

Wootton-by-Woodstock Church of England (Aided) Primary School

Church Street, Wootton, Woodstock, OX20 1DH

Inspection dates 25–26 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Achievement requires improvement especially in mathematics, and attainment at age 11 has fallen for three years.
- There is not enough consistently good or better teaching, especially in Years 4, 5 and 6, to enable pupils to make good progress.
- Learning objectives are not clear enough and do not set out precise criteria for success.
- Targets set for pupils are not precise enough or related enough to a time deadline.
- Despite some good examples, marking does not always give clear enough guidance to pupils on how to improve their work.
- Pupils have too few opportunities to develop mathematical skills across other subjects.
- In too many lessons, the pace of learning is not brisk enough to ensure good progress.
- Expectations of what pupils can achieve and the presentation in books, particularly in mathematics, are inconsistent. Often tasks set do not challenge pupils, especially those who are more able, to achieve of their very best.
- Leadership and management require improvement especially in mathematics. Leaders and managers have an accurate view of strengths and areas for improvement, but targets in the school development plan are not precise or measureable enough.

The school has the following strengths:

- Achievement in the Early Years Foundation Stage is good and achievement in Years 1 and 2 has improved considerably in the last three years. Progress here is good and attainment at age seven is above average.
- The changes made to the teaching of reading are starting to prove effective and attainment in reading is rising.
- Behaviour and safety over time are good. Pupils are well behaved. They say they feel safe and know how to keep themselves safe.
- The provision for the spiritual, moral, social and cultural development of pupils is good.
- Achievement in English in Years 4, 5 and 6 is beginning to improve as a result of well-targeted strategies to raise attainment.

Information about this inspection

- Three teachers were observed during visits to nine lessons or parts of lesson, some in partnership with the headteacher.
- The inspector spoke to pupils informally at break and lunchtimes, and a meeting was held with a randomly selected group. Meetings were held with members of the governing body and staff, and a discussion was held with a representative of the local authority.
- The work of the school was observed and the inspector reviewed the school's own self-evaluation and the school development plan.
- A sample of pupils' books was scrutinised. Some were examined in conjunction with teachers and others were sampled with the headteacher during lesson observations. Pupils from Year 2 and Year 6 were heard reading.
- Other documents examined included those relating to safeguarding and child protection, records of pupils' attainment and progress, records of behaviour and those relating to the monitoring of teaching, and the minutes of meetings of the governing body.
- The responses of the 23 parents and carers to the online survey (Parent View) were analysed and some parents and carers were spoken to informally at the start of the school day.
- Inspection questionnaires received from 10 members of staff were analysed.

Inspection team

Stephen Lake, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average primary school. It serves mainly the local village but a small number of pupils come from neighbouring villages and small towns.
- Almost all pupils are of White British origin with only a few from other ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion who are supported at school action plus or who have statements of special educational needs is well below average. The most common needs are moderate learning difficulties and specific learning difficulties.
- No pupils are eligible for the pupil premium. This funding includes children in local authority care, children of service families and those known to be eligible for free school meals.
- The school does not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- During the inspection pupils were taught in temporary classrooms on the village playing field while urgent repairs were carried out to the school roof. For some weeks before that they were taught in spare classrooms at the local secondary school.

What does the school need to do to improve further?

