

Wootton Wawen CofE Primary School

Inspection report

Unique reference number	125652
Local authority	Warwickshire
Inspection number	381104
Inspection dates	9–10 July 2012
Lead inspector	Roisin Chambers

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair	Sam Tomes
Headteacher	Brigitte Letts
Date of previous school inspection	2 February 2009
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Age group	4–11
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Introduction

Inspection team

Roisin Chambers

Additional Inspector

Mary Hinds

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed seven teachers teach 13 lessons. Three lessons were jointly observed with the headteacher and the deputy headteacher. The inspectors observed the school's work, including safeguarding arrangements, looked at school development planning procedures and external evaluations of the school. Inspectors also looked at pupils' work and talked to pupils about their school and listened to them read. Inspectors met with school leaders and the Chair of the Governing Body. Inspectors took account of the responses to the online Parent View survey in planning the inspection, observed the school's work, and examined 62 questionnaires received from parents and carers, as well as those from pupils and staff.

Information about the school

Wootton Wawen is smaller than the average-sized primary school. Almost all pupils are from White British backgrounds. The percentage of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement of special educational need is below average. The school meets the government's current floor standards which set the minimum expectations for attainment and progress.

The school has a before- and after-school club, which is independently managed and separately inspected. The school has achieved a number of awards including Healthy Schools status, Forest Schools, the International Schools award and partner to the University of the First Age.

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

- Wootton Wawen is a good school. Pupils achieve well and parents and carers are positive about the friendly ethos established by the headteacher. The school is not yet outstanding because teaching is not outstanding and there are some weaknesses in mathematics provision in Key Stage 2.
- Achievement is good for all groups of learners across all key stages in reading and writing. Progress is good in mathematics for most pupils. However, more-able pupils, disabled pupils and those with special educational needs make satisfactory progress in mathematics in lower Key Stage 2.
- Teaching is good. Relationships are strong and teachers make learning fun. The variation in the progress made by some groups of pupils in mathematics is because not all teachers consistently use assessment information to plan work that is well matched to the needs of their pupils.
- Pupils' behave well and they feel safe. They are hard working and conscientious. They do not yet take enough responsibility for their own learning because the way in which their targets are phrased makes it too difficult for them to understand what they have done well and what they need to do next to improve further.
- The headteacher provides strong leadership and is ambitious for pupils and staff. Middle leaders contribute to self-evaluation which is accurate and based on regular monitoring. As a result, a large majority of teaching is good or better. However, identified areas for improvement in mathematics are not as rigorously monitored and some inconsistencies in the use of assessment remain. Management of teachers' performance is good. The governing body provides effective support to the headteacher in her drive to raise attainment.

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What does the school need to do to improve further?

- Enabling all pupils to make consistently good or better progress in mathematics in Key Stage 2 by:
 - ensuring that teachers use on-going assessment in lessons to adapt activities in response to pupils' levels of understanding
 - simplifying pupil targets so that their next steps in learning can be clearly understood so that they can assess their own progress and see what they need to do next to progress
 - maximising opportunities within the thematic curriculum so that pupils can apply their mathematical skills in real-life situations.

- Consolidate the contribution that middle leaders make to improvements in teaching so that outstanding teaching is typical across the school by:
 - providing tailored training for all staff, including the opportunity to observe outstanding teaching
 - ensuring that identified areas for development are always rigorously monitored so that correct improvement strategies are consistently implemented
 - providing the governing body with clear information on the progress that all groups of learners make, particularly in mathematics, so that they can hold teachers and leaders fully to account.

Main report

Achievement of pupils

Children join the Early Years Foundation Stage with skills that are broadly typical for their age, although early literacy skills are the weakest. They make good progress, particularly in communication and language, because teaching is consistently good and learning activities have been especially designed to accelerate progress in reading and writing. Children achieve well and, by the time they join Year 1, their skills are above average in all areas of learning.

During their time in Key Stage 1, pupils continue to make good progress. This is because teachers have high expectations of pupils and encourage perseverance, independence and problem solving. As one teacher demonstrated when she said, 'We like solving problems in here don't we? See if you can make a tower that is taller than me', as pupils enthusiastically engaged in an activity learning about how to describe comparisons in shape and size. The school's tracking data shows there is little difference in the progress made by different groups of pupils in Key Stage 1, including disabled pupils and those with special educational needs. Teachers use assessment well to closely track the progress of these pupils and plan learning opportunities that enable them to consolidate skills and become more independent.

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Attainment in reading is above average at the end of both key stages. Pupils show pleasure in books and enjoy reading. The school encourages pupils to read widely for pleasure and research. Boys and girls are developing a love of reading. Pupils are keen to share their reading books. They talk with enthusiasm about favourite authors and poets.

Throughout Key Stage 2, pupils make good progress in reading, writing and mathematics to attain standards that are approximately two terms ahead of the national average. However, there are some inconsistencies in the progress of lower Key Stage 2 pupils in mathematics. For example, more-able pupils and those with special educational needs do not make as much progress as their peers. This is because, when teachers plan, they do not give full consideration to the range of ability in the class, particularly that of higher and lower ability pupils.

In Years 5 and 6, progress accelerates and, by the end of Year 6, gaps in the progress of different groups have closed. Little time is wasted. In these lessons, teachers plan demanding activities, ask searching questions and have high expectations of all pupils.

