1, literacy, numeracy and personal skills are taught well. The outdoor environment is used effectively to extend learning. Planning is thorough, involves the children's ideas and responds to their interests successfully. As a result, the children greatly enjoy learning and are inquisitive and enthusiastic learners. Classroom management is good and learning moves at a fast pace. Pupils are able to assess their own progress as they know what they are expected to learn. This was shown when the children were sharing the picture book 'The Owl Babies' with their class teacher. Good questioning helped to extend pupils' vocabulary and encouraged them to use their imagination. Pupils were enthralled; using their drama skills they retold the story in groups so that they had a raft of language and experience to draw upon when they embarked on writing their own version of the story. A well-structured phonics programme is developing pupils' knowledge of sounds and letters successfully. However, these good qualities are not yet consistent across the whole school. Sometimes in Key Stage 2, introductions are too long, pupils do not have enough time for independent work and the more able are not sufficiently challenged. In mathematics in Key Stage 2, teachers' expectations of what pupils can achieve are not as high as in English and there is an over-dependence on worksheets.

Marking is regular and used well to tell pupils how successful they have been in specific tasks but rarely informs them how to improve their work. Particularly in mathematics, older pupils are unsure about the level of their work and lack clear targets which would help them to take the next steps in their learning.

Pupils believe that they are taught well. The impact of the planned curriculum is

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satisfactory. There are many activities which help pupils to see the links between subjects and to develop and apply important skills, including teamwork and writing. For example, work on writing their own newspaper or biographies of famous people develops imagination, writing and research skills as well as opportunities for reflection. However, teachers miss opportunities to plan for pupils to practise and develop mathematical skills in meaningful contexts in a range of subjects. In mathematics and other lessons, pupils are not set enough tasks to develop their problem-solving skills.

Transition arrangements for pupils leaving and joining the school are well developed. They are particularly effective in helping pupils who join the school mid-way through the year to settle quickly and play a full part in the life of the school. The vast majority of parents and carers believe that teaching at the school is good and has improved further since the staffing issues have been resolved. It was evident from the questionnaires that parents and carers have great confidence in the headteacher to further enhance the provision at the school. The inspector agrees that there is some good teaching but overall it is satisfactory.

**Behaviour and safety of pupils**

Behaviour and safety are good. The school provides a welcoming environment and this helps pupils to feel safe and secure. Pupils are very polite to adults and respectful of each other and their school surroundings. Their attendance is high. The vast majority of pupils behave well in lessons, around school and when at play. Scrutiny of behavioural records shows that behaviour is good over time too. Most parents and carers responding to the inspection questionnaire agree that overall behaviour is good. Pupils say that behaviour strategies are used effectively, with pupils responding well to positive reinforcement of rules and praise. Although pupils' learning slows at times, behaviour does not routinely disrupt the learning of the majority. Pupils feel that behaviour is good and is improving for the few pupils who find good behaviour difficult. They respond well to the rules and rewards, which they helped to create, and these help to promote self-discipline and a strong sense of right and wrong.

A few parents and carers raised concerns about the way in which the school deals with bullying. Pupils say that sometimes they have minor problems, more to do with 'friends falling out rather than bullying', but that they talk to each other to sort out their problems. They said that instances of bullying were rare, and they were sure that if it did occur it would be dealt with effectively. Pupils have great trust in the headteacher, who they say 'is fair and will get to the bottom of any problems because she listens'. The curriculum is effective in raising pupils' awareness of all types of bullying. The school ensures pupils and parents and carers have a good understanding of e-safety both at school and at home.

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## Leadership and management

The headteacher, very ably supported by the assistant headteacher, has a clear vision and a purposeful approach to driving school improvement. Well-targeted professional development is improving the quality of teaching but there is insufficient sharing of good practice to speed up the process. The school's rigorous self-evaluation ensures that it has a clear understanding of its strengths and weaknesses. The Early Years Foundation Stage is managed well but the role of middle leaders in driving improvements in their areas is underdeveloped because of high staff turnover. Nevertheless, the significant improvements made to the quality of teaching and the consequent acceleration in progress in the Early Years Foundation Stage and Key Stage 1 show that the school has the capacity to continue to improve.

The school has a clear commitment to promoting equality of opportunity, and discrimination in any form is not tolerated. This contributes well to the harmonious community. The school has refined its system for tracking pupils' progress, which is being more effectively used by staff to identify groups and individuals who need additional support to close any gaps in their learning. The provision for disabled pupils and those with special educational needs is well managed and effective, particularly in reading. Safeguarding procedures are robust and meet the current government requirements.

The school has a range of effective partnerships, for example, to provide opportunities in music and sport and to support pupils who have a range of learning, emotional and behavioural needs and their families. The governing body is supportive of the school, effectively manages the resources of this small school and provides a good level of challenge. The school has a good partnership with parents and carers and keeps them informed of pupils' progress.

The curriculum is broad and balanced and continuing to develop. In the Early Years Foundation Stage there is a good balance of adult-led and activities that children choose for themselves. Through the school there are many interesting activities to develop reading, writing and information and communication technology skills in subjects across the curriculum, however the development of mathematical skills is not as prominent. Well-planned enrichment activities, including residential visits to partner schools in Europe as part of the Comenius project and to museums, visits from religious and theatre groups, help to develop pupils' understanding of other faiths and cultures and have a good impact on pupils' spiritual, moral, social and cultural development.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 February 2012

Dear Pupils

**Inspection of Wroxton CE Primary School, Banbury OX15 6QJ**

Thank you for making me so welcome when I inspected your school. I enjoyed meeting you, reading your questionnaires and hearing what you had to say about your school. I was pleased to hear about how you enjoy everything the school has to offer you.

There are some good things about your school, such as the welcoming atmosphere, the start you get in the Early Years Foundation Stage and the way you learn to read. Your attendance is high – well done!

You go to a satisfactory and improving school. Your teachers look after you well and try to make your lessons fun, although occasionally some activities are not challenging or exciting enough, especially in mathematics. You told me that you look forward to coming to school because you like your teachers, the after-school clubs and visits. Your parents and carers like the school very much.

I have asked your school leaders to take the following actions to make sure that all of you make better progress:

- improve teaching so you make faster progress, particularly in mathematics at Key Stage 2
- give you activities in lessons that are well matched to your needs and that challenge and interest you
- give you targets and advice on how you can improve your work
- We have asked the leaders in the school to check that things are getting better.

You can help by continuing to behave well and trying hard in your lessons.

Yours sincerely

Michael Bartleman  
Lead inspector

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