- Improve the quality of teaching across the school, but especially in Years 4, 5 and 6, so that the large majority is good or better in order to raise achievement by:
 - making better use of information on what pupils already know, can do and understand to plan tasks that challenge all pupils, especially the more-able, to achieve their very best
 - ensuring that all learning proceeds at a brisk pace and introductions to lessons are not too long so that pupils are all actively engaged in learning
 - reviewing the way that learning objectives are written so that they make it clear what pupils of all abilities are expected to learn in a lesson rather than what they are going to do
 - making sure that marking consistently sets out clearly what pupils need to do to improve their work.
- Raise achievement in mathematics by:
 - setting clearer targets for individual pupils that have a timescale built in
 - providing more opportunities to develop mathematics through other subjects
 - setting higher expectations of what pupils will achieve in a given time and analysing pupils' work to check on this
 - ensuring that all work in mathematics books is set out neatly.
- Improve the effectiveness of leadership and management by:
 - sharpening the school development plan through providing more precise and measureable objectives for raising attainment
 - ensuring that the leadership of mathematics includes systematic monitoring of the quality of pupils' work
 - embedding securely the new systems for analysing data
 - providing more detail in the minutes of the governing body of the actions taken to challenge the school on the achievement of pupils.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because too few pupils make good progress especially in mathematics, and not all those capable of it attain the higher Level 5 at age 11. In the last few years not enough attention has been given to improving achievement in mathematics at age 11.
- The large majority of parents and carers who responded to Parent View agreed that children made good progress but the inspection finds that this is only the case in the Early Years Foundation Stage and Years 1 and 2.
- Progress in Years 4, 5 and 6 is not improving rapidly enough to ensure good achievement, especially in mathematics, because too little of the teaching is consistently good or better. Nevertheless some improvement is taking place and pupils in Year 6 are on track to achieve well in English this year.
- Children start in the Reception class with skills that are broadly at similar levels to those expected at that age. They make good progress, especially in reading, because of consistently good teaching and start Year 1 with above average skills. Progress has improved steadily over the last few years in Years 1 and 2 where attainment is now above average as a result of improved teaching and a consistent focus by the headteacher to raise standards.
- In last year's checks on phonic skills (the ability to link letters and sounds) in Year 1, pupils' attainment was above average. This was mainly due to the revised strategies for teaching phonics. Attainment in reading at the end of Year 2 is above average and pupils in the current Year 6 are on track to achieve well in reading by the end of the year.
- The very small group of disabled pupils and those who have special educational needs receive suitable support to keep them included in lessons and make similar progress to other pupils. Some are starting to make the accelerated progress necessary to enable their attainment to rise to match that of other pupils because they are receiving good individual support but this is not consistent and some are set tasks that are not closely enough matched to their needs.
- In the 2012 national assessments there were only four pupils and a significant proportion had special educational needs. In such a small cohort this had a disproportionate effect which is why the school did not meet the floor standard.
- No pupils are eligible for support through the pupil premium and so no comparison with other pupils nationally is possible.

The quality of teaching

requires improvement

- The large majority of parents and carers who responded to Parent View agree that teaching is good. Inspection evidence shows that, although there is much good teaching in Reception and Years 1 and 2, the quality of teaching over time requires improvement in all years, especially in Years 4, 5 and 6.
- Systems for checking on what pupils already know are used well in some classes to plan tasks that help all pupils move on in their learning by clearly identifying what they need to do next and setting a suitable challenge. Nevertheless, in many lessons learning is slowed because tasks set are aimed at the middle ability of the class and are too easy for some and too hard for others. The learning objectives are sometimes linked more to the activities that will take place to promote learning rather than to the intended learning outcomes, and success criteria for meeting these objectives are not clear enough. This reduces their effectiveness.
- Older pupils say that the targets in their books make it clear to them what they need to learn to achieve a given level. This system is not used consistently across subjects or across the school. Too many targets do not make clear the timescale in which pupils are expected to achieve them nor set out clearly the next stage. This limits pupils' understanding of what they are expected to learn over time.
- Most pupils say that marking helps them know what they need to do to improve, but this is

better in English than in mathematics. In too many mathematics books, marking does not make it clear enough to pupils what they need to do next.

