

# Wootton St Andrew's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	118038
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	358249
<b>Inspection dates</b>	18–19 November 2010
<b>Reporting inspector</b>	Jim Alexander

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Alan Wright
<b>Headteacher</b>	Mrs Ruth Zaitschenko
<b>Date of previous school inspection</b>	25 April 2008
<b>School address</b>	6 High Street Wootton Lincolnshire DN39 6SG
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons taught by four teachers. Meetings were held with members of the governing body, staff and groups of pupils. The school's work was observed and a range of documentation was scrutinised, including policies for health and safety, the school's assessment records, development plans and those relating to safeguarding. The 28 questionnaires returned by parents and carers were also analysed.

The inspection reviewed many aspects of the school's work. It looked in detail at the following.

- The rigour with which the school tracks the progress and attainment of all pupils.
- The consistency in the quality of teaching and pupils' progress, particularly in Key Stage 2.
- How well assessment systems are used to support learning and accelerate progress.
- The impact of leaders and managers at all levels to develop a creative curriculum to raise attainment.
- The actions taken by the school to accelerate progress in mathematics for both the girls and more-able pupils.

## Information about the school

This is a much smaller than average-sized primary school. The overwhelming majority of pupils come from White British backgrounds and very few are from minority ethnic heritage. The number of pupils known to be eligible for free school meals is low compared to the national average. The proportion of pupils identified as having special educational needs and/or disabilities is below average and no pupil has a statement of special educational needs. The school has gained a number of awards including Healthy School status, the Activemark and Basic Skills Quality Mark.

The school has faced significant changes in staffing since the time of the last inspection. The headteacher, Key Stage 1 and 2 teachers and administrative staff have been appointed within the past year and a new Chair of the Governing Body has also recently been elected.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school, which provides well for its pupils. It is a happy school and pupils enjoying coming, which is demonstrated by their above average attendance. Their behaviour is good and their care for one another is obvious. Pupils make an outstanding contribution to school life and are given many opportunities, for example, as school councillors or play leaders. Their spiritual, moral social and cultural development is outstanding. Pupils have an excellent understanding of the importance of staying fit and well, take plenty of exercise and eat healthily, thanks in part to the produce they grow in the school kitchen garden.

Children make outstanding progress in the Early Years Foundation Stage. This gives them a firm foundation for Key Stage 1, where good progress consolidates their learning. By the end of Year 2, attainment is normally above average overall, although in 2010, attainment rose even further and was exceptionally high. However, the proportion of pupils gaining the higher levels was relatively low, especially in mathematics. Attainment in Key Stage 2 had been on a declining trend, due in part to staffing difficulties; so much so that by the end of 2009, Year 6 attainment was no better than broadly average overall and below average in mathematics, especially for more-able pupils. With the strong leadership of the recently appointed headteacher, the commitment of all staff and the much better use of assessment to support learning, this decline has been arrested. Whilst attainment remains broadly average overall it improved in 2010 and the progress being made in lessons is accelerating quickly and is once again good.

Overall learning and progress are good because of the good teaching and clear guidance given to pupils, so they know how to improve their work. The majority of lessons provide good opportunities for pupils to achieve well. Across the school, those pupils with special educational needs and/or disabilities also make good progress. The school has designed a creative curriculum; this is having a positive impact on raising attainment, particularly in writing, as pupils use their skills across a range of subjects.

Members of the governing body care greatly for the pupils and have steered the school with a steady hand during a period of change. The school has a drive and determination to succeed and this, coupled with an accurate self-evaluation, provides a good capacity for them to further improve. The school has evaluated its provision for community cohesion and recognise that while there is much strength within the school and local community, more needs to be done to broaden pupils' appreciation of the multicultural society in which we live, both nationally and globally.

