

The Wroxham School

Wroxham Gardens, Potters Bar, EN6 3DJ

Inspection dates 16–17 May 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher provides inspirational leadership. She, along with her highly efficient leaders and governors, is constantly looking for ways to improve the quality of teaching and pupils' achievement across the school.
- Pupils' achievement is outstanding. All pupils are making rapid progress in English and mathematics, starting from their broadly average starting points in the Nursery and the Reception classes.
- Pupils are on track to achieve high standards in English and mathematics this year.
- Teaching is outstanding in all year groups. Teachers have high expectations of their pupils; they set tasks that are sufficiently challenging and build consistently on pupils' prior learning.
- Pupils' behaviour and attitudes to learning are exemplary and contribute considerably to the school's harmonious environment and their achievement. They are very proud of their school and readily help each other to learn.
- The governing body has a wide range of expertise which it uses very well to support and challenge the school in equal measure. They show great determination to improve further all aspects of the school.

Information about this inspection

- The inspectors observed 12 lessons, two of which were joint lesson observations with the headteacher and the assistant headteacher. In addition, they made a number of other short visits to lessons and learning areas. The inspectors also listened to pupils in Years 2 and 6 reading to them.
- Meetings were held with groups of pupils, members of staff, three members of the governing body and a representative of the local authority.
- The inspectors took account of 92 responses to the on-line questionnaire (Parent View), and 47 responses to the staff questionnaire.
- The inspectors looked at pupils' books and at a number of documents including: the school's own data on pupils' current attainment and progress; the school's evaluation of its performance; school improvement planning; documentation relating to teachers' performance over time; and records relating to safeguarding.

Inspection team

Tusha Chakraborti, Lead inspector

Additional Inspector

Vreta Bagilhole

Additional Inspector

Full report

Information about this school

- The Wroxham School is an average-sized primary school.
- The majority of pupils are White British and the rest are from a wide range of minority ethnic heritage. A very small proportion of pupils speak English as an additional language but none are at the early stages of learning English.
- The school converted to an academy in June 2012. This is the first inspection of the school since it became an academy. When the predecessor school, also called The Wroxham School, was last inspected by Ofsted, it was judged to be outstanding.
- The proportion of students supported by the pupil premium is well below average. This is extra government funding given to the school on the basis of the numbers known to be eligible for free school meals, in the care of the local authority or from service families.
- The proportion of disabled pupils and those who have special educational needs that are supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is a national teaching school, designated in 2011; it provides places for trainee teachers in partnership with the University of Nottingham. As a teaching school, it leads an alliance of 50 primary, secondary and special schools. The headteacher is a National Leader in Education.

What does the school need to do to improve further?

- Raise achievement in writing even further by ensuring that all pupils are given guidance and the opportunity to improve their handwriting and presentation skills in all subjects.

Inspection judgements

The achievement of pupils is outstanding

- Pupils achieve exceptionally well in English and mathematics across the school.
- Children join the school in the Nursery and the Reception classes with levels of skills and knowledge that are broadly in line with expectations for their age. Teachers provide excellent support and care for all children so that by the time they reach Year 1, they achieve high standards in all areas of learning.
- Standards in writing have improved significantly since the start of the current school year as the result of the introduction of new approaches to teaching and learning, and through rigorous monitoring of pupils' progress in order to raise their achievement in writing.
- The school's data on pupils' progress and the work seen in their books and lessons show that pupils in all year groups now achieve very well in writing and are well on track to reach high standards at the end of Year 6 in English this year.
- Standards in reading are high across the school. Pupils in Year 1 and 2 apply their knowledge of phonics (the sounds that letters make) well to pronounce unfamiliar words and narrate the stories they read confidently. Pupils enthusiastically discuss their ideas in pairs, for example, before embarking on a continuous piece of writing on different topics.
- Across the school, pupils develop a clear understanding of how to write effectively for different purposes and are confident in analysing the events and characters from the stories they read. Older pupils successfully identify the imaginative use of language in the texts they read and successfully apply this knowledge to improve their own writing consistently. This was observed in a number of English lessons where they used similes, metaphors and complex sentences very effectively to produce writing of high standard.
- A strong focus on mental mathematics and investigation are helping pupils to acquire good calculation and problem-solving skills. Pupils were observed using four operations of mathematics successfully to solve problems involving ratio and proportions. They have very good understanding of how to present information in charts and bar graphs and analyse them to solve problems.
- Disabled pupils and those who have special educational needs make excellent progress in relation to their starting points and abilities. This is because they receive very effective support, often in small groups, from skilled and committed teachers and teaching assistants. This is further enhanced by the school's specific support for the parents of these pupils through regular meetings with external agencies.
- Pupils who are eligible for pupil premium funding make excellent progress, attaining as well as the others in English and mathematics. The additional funding has been spent on staff who give carefully planned support for one-to-one or small groups of pupils to ensure that they do not fall behind in their learning.
- Focused and effective planning and support for pupils who receive additional help promotes equality of opportunity and helps to tackle discrimination. This is also reflected in the achievement of pupils from minority ethnic families, or those who speak English as a second language who achieve in line with other pupils.

