

Wroxall Primary School

Inspection report

Unique Reference Number	118173
Local Authority	Isle of Wight
Inspection number	379556
Inspection dates	16–17 November 2011
Reporting inspector	Joy Considine

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Alison Child
Headteacher	Maxine Gray (Acting)
Date of previous school inspection	26 February 2007
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Introduction

This inspection was carried out by two additional inspectors. They visited nine lessons taught by five teachers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at school development planning, pupils' assessment and tracking information, minutes from governing body meetings and other documentation relevant to the inspection, including that relating to safeguarding. They also analysed questionnaires received from 47 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How much progress do pupils in Key Stage 2 make in English and in mathematics?
- What steps has the school taken to develop the curriculum and teaching to meet the needs of all pupils?
- What impact do leaders and managers have on raising achievement?
- How good is pupils' personal development?
- How effective is the Early Years Foundation Stage?

Information about the school

The school is smaller than the average-sized primary school and it mainly serves pupils from the local village community. Most pupils are of White British heritage and an above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is about average. Children in the Early Years Foundation Stage are taught alongside Year 1 pupils in a mixed-age class. The school recently expanded to take pupils in Years 5 and 6, having previously catered only for pupils up to and including Year 4. There have also been some significant changes to the staff team since the previous inspection, including the appointment of an acting headteacher who has been leading the school since April 2010. The school has gained a number of awards including Activemark. There is a pre-school which also holds a breakfast club for pupils on the school site but which is privately managed and is subject to a separate inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school has overcome some significant challenges during recent years and it provides a satisfactory quality of education. This is due to the efforts of school leaders, including members of the governing body, and the clear educational direction provided by the acting headteacher. One parent wrote, 'The transition into the new school model has been seamless and new staff display the same professionalism and kind qualities as the original staff.' Middle leaders are enthusiastic but their roles and responsibilities for raising pupils' achievements have been largely underdeveloped until recently. School leaders have an accurate understanding of the school's strengths and weaknesses and they have plans in place for further improvement. They have successfully addressed the issues from the previous inspection demonstrating that they have satisfactory capacity for sustained improvement.

Pupils make satisfactory progress overall although it is inconsistent across the school with most progress being made in Key Stage 1 and the upper years of Key Stage 2. By the end of Year 5, pupils reach average standards in English and mathematics and the first group of Year 6 pupils who will take the statutory tests in 2012 are currently on course to meet their targets. Pupils' attainment in writing has recently improved and it is now above average. Pupils' attainment and progress are slower in mathematics than in English. This is because a small minority of teachers do not have enough subject knowledge to be able to clearly explain and demonstrate new mathematical concepts.

Pupils are welcomed into an attractive environment where good quality care underpins their good personal development. This is reflected in their attendance, which has remained high. Pupils feel safe in school, they have a good understanding of the need to make healthy choices and they enjoy taking part in the wide range of physical activities available to them. This has been recognised by the award of the Activemark.

The quality of teaching varies across the school and it is satisfactory overall. Where teaching is most effective, pupils benefit from well-planned challenging activities that enable them to achieve well. However, not all teachers use assessment information accurately or consistently to plan lessons that are matched to pupils' needs and abilities. Consequently, not all pupils achieve as well as they should. The curriculum is broad and balanced and is enriched with a wide variety of visits and visitors, but it is not always planned well enough to enable pupils to build their skills and knowledge systematically and progressively.

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Provision in the Early Years Foundation Stage has improved since the last inspection and is now outstanding. Children get off to an excellent start and make outstanding progress in most aspects of their development. Staff have created a delightful environment into which children are warmly welcomed and this helps them to develop confidence and independence. The leader has an excellent understanding of the needs of children in the Early Years Foundation Stage and uses assessment information exceptionally well to plan a curriculum which matches their needs.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and improve progress in Key Stage 2, particularly in mathematics, by:
 - making more time in lessons to ask pupils questions to assess and develop their knowledge and understanding
 - improving teachers' subject knowledge in mathematics
 - increasing opportunities for pupils to use their mathematical skills in practical situations.
- Improve the quality of teaching so that, it is consistently good or better by:
 - developing teachers' skills in assessing pupils' learning and progress so that they plan activities that build on what pupils already know
 - marking pupils' work more regularly and giving them clear guidance on what they have done well and their next steps in learning.
- Develop the roles and responsibilities of middle leaders by:
 - providing them with more opportunities to monitor the work of other teachers
 - ensuring that they are able to share their knowledge, expertise and best practice with all staff.