- In some lessons, across the whole school, the pace of learning is not brisk enough. Introductions are too long and often pupils spend too long listening to the teacher and do not settle to their tasks quickly enough. On other occasions they are set tasks that are undemanding, such as worksheets that are too easy, and given too long to complete them.
- The temporary classrooms do not yet have computers but discussion with pupils showed that pupils normally make good use of computers to research information for their topics.
- Disabled pupils and those who have special educational needs receive suitable additional support in classrooms and in one-to-one sessions that enable them to be fully included in lessons, but tasks that are set for the whole class do not meet their needs fully or enable their learning to accelerate.
- Visits and visitors are used effectively to support learning. For example, pupils speak enthusiastically about their visits to nearby museums or to the local village meadows. These visits are linked clearly to the strategies to stimulate talk for writing but do not make a sufficiently strong contribution to learning in mathematics.

The behaviour and safety of pupils are good

- Pupils, staff, governors and parents and carers all agree that behaviour is good. The school is a friendly environment in which to learn. The vast majority of pupils are polite and courteous and behave well.
- Pupils say they feel very safe in school and have a clear understanding of how to stay safe. They have a very strong understanding of bullying, including cyber bullying, discriminatory language and prejudice-based bullying. Pupils say that none occurs in the school and all are confident that adults would deal with it effectively if it did. Pupils know that neither discrimination nor unacceptable language in any form is tolerated in their school.
- Behaviour is not outstanding because on occasion some pupils become disengaged in, especially when teaching fails to challenge and stimulate them. Very occasionally this can result in some slightly disruptive behaviour that slows the learning of a few nearby pupils. These comparatively weaker attitudes to learning limit achievement.
- Behaviour around the school, on the playground and in assemblies is almost always extremely good. Pupils show great respect for each other and for adults.
- Attendance is above average and punctuality is excellent.

The leadership and management require improvement

- The headteacher shares with staff and governors a clear and ambitious view of how to improve the school. All support the drive to improve the quality of teaching and learning through observations that seek out good practice or identify where improvement is needed. Continuous professional development is increasingly targeted more closely upon the identified areas for improvement such as achievement in mathematics. Nevertheless the management of teaching is not robust enough in mathematics because too few checks are made on the quality of pupils' work.
- The local authority is providing only light touch support and governors do not believe that this level of support is sufficient. In particular they do not think that enough help has been given following the need to close the main school building for urgent roof repairs. In addition an email problem meant that the falling attainment at Year 6 was not reviewed externally.
- A revised system for recording and analysing the progress and attainment of pupils has been introduced but this is not yet fully embedded. Analysis of data by the headteacher and key governors identified the lower progress in Years 4 to 6, especially in mathematics, but problems with the software meant that this was not identified as early as governors would wish. Secure

individual records held by the headteacher are now enabling the monitoring of the performance of groups and year groups to ensure equality of opportunity and measure the performance of the school against other schools nationally.

- Information on how well pupils are doing is used well to set performance management targets for teachers linked to improvements in attainment of pupils.
- The broad and balanced curriculum is suitably planned and has been revised to provide better opportunities to develop English across the curriculum, for example through the Talk to Write project. However, the use of mathematics across the curriculum is not as well planned for and this limits opportunities to improve achievement in mathematics to the same extent as in English.
- Safeguarding meets requirements and all training for staff and governors is up to date.
- Strengths of the last inspection in care and behaviour have been maintained and achievement has risen in the Early Years Foundation Stage and Years 1 and 2 indicating that the school has the capacity to improve.

■ **The governance of the school:**

- Governors check on the performance of the school through their system of governors being linked to various aspects and subjects. This is supplemented by regular reports from the headteacher but less corroboration is available from external or local authority advisers. Governors undertake frequent and regular training, for example in interpretation of data or performance management. They have increased the rigour with which school performance is examined and use information gained to set challenging performance targets for the headteacher. The governors have suitable information about the quality of teaching to give them a secure understanding of how this is linked to teachers progressing up the pay scale. They are well aware of what is being done to tackle weaknesses. The governing body monitors the budget well.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123196
Local authority	Oxfordshire
Inspection number	403517

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Jonathan Reynolds
Headteacher	Valerie Lucas
Date of previous school inspection	30 January 2008
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