

Wood Farm Primary School

Inspection report

Unique reference number	123074
Local authority	Oxfordshire
Inspection number	380589
Inspection dates	27–28 June 2012
Lead inspector	Paul Edwards

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	291
Appropriate authority	The governing body
Chair	Peter Leaver
Headteacher	David Lewin
Date of previous school inspection	25–26 February 2009
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Age group	4–11
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Introduction

Inspection team

Paul Edwards

Additional inspector

Marianne Phillips

Additional inspector

Lesley Voaden

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed different aspects of the school's work, visiting 24 lessons taught by 15 teachers, the majority of which were joint observations with senior leaders. Inspectors listened to a sample of pupils reading, attended an assembly, and held discussions with members of the governing body, staff and groups of pupils. Inspectors looked at documents including those relating to safeguarding and child protection, pupils' attainment and progress, and the curriculum. Inspectors analysed 34 questionnaires returned by parents and carers, as well as those completed by staff and pupils.

Information about the school

Wood Farm is a larger-than-average-sized primary school. The proportion of pupils known to be eligible for free school meals is twice the national average. The proportion of disabled pupils and those with special educational needs supported by school action plus or who have a statement of special educational needs is well above that found nationally. The proportion of pupils from minority ethnic groups is much higher than seen nationally. White British is the largest group, with other pupils coming from a wide range of other ethnic groups. The Early Years Foundation Stage shares its provision with the on-site nursery and children's centre, but these are subject to a separate Ofsted inspection. A recently-established breakfast club is attended by around 30 pupils. This setting is managed by the school and formed part of the inspection.

The school is undergoing a major building project which will result in a completely new build. Although some parts of the new build are being used, at the time of the inspection all classes were housed in temporary accommodation. The school meets the government's current floor standards, which set the minimum expectations for pupils' 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

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Wood Farm is a good school. It is not yet outstanding because pupils are not provided with sufficient opportunities to write at length in different subjects. Also, there are some missed opportunities to accelerate the progress of more able girls in mathematics and to provide more opportunities for them to work independently. Most parents and carers are rightly happy with the quality of teaching and the progress their children are making.
- Pupils' achievement is good. Pupils make good progress throughout the school from their well below average starting points in Reception. By the end of Year 6 pupils' skills in English and mathematics are close to average and an increasing proportion are working at the higher levels in both subjects. The needs of disabled pupils and those with special educational needs are identified early, enabling effective support to be put in place.
- Consistently good teaching ensures that pupils make good progress in their acquisition of basic skills and that their spiritual, moral, social and cultural development is promoted well. Teachers' enthusiastic approach to learning encourages pupils to try hard. Occasionally, pupils' progress is limited because pupils do not move on to more challenging work as soon as they should in lessons and they are not always encouraged to work sufficiently quickly.
- Most pupils enjoy learning and behave well. The school's well-honed strategies ensure the effective management of the small number of pupils with emotional and behavioural issues.
- School leaders are very effective in monitoring performance, particularly that of different groups, and this is evident in the sustained improvement in pupils' attainment in English and mathematics. Under the guidance of senior leaders, phase leaders have been particularly influential in raising the quality of teaching through effective mentoring, coaching and professional development.

What does the school need to do to improve further?

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- Provide pupils with more opportunities to produce extended pieces of writing in subjects other than literacy.
- Accelerate the progress of the more-able pupils, but particularly the girls in mathematics, by:
 - encouraging teachers to move pupils on to more challenging activities sooner within lessons
 - providing more opportunities for pupils to find things out for themselves so that they develop high levels of independence
 - encouraging pupils to work more quickly in lessons so no time is wasted and they make the progress of which they are capable.

Main report

Achievement of pupils

Pupils make good progress throughout the school and achieve well. Children enter the Reception class with skills and abilities that are well below those expected for their age, and skills in language development are particularly weak. The children now make good progress in the Early Years Foundation Stage as a result of improved provision. As a result, their attainment is rising. Although pupils enter Year 1 with attainment that is below average, this represents a marked improvement on past performance. There is an appropriate focus on the teaching of phonics (linking letters and sounds), which gives children a secure basis for the development of reading skills in Year 1. The continued emphasis on the teaching of reading throughout the school is improving pupils' reading skills so that by the end of Year 2 skills are just below average and average by the end of Year 6. Guided reading sessions and opportunities to read to adults and to read for pleasure or research enhance pupils' skills effectively. Most pupils demonstrate secure skills in decoding unfamiliar words.

By the end of Year 6, pupils' skills in writing and mathematics are broadly average. Boys and girls make good progress and effective implementation of a story writing project has been successful in closing the gap in writing between boys and girls. In mathematics, while there is still a marginal gap, with girls attaining slightly less well than boys, the gap is closing rapidly as a result of a concerted effort to improve girls' confidence through setting in small groups and targeted teaching. This improvement in confidence was observed during several mathematics lessons in Key Stage 2, where girls were confident in responding to teachers' questioning. Even so, the school rightly recognises the need to accelerate the progress of more-able girls.

Disabled pupils and those with special educational needs progress well, particularly those at school action plus or with a statement of special educational needs. These pupils attain better than their peers nationally, the result of intensive, well targeted support and teaching. There is no significant difference in the progress made by other groups of pupils, including those known to be eligible for free school meals or between those from different ethnic groups.