The quality of teaching is outstanding

- The excellent quality of teaching ensures that all pupils make rapid gains in their learning in English and mathematics. The particularly well-targeted use of highly trained additional adults is a key feature of teaching across the school.
- In Reception, children are helped to engage with a well-balanced mixture of activities led by staff and those chosen by children themselves. Staff are particularly successful in creating a rich and stimulating environment where well-planned indoor and outdoor activities ensure excellent progress for all children.
- Teachers have good subject knowledge. They are ambitious for their pupils and plan lessons that motivate pupils to engage in their learning and provide opportunities to use what they already have learned. For example, in Year 6, pupils demonstrated their increasing knowledge and understanding of the use of different styles of writing in expressing the thoughts and emotions they experienced during their mathematics test. In another lesson in mathematics in Year 2, pupils successfully represented the information on mini-beasts from their previous science lesson in a bar chart.
- Teachers use highly effective questioning to extend and challenge pupils' learning. There is a strong emphasis on strengthening achievement in writing. Pupils are consistently taught how to edit and improve their work to achieve high standards in writing for different purposes. Pupils are making excellent progress in identifying the key features, such as the use of similes, metaphors and different sentence structures to make their writing interesting and exciting. The guided reading sessions are also used effectively to deepen pupils' understanding of a range of stories and information texts.
- Consistently evaluative marking helps pupils to understand the next steps needed to improve their learning and achieve their targets. The specific advice given to pupils through marking contributes strongly to the rapid progress they make to reach high standards. Nonetheless, pupils' handwriting and presentation skills are not promoted consistently to the same high standards.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons and around the school is exemplary. Adults are very effective in applying the procedures to manage pupils' behaviour consistently. Pupils respond very well to the school's positive behaviour programme and grow up as responsible and confident learners.
- Pupils are always polite, courteous and display a high level of engagement in their learning. They appreciate and value the diversity within the school and work very well in teams in lessons and during playtimes, showing considerable support for one another. Pupils love coming to school and this is clearly reflected in their attendance, which is above average.
- Pupils have a very good understanding of the different types of bullying, and are fully aware of the dangers of the misuse of the internet and social networking sites. They say that bullying of any kind rarely happens and are confident that teachers and other adults deal with it very efficiently and quickly, should they encounter it. As a result, pupils feel totally safe and secure.
- The overwhelming majority of parents and carers who responded to the questionnaires agree that pupils' behaviour is excellent, and that their children feel safe at school at all times.

- Pupils develop an excellent understanding of how to keep themselves and others safe; for example, they are well aware of cyber-bullying and know what to do if they should encounter it. Pupils take on roles of responsibility through their circle group work and when arranging fundraising activities to support various charities and to improve playground facilities.
- Children in the Reception class demonstrate exceptionally positive behaviour and support each other very effectively. This was seen in an outdoor session where a group of children negotiated their space for playing football amicably.

The leadership and management are outstanding

- The leadership and management of the school are highly effective and have been very successful in driving improvement further since the school opened. Pupils and parents and carers value all aspects of the school's work.
- The school's self-evaluation of its work is accurate. It successfully informs the school's priorities for improvement and has a clear focus on raising achievement.
- As a teaching school, leaders are well involved in organising and receiving high quality professional training and sharing good practice with the alliance schools. They are fully aware of current research work in teaching, constantly reviewing their practice and striving for improvement in teaching through consistent support for all staff.
- Leaders at all level are fully aware of their roles and responsibilities. They ensure that rigorous monitoring of teaching, planning and assessment enhance the quality of teaching and its impact on pupils' achievement.
- The system for managing teachers' performance is robust. Teachers have challenging performance objectives linked directly to pupils' achievement. They fully understand the link between effectiveness of their performance and rates of pay.
- All areas of teaching have a strong focus on developing pupils' literacy and numeracy skills. The school promotes pupils' spiritual, moral, social and cultural development very effectively. Assemblies and religious studies provide opportunities for pupils to reflect on teachings from the core values of different religions. There is a strong focus on teaching music and art; several pupils attend music sessions in renowned music schools.
- The school works with the local authority and uses its expertise. The local authority has been effective in providing good support to the school during this school year to improve standards in writing.
- The school meets statutory safeguarding requirements fully.
- **The governance of the school:**
 - The governing body works in close partnership with the leaders. They are very well informed about how well the school is performing through their regular visits and reports from the headteacher and other leaders. They use this information effectively to hold the school to account for school improvement. They play a very effective role in managing the performance of the headteacher. In overseeing the management of teachers' performance, they demonstrate a clear understanding of how it is to be used to improve teaching and to

address under performance.

- Governors ensure that pupil premium funding is used to acquire learning resources and to recruit staff to support pupils for whom it is intended, and they assess its impact on their achievement. Governors have undertaken training in safer recruitment and child protection and fulfil their statutory duties for safeguarding pupils.

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	138215
Local authority	Hertfordshire
Inspection number	412372

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	3–11
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Tony Borden
Headteacher	Alison Peacock
Date of previous school inspection	N/A
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