Outcomes for individuals and groups of pupils

3

Where teachers' expectations are high pupils enjoy working hard and they make good progress, particularly in English. In one literacy lesson, pupils had to apply their knowledge of writing structures to create a story in the style of another writer and this provided a good level of challenge for them. However, pupils' learning and progress are inconsistent across the school and in a very few classes they do not do as well as they should. Scrutiny of pupils' work showed that many can write fluently and with imagination to engage the interest of the reader. Pupils who have special educational needs and/or disabilities make satisfactory progress across the school. Although the school provides focused intervention for these pupils, they recognise that better teaching is the key to securing appropriate achievement.

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Pupils enjoy school and they say they feel safe because adults care for them and provide timely interventions should an incident arise. They behave well, even in those lessons that are less challenging. Attendance is high. This, combined with adequate development of their literacy, numeracy and information and communication technology (ICT) skills, means that pupils are soundly prepared for their future. They make a good contribution to the school community by taking on roles and responsibilities such as helping younger pupils at break times. Pupils work together for community events by taking harvest contributions to a shelter for the homeless and in spring and summer, they work with local residents to grow food on the allotment. Pupils contribute well to the school and the local community, although their understanding of more diverse areas of the United Kingdom and other parts of the world is less well developed. Pupils’ spiritual, moral, social and cultural development is good. They are thoughtful and they show respect and consideration towards the feelings of others. This was exemplified by one pupil who gazed in wonder as a ladybird crept along his hand until he found a safe place for it to settle.

These are the grades for pupils’ outcomes

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

How effective is the provision?

Teaching is often lively and enthusiastic with good relationships between teachers and pupils. Lessons are mostly based on previous learning but activities do not always build on what pupils already know. There is usually a range of activities to meet the needs of pupils. In some lessons, teachers use ICT well to help pupils to learn. In one lesson, pupils had to use the internet to research facts about life towards the end of the Roman times. The teacher checked that pupils understood

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

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what they were expected to do and provided good support to a small group of pupils who were struggling with their ideas. Pupils’ work is usually marked with their next steps in learning identified, but this good practice is not seen in all classes. Although some teachers are skilled at asking questions that make pupils think and work hard, this is inconsistent across the school, particularly in mathematics lessons.

The curriculum is broad and balanced and it meets all statutory requirements. The school makes good use of partnerships to enhance provision. For example, visiting music teachers teach pupils to play musical instruments and a local artist inspired pupils to create some delightful watercolour paintings of natural plants and mini-beasts. Pupils visit local places of interest such as Osborne House and the local donkey sanctuary, and older pupils are able to take part in a residential visit to London. Pupils join schools from across the region to participate in a musical event, Rock Challenge held in Portsmouth, and this makes a good contribution to their spiritual, moral, social and cultural development. There is a plan in place to show the topics that pupils are to study as they move through the school, but this does not show how they are to develop their skills and knowledge progressively. There is an appropriate focus on literacy but pupils are not always given enough opportunities to use their mathematical skills in practical situations.

Pupils, parents and carers appreciate the good care, guidance and support, especially for those whose circumstances may make them more vulnerable. Pupils and their families are known well and good support is given to meet their individual needs. The school can point to some good examples of where staff have accessed specialist support to help pupils to overcome barriers to their learning. Good procedures are in place to ensure that pupils are protected, safe and secure in school. Effective one-to-one support has led to those pupils who have special educational needs and/or disabilities making similar and occasionally better progress than their classmates, particularly in reading and writing.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and members of the governing body are ambitious and they are clear about the actions needed to drive improvement. They have introduced new systems to track and monitor pupils’ progress which provide them with better information about how well pupils are doing. The headteacher has successfully

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contributed to improving the quality of teaching in some classes through a programme of monitoring and professional development. However, she is aware that more still needs to be done to ensure that all pupils make consistently good progress as they move through the school. Middle leaders are developing their roles and accountabilities but they are not fully involved in monitoring the quality of provision and sharing their expertise with staff, and so their impact in raising standards is more limited. Members of the governing body have a good range of skills and expertise and they now receive high quality information with which they are able to monitor and challenge the work of the school.