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

- Raise attainment by the end of Year 6 by:

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- accelerating progress for all pupils in Key Stage 2
  - increasing the proportion of more-able pupils gaining higher levels across the school, particularly in mathematics
  - ensuring that pupils understand their recently introduced targets, so they know precisely what they are aiming for
  - ensuring the recently introduced tracking system is used by leaders to make certain pupils move rapidly towards their targets.
- Ensure that the school makes a strong contribution to community cohesion, beyond the school and village, by establishing strong links with others of different religious and cultural backgrounds, both nationally and globally.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and are enthusiastic about their learning. Pupils in Year 6, for example, rose to the challenge in a mathematics lesson using timetables; they were motivated to work independently and also in a group, encouraging one another to give of their best. Teachers and pupils use information and communication technology (ICT) well to support both teaching and learning and this is a regular feature in the vast majority of lessons. Pupils take pride in their work and the quality of display around the school is high.

Most children start school with skills that are in-line with those expected. Boys and girls perform equally well. For a number of pupils, in the Key Stage 2 class, there is still some 'catch-up' required from previous underachievement. School data, work seen in lessons and in pupils' books, however, demonstrate the school is moving rapidly in the right direction. The good support offered to pupils with special educational needs and/or disabilities ensures that they also make good progress as they move through school.

Pupils are helped to become confident in their own abilities and by the time they leave Year 6 they are caring and independent young people, well-prepared for the next stage in their education. Pupils across the school contribute to school life exceptionally well. The work of the play leaders, for example, ensure break and lunchtimes are happy and structured occasions. Indeed, pupils acknowledge that 'if you're feeling a little lonely you don't sit by yourself for long before someone comes to be friendly'. Pupils enjoy the many clubs, visits and residential trips available. Pupils recognise not only right from wrong but they also say, 'We'd like behaviour in our school to be amazing and we all have our part to play in getting there.'

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Effective teaching, including the good use of assessment, ensures that pupils make good progress in their learning. Lessons observed during the inspection were good and a number were outstanding. Strengths include the warm relationships and high expectations seen, for example, in the Key Stage 1 class. Teachers have a good awareness of pupils' different abilities. This was observed in the Key Stage 2 class where, rarely an opportunity was wasted to ensure pupils' learning is encouraged and extended. Indeed, lessons observed in Key Stage 2 moved along at a fast pace and pupils say that improvements in the quality of marking are 'helping us know exactly what we need to do to improve'. Pupils' understanding of how the recently introduced targets for improvement will help them is, however, less secure. Work in mathematics books also shows that, occasionally, some of the tasks set are not focused enough for the wide range of ages within the class. This means that sometimes pupils can find work too easy. This is especially the case for more- able pupils.

The creative curriculum is meeting the needs and interest of pupils increasingly well and contributing to their enjoyment of school and the progress they are making. The pirate project in Key Stage 1, for example, is being enjoyed by all and is stimulating many focused learning opportunities across a range of subjects. The school also provides a range of clubs and activities that not only cater for a wide range of interests but are also helping to boost performance in lessons. For example, pupils enjoy the well-attended

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before-school Judo club. The after-school Maths Club is also giving confidence to pupils to support their learning in lessons.

The good care, guidance and support contribute effectively to pupils' good personal development and sense of well-being. Pupils say adults 'do lots for them'. The school places a strong emphasis on providing a warm, welcoming, family atmosphere, which fosters respect for one other. This permeates all aspects of school life. Pupils with special educational needs and/or disabilities are supported through increasingly well structured individual plans and tailored programmes of work. The school works well with families to ensure that these pupils do the best they can.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Improvements in both provision and attainment are being driven by the good leadership of the recently appointed headteacher, the newly appointed Key Stage 2 teacher and the hard working and committed staff team. Together, they have effectively distributed leadership and management responsibilities so that everyone works to their strengths. The school knows well its own strengths and areas to improve. In a relatively short period of time, leaders have ensured improvement in significant areas and there is a shared, strong determination that this good school becomes even better. Senior leaders are very aware that some of the initiatives are very new and not only need time to settle in but also thoughtful strategic management to ensure their success. An example of this is the recently introduced system to track and monitor pupils' progress.