Inspection findings support the view of parents and carers that pupils make good progress.

Quality of teaching

In the Early Years Foundation Stage, teachers plan to provide children with the widest possible learning experiences. Learning is organised in such a way that children are encouraged to be independent and collaborative learners. Adults have created an enriched learning environment which provides children with many opportunities to investigate and explore a wide range of resources both inside and outside the classroom with an emphasis on communication and early literacy skills.

The teaching of reading is good. The good teaching of letters and the sounds they make (phonics) in the Early Years Foundation Stage provides children with a firm foundation from which to become independent readers. Across all key stages, teachers emphasise the importance of reading. Those pupils who need additional help to read fluently receive extra support through daily guided reading sessions.

Teachers use their good subject knowledge to find the most relevant and interesting material to share with pupils and plan lively activities. In a Year 4 lesson, pupils were designing terrifying mythical creatures after reading *Beowulf*. Teachers use good questioning skills to assess pupils' learning and to organise group work so that pupils can make good and often rapid progress.

In some lessons, assessment is not used well enough to plan a range of activities that are closely matched to the needs of pupils. Too frequently, in these lessons, a single activity is used to meet the learning needs of all and becomes an exercise in consolidating learning. Teachers do not always use on-going assessments to adjust

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the level of challenge in these lessons. As a result, progress slows; particularly so in mathematics.

Although pupils know their targets they are less certain about what they need to do next to improve. The phrasing of targets is too complicated and pupils are not sufficiently involved in the assessment process to be able to assess how well they have done and what they need to do next to succeed.

Teaching promotes pupils' spiritual, moral, social and cultural development well. All pupils have a keen sense of right and wrong because adults promote respect and tolerance. Children show kindness and fairness to each other.

The majority of pupils feel they are taught well and almost all parents and carers agree. This is supported by inspection evidence.

Behaviour and safety of pupils

The good behaviour of pupils contributes significantly to the welcoming and purposeful environment of the school. Children in the Early Years Foundation Stage have exceptionally good attitudes to learning and behave in a thoughtful and polite way to staff and peers. For example, in one lesson, two children had just completed an exercise on a computer program. One turned to the other and said, 'Thank you for helping me.' This is typical behaviour across all key stages.

In all lessons, pupils learn in collaboration with their peers. They share ideas, take turns and help each other. The majority take a pride in their work and contribute to school activities like the school council, charity events and drama performances.

Pupils say that they feel safe in school and that the curriculum has given them a good understanding of unsafe situations, including use of the internet. Bullying is rare. Pupils have a good understanding of different types of bullying and they were adamant that staff would intervene quickly to resolve any of their concerns or anxieties. All parents and carers feel that the school cares well for their children and keeps them safe. Attendance is above average.

Leadership and management

The headteacher has an accurate picture of the school's strengths and weaknesses and has created a climate of high expectations within the school. She has introduced a robust performance management process and tracking system. Recent changes to the leadership team have improved its capacity to sustain improvement in the future.

Middle leaders are highly committed to supporting the headteacher in her drive to raise standards further and are diligent in monitoring teaching. They are good or outstanding practitioners and have provided good training for all staff which has contributed significantly to the improvement in teaching. However, they are less successful in ensuring that improvement strategies are consistently implemented and

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their success assured through personalising training and modelling the practice they wish to see. This is particularly the case in mathematics.

Pupils speak highly of the thematic curriculum. It contributes well to their spiritual, moral, social and cultural development and has significantly contributed to the accelerated progress of reading and writing. It has been particularly beneficial in raising the standard of boys' achievement in these areas. Opportunities within the curriculum to accelerate progress in mathematics have not been sufficiently exploited, especially in the provision of opportunities for pupils to apply their skills in real-life situations.

Although middle leaders report to the governing body on subject improvement and pupil progress, the reports do not provide clear information on the progress of all groups of learners so that the governing body can hold teachers and leaders fully to account. Governance is satisfactory. The governing body provides effective support to the headteacher regarding the financial management of the school and in all safeguarding requirements.

Leaders and managers are effective in promoting equality and tackling discrimination. This is illustrated by the way in which they have improved teaching and the curriculum and have accelerated the progress of the very large majority of pupils.

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.

11 July 2012

Dear Pupils



Inspection of Wootton Wawen CofE Primary School, Henley-in-Arden, B95 6AY

Thank you for your welcome when we inspected your school recently and for sharing your thoughts in conversations with us and through the questionnaire. We were pleased you feel safe in school and that you know how to keep yourselves safe. We thought you were most polite, hard-working and cooperative.

Because your teachers plan interesting work for you and because you work so hard, almost all of you make good progress in reading, writing and mathematics. Well done!

One or two of you said that work in class is sometimes not quite right for you. It is sometime a little too hard or too easy, especially in mathematics. We agree.

We have asked your headteacher and the governors to work on the following things:

- make sure that your work is just right for you in every lesson, especially in mathematics
- help you to understand what your targets mean by explaining them more clearly so that you know what you have to do to make even better progress
- include more opportunities for you to work on real-life mathematical problems in the curriculum because you enjoy problem solving and learn best this way
- help your teachers to become even better by providing training for them.

You can all help by letting your teacher know whenever you find the work too hard or too easy.

With best wishes for the future.

Yours sincerely

Roisin Chambers
Lead inspector

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