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Quality of teaching

Teachers have a very clear picture of how well their pupils are performing and plan work that is well matched to their differing needs. Occasionally however, they miss the opportunity to move the pupils on to more challenging work soon enough and do not encourage them to find things out for themselves, particularly the more-able girls in mathematics. Teachers provide interesting activities that enthuse pupils. For example, in an excellent lesson on the Olympic theme with Years 5 and 6, pupils' enthusiasm for writing was enhanced as the pupils threw dice to choose randomly selected phrases to include in their sentences. This was a powerful and effective way of fully engaging boys and girls that enabled them to produce quality sentences such as, 'As she looked at the start line, she knew she could make it.' Teachers provide pupils with good opportunities to develop writing skills in literacy lessons and consequently writing is improving well. However, there are too few opportunities for pupils to write extended pieces of work in other subjects to improve their skills further. Disabled pupils and those with special educational needs progress well because teaching and support in focus groups and during one-to-one sessions are effective.

Teachers question pupils very effectively, encouraging them to respond at length, and make good use of mini discussions to ascertain their understanding part way through lessons. Marking of pupils' work is regular and systematic and gives pupils clear guidance about how well they are doing and what they need to do next. Occasionally, pupils' progress slows a little in lessons because the pupils are not encouraged to work more quickly. Reading skills are well taught through the systematic teaching of phonics that commences in the Early Years Foundation Stage. Consequently, pupils develop a love of books and enjoy reading. Teachers provide good opportunities for pupils to carry out research, using books and information and communication technology, and pupils are skilled at using computers for a wide range of activities.

Teachers promote pupils' moral, social and cultural development well in lessons. For example, in a good Year 5 geography lesson, pupils were challenged to consider their stereotypical views of South Africa. The visiting headteacher from their linked school in South Africa was able to contribute to their understanding of the cultures, religions, climate, terrain and creatures and the similarities and differences with this country.

Behaviour and safety of pupils

The behaviour of most pupils during the inspection was good and an analysis of documentation and discussions with pupils show this to be typical. Inspection findings do not support the view of a small number of parents and carers who believe lessons to be disrupted by poor behaviour. Most pupils believe behaviour is good, although they are aware of the small number who 'have problems'. The school has a higher than average proportion of pupils with emotional and behavioural needs and there is clear evidence that the school's consistent approach in addressing the needs of these pupils is effective and creates minimal disruption to learning. Staff

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deal very effectively with the small number of pupils who display challenging behaviour.

The vast majority of pupils are polite and welcoming, and breaktimes are seen as enjoyable occasions where they can socialise with one another. In lessons, they are keen to learn and very rarely need reminding to concentrate on their work.

Most parents and carers are confident that their children are safe in school and most pupils agree with this. Pupils know that bullying is not tolerated and that incidents such as name calling are dealt with well when they are reported to staff. They have a good understanding of the different types of bullying, such as cyber bullying and that resulting from mobile phone texting. With the cooperation of the builders, senior leaders have made good use of the on-going building work to provide pupils with a good understanding of the dangers of building sites. A concerted effort by the school has had a good impact on improving attendance that is now average; there has been a good reduction in the number of pupils who are persistent absentees. The breakfast club provides children with a safe and healthy environment in which to start the day.

Leadership and management

School leaders have successfully tackled the key areas for improvement identified at the last inspection. The focus on improving the quality of teaching and learning has been successful. This has been achieved by improving the skills of phase leaders who have worked closely with teaching staff, monitoring their performance and provided coaching, mentoring and professional development that has enthused them to reach for higher standards and expect more of their pupils. Subject leaders are beginning to hone their skills in analysing data to determine how well individual and groups of pupils are progressing. There is a good drive for improvement based on a clear understanding of the school's strengths and weaknesses. The tracking of pupils' progress at all levels is outstanding and is enabling the school to respond quickly where there is evidence of underachievement by individuals and groups. The story writing focus has stimulated pupils' enthusiasm for writing and successfully closed the gap between boys' and girls' achievement in this aspect. Initiatives such as this demonstrate that the school has a strong capacity for further improvement.

School leaders are rigorous in ensuring there is no discrimination and they promote equality of opportunity by monitoring the progress of all groups of pupils effectively, and ensure that all have the opportunity to participate in the wide range of activities that enhance the curriculum.

The governing body ensures that pupils are kept safe and that safeguarding procedures meet requirements; it has been particularly rigorous during the building project. The good curriculum focuses well on promoting pupils' spiritual, moral, social and cultural development. For example, the current focus on the Olympics has encouraged pupils to 'try their best' and the Jubilee focus encouraged them to 'see further and shine brighter'. The school focuses on the key skills of literacy and numeracy, but there are good opportunities for pupils to participate in musical,

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artistic and sporting activities that develop their social skills well.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.



29 June 2012

Dear Pupils

Inspection of Wood Farm Primary School, Headington OX3 8QQ

Thank you for the warm welcome you gave us when we visited your school recently and particularly to those of you who took time to talk and read to us. We enjoyed listening to your singing in assembly and watching you work.

We found that your school is providing a good education and is helping you to do well. These are the best things about your school.

- You enjoy school, work hard and most of you behave well. There are many interesting clubs, visits and visitors that help to make learning interesting.
- You are taught well and most of you make good progress in lessons.
- The school does all it can to keep you safe, which is particularly important with all the building work that is taking place.
- Adults in school are caring and they give you suitable help when you have problems with your work.
- The school's leaders are determined to make the school even better and they know what needs to be done to ensure improvements.

We have asked your school to do some things to help it improve even further;

- give you more opportunities to write longer pieces of work in other subjects such as history and geography
- ensure more-able pupils make even better progress, particularly the girls in mathematics.

You can help your teachers by continuing to work hard all the time and by making sure that you always present your work neatly.

Yours sincerely

Paul Edwards
Lead inspector

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