The school makes good use of partnerships, including those with parents and carers, to improve provision for pupils. Parents and carers join their children for early morning activities at the start of the day so that they know more about what their children are learning. Procedures and policies are in place to ensure that pupils are safe at all times. All staff receive up-to-date training from the child protection officer and all visitors to school are thoroughly checked. Although equality of opportunity is central to the ethos of the school, the variable progress made by pupils means that this is satisfactory rather than good. The school promotes community cohesion adequately but there are missed opportunities to enhance pupils’ understanding of the faiths, beliefs and lives of those from more diverse parts of the united Kingdom and other parts of the world.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children get off to an excellent start in the Early Years Foundation Stage. They settle happily into school because of the strong nurturing environment established by staff. Although children are being taught within a mixed Reception/Year 1 class, provision

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to meet their needs is excellent and so they now make outstanding progress in developing their skills. There is a good balance between activities that are led by staff and those that children select for themselves. At one stage during the inspection, one child was totally absorbed as she poured water from one container into others to see how much would be left. At the same time a small group of children were working with a teaching assistant to build a tower from large coloured bricks to demonstrate repeating patterns. Children are able to move freely from the classroom to the well-resourced outdoor area to play and learn both independently as well as in more structured sessions.

The Early Years Foundation Stage leader has introduced meticulous systems to record and to track children’s learning and development. His assessments are rigorous and used very effectively to plan children’s next steps in learning. He has created a delightful environment in which children feel safe and secure. Pastoral care is excellent and all arrangements for meeting the welfare needs of children are fully in place. Consequently children feel safe and secure. They are growing in confidence and are able to share, to take turns and they are able to work and play independently as well as in groups or pairs. The leader has an excellent understanding of the strengths of provision and has well-structured plans for further improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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 high number of parents and carers who responded to the survey were very positive about most aspects of the school. They agreed that their children enjoyed school and that the school kept them safe and healthy. Most felt that their children were making good progress and that teaching was good. Most also agreed that the school helps them to support their children’s learning and that the school was well led and managed. A few parents and carers felt that the school does not always deal appropriately with unacceptable behaviour. During the inspection, pupils behaved well at all times both in lessons and in and around the school. A small minority of parents and carers also felt that the school does not always take into account their suggestions but inspectors found that there are good links between parents and carers and the school. Inspectors endorsed the views of parents and carers who said that they were happy with their children’s experience at this school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wroxall 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 inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	66	14	30	1	2	1	2
The school keeps my child safe	32	68	13	28	0	0	0	0
The school informs me about my child’s progress	29	62	14	30	1	2	0	0
My child is making enough progress at this school	30	64	14	30	1	2	0	0
The teaching is good at this school	29	62	15	32	1	2	0	0
The school helps me to support my child’s learning	28	60	16	34	1	2	0	0
The school helps my child to have a healthy lifestyle	31	66	16	34	0	0	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)	25	53	19	40	1	2	0	0
The school meets my child’s particular needs	30	64	14	30	1	2	0	0
The school deals effectively with unacceptable behaviour	26	55	15	32	5	11	0	0
The school takes account of my suggestions and concerns	25	53	18	38	4	9	0	0
The school is led and managed effectively	21	45	25	53	1	2	0	0
Overall, I am happy with my child’s experience at this school	32	68	13	28	0	0	1	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



21 November 2011

Dear Pupils

Inspection of Wroxall Primary School, Ventnor PO38 1JH

Thank you very much for making us so welcome when we visited your school. We enjoyed meeting you all and listening to what you had to say about your school. Your school provides you with a satisfactory quality of education. Adults care very much for you and they make you feel safe in school. You told us that you enjoy the activities that teachers plan for you and the visits you make to places such as Osborne House. We found that while these activities add to your enjoyment of school, some of you could be doing better and making more progress in your lessons. This is what we have asked your school leaders to do to make your school even better.

- Ask you more questions, particularly in mathematics, to find out how well you are learning and to challenge all of you to think hard.
- Provide you with more guidance about how you can improve your work and what you need to learn next when they mark your work.
- Provide all school leaders with opportunities to keep a check on the school's work to make sure that you are all learning as much as you can.

I am sure that you will all want to do as much as you can to help make your school better in the future.

Yours sincerely

Joy Considine
Lead inspector

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