The governing body ensures that statutory requirements are met, including those relating to safeguarding. The school is inclusive, promoting well the equality of opportunity and access to educational entitlement. While the school plans effective links within the village and local area, the planned links with communities of other faiths and ethnic heritages, both nationally and globally, are still at a very early stage of development.

The vast majority of parents and carers, who responded to the questionnaire, are supportive of the school and one comment summed up the views of many, 'the school positively encourages parents to get involved. The new headteacher is very approachable and well respected. The school has a wonderful ethos and environment for learning.'

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children get off to an excellent start. The provision is very well managed and exceptionally well planned to ensure the interests of children are met. The youngest children are introduced to school life very thoughtfully and encouraged to quickly become independent learners. Their development is meticulously assessed and recorded. Children participate in a range of interesting activities, both led by adults and those they choose themselves. They listen carefully and confidently enter into conversations about their work. Adults take every opportunity to challenge and extend all children to reach their full potential. As a result, by the time children join Year 1, many have developed skills above those normally expected for their age.

Best use is made of the good facilities available. The outdoor area is used creatively and matches the excellent indoor provision. Leaders are acutely aware of health and safety issues and daily on-going risk assessments ensure a safe and caring learning environment for everyone to enjoy. Transition arrangements into Year 1 have improved and are managed carefully. Strong links have developed with the newly appointed Key Stage 1 teacher and children enjoy spending time playing and working with the pupils from Years 1 and 2.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire expressed very positive views about the school. They, and those spoken to, had much praise for the new headteacher. They said their children enjoy school, make good progress and are helped to have a healthy lifestyle. All stated that teaching in school is good and that the school meets their children's particular needs. The inspector discussed with school leaders the very few concerns that were raised. The inspection findings are broadly similar to the views expressed by the vast majority of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wootton St Andrew's CoFE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	71	7	25	1	4	0	0
The school keeps my child safe	24	86	4	14	0	0	0	0
My school informs me about my child's progress	17	61	10	36	1	4	0	0
My child is making enough progress at this school	19	68	8	29	0	0	0	0
The teaching is good at this school	20	71	6	21	0	0	0	0
The school helps me to support my child's learning	19	68	7	25	2	7	0	0
The school helps my child to have a healthy lifestyle	20	71	6	21	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	64	8	29	0	0	0	0
The school meets my child's particular needs	20	71	8	29	0	0	0	0
The school deals effectively with unacceptable behaviour	15	54	11	39	0	0	0	0
The school takes account of my suggestions and concerns	13	46	11	39	2	7	0	0
The school is led and managed effectively	21	75	3	11	0	0	0	0
Overall, I am happy with my child's experience at this school	20	71	8	29	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



22 November 2010

Dear Pupils

**Inspection of Wootton St Andrew's CofE Primary School, Wootton, DN39 6SG**

Thank you for the warm welcome I received when I inspected your school recently. I would like to let you know my views of what I saw. Wootton St Andrew's is a good school. It is well led and the staff work very hard to do their best for you and to care for you well. The youngest children in the Early Years Foundation Stage have excellent opportunities to play and learn in a very stimulating environment and as a result, make outstanding progress. Throughout the school, teaching is good and you make good progress in your lessons. Attainment is now exceptionally high by the end of Year 2 and broadly average by the end of Year 6. You are well behaved, polite and courteous. You show a great deal of respect for one another. You are given many excellent opportunities to contribute to school life through being play leaders, for example. You also know how to keep fit and healthy exceptionally well. You obviously enjoy coming to school and your attendance is above average.

I have asked your teachers to do a number of things to help your school become even better. I have asked:

- that pupils in Key Stage 2 make even better progress and everyone is provided with activities that are really challenging; especially for those that find some of the work in mathematics too easy
- the school to help you to understand more fully the recently introduced targets
- leaders to keep a close eye on how much progress you are making in every lesson
- the school to help you make contacts with other communities in this country and across the world.

Thank you for completing the pupils' questionnaires and taking time to talk with me.

Yours sincerely

Mr Jim Alexander

Lead inspector

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