

# Wroxton Church of England Primary School

Lampitts Green, Wroxton, Banbury, OX15 6QJ

**Inspection dates** 19–20 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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 because pupils do not do well enough in some lessons.
- Pupils do not develop their writing fast enough. Consequently, there are weaknesses in handwriting, spelling, punctuation and grammar. Pupils have too few chances to write at length to develop these skills.
- Teaching requires improvement because teachers do not consistently give pupils hard enough work or purposeful tasks that move learning forward quickly. Pupils are not all sufficiently involved in class discussions.
- Pupils are not always given sufficient guidance or time to check their work for mistakes.
- Leadership and management require improvement because leaders, including governors, are not making sure that teachers always follow agreed whole-school policies so that pupils always learn quickly.

### The school has the following strengths:

- Pupils in receipt of the pupil premium funding make good progress and their attainment is higher than that of other pupils at the school.
- Pupils behave well and feel safe. They enjoy school and are keen to help each other in class and on the playground.
- Leaders are clear about what they need to do to make the school good and consequently the school is improving steadily.
- Pupils' spiritual, moral, social and cultural development makes a good impact on helping them to become considerate and thoughtful individuals.

## Information about this inspection

- The inspector observed teaching in 10 lessons, all jointly with the headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a diocesan advisor.
- The inspector took into account 30 responses to the online Parent View survey and held informal discussions with a sample of parents and carers.
- The inspectors considered the views expressed in survey responses from 10 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

## Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for support from pupil premium funding (additional money provided by the government for pupils known to be eligible for free school meals, those looked after by the local authority and the children of service families) is broadly average.
- The proportion of pupils on the register of special educational needs at school action is high and the proportion at school action plus or with a statement of special educational needs is 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.
- Four teachers have joined the school since the last inspection, including a new leader.

### What does the school need to do to improve further?

- Ensure that teaching is consistently good or better, by:
  - making sure that pupils' work is always hard enough for them
  - involving all pupils in class discussions
  - ensuring that all tasks are purposeful and move learning on swiftly.
- Raising attainment in writing, by:
  - improving pupils' handwriting, spelling, grammar and punctuation
  - providing sufficient opportunities for pupils to write at length
  - ensuring that pupils check their work for mistakes.
- Strengthen leadership by ensuring that leaders, including the governors, check more thoroughly that all teachers are following agreed whole-school policies.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment on entry to the Reception class varies considerably from year to year, with most children working below the expected levels last year, especially in speech and language. Progress in the Early Years Foundation Stage requires improvement because children do not do as well as they should when learning how to write. Children learn school routines quickly and their personal development is good.
- Attainment by the end of Year 6 is broadly average. It dipped in 2012, especially in mathematics, but rose again this year. Attainment has been rising steadily in Year 2 over the last three years. Achievement requires improvement because while progress between Years 1 and 6 is getting better, it is not consistently fast enough in some lessons. In addition, pupils do not make enough progress in their writing.
- Disabled pupils and those with special educational needs do not all learn quickly enough. Improvements have been made in the way their needs are being identified and some additional support has been successful in boosting their learning, but this is not consistent.
- Pupils who are eligible for the pupil premium funding make good progress from their starting points and their attainment is now higher than that of other pupils at the school in reading, writing and mathematics. Their specific needs are identified and support targeted accurately.

### The quality of teaching

### requires improvement

- Teaching is improving but is not consistently good because teachers do not always give pupils work that challenges them sufficiently. In addition, some activities fill time rather than move learning forward quickly. For example, in one lesson pupils spent too much time drawing objects when completing a mathematics task.
- Teachers form good relationships with the pupils and manage their behaviour well. However, they do not always ensure that all pupils are fully involved in discussions. When this happens, pupils can become quietly inattentive and learning slows. For example, at times teachers ask one pupil a question and other pupils are not expected to think or contribute.
- Teachers plan activities that are motivating and make clear to pupils what they are going to learn in each lesson. Interesting vocabulary is promoted well and pupils enjoy sharing their ideas. For example, in Years 3 and 4, pupils came up with 'unhygienic', 'horrendous' and 'terrifying' when describing a disreputable character for their stories. Opportunities are missed for pupils to jot down their good ideas for future use, giving them too few chances to improve their writing or to write at length.
- Marking has improved since the last inspection and mostly provides guidance on how pupils can improve next time. In addition, work is reviewed at the start of each lesson so that new learning can build on what pupils already know and can do.
- Teachers and teaching assistants work together well and provide praise to help pupils settle into their new classes and to encourage them in their work. For example, in the Reception class, one child was very impressed that the teacher valued her work so much that she had put it into a book and said incredulously, 'You're keeping it!'

### The behaviour and safety of pupils

### are good

- Pupils are polite and friendly and are keen to take responsibility for a range of tasks such as being play leaders and lunch monitors. Members of the school council are proud of the fact that they choose the charities that the school is going to support. For example, they are supporting the local food bank by donating their harvest gifts.
- Pupils behave well and most parents and carers agree. They work well in pairs and support each

other in their learning. Children in the Reception class are supported well in learning to use their 'good listening ears' and are taught to take turns during games such as 'What's in the box?' Years 5 and 6 demonstrated good teamwork when passing the ball during a team game.

- Teachers provide pupils with strong support in developing positive attitudes towards learning, and when learning slows it is because pupils are not given the right work rather than them not being enthusiastic and willing learners.
- The rare instances of bullying are dealt with to the pupils' satisfaction and pupils are sensitive towards the needs of others. For example, in assembly, pupils demonstrated an acute awareness of the hardship that some families face and the importance of them having healthy foods.
- Pupils feel safe at school and know how to stay safe, including when using the internet. For example, they are aware that people can pretend to be someone else on social media sites.
- The above average rates of attendance are an indicator that pupils are keen to learn and they are especially positive about mathematics lessons. For example, pupils made positive comments about mathematics such as 'It gets me really excited', 'I'm good at it' and 'I like working out stuff.' The enjoyment of school is also evident in pupils' faces when they run up and down the school's grassy hill.
- Pupils acknowledge that they are usually, but not always, good. They make comments such as 'We are really well behaved but can get a bit excited' and 'Older ones talk a bit too much.'

### **The leadership and management** require improvement

- Leaders are ambitious and are fully aware of what needs to be done to make the school good. Self-evaluation is accurate and leaders are determined to bring about the necessary improvements. The school has managed the high turnover of teachers well, so that the social values that matter to the school and parents and carers, such as showing respect for others, have been maintained.
- Although teaching and learning are monitored frequently and guidance is provided on what teachers do well and what they can improve, leaders, including the governors, are not ensuring that all members of staff are following and applying school policies. As a result, teaching and learning are not consistently as good as they could be.
- Parents and carers are positive about the school and are especially pleased that their children feel safe, are well looked after and are happy. They are confident that the leadership team will continue to move the school forward and they find leaders to be approachable. They are happy with recent improvements, including the new building.
- The school's capacity to improve is evident in the way leaders planned for and achieved improvements in mathematics and teachers' marking.
- Safeguarding arrangements meet requirements. Teachers are trained in caring for the pupils, and are checked for suitability for working in school.
- Funding is being used well to support the pupils eligible for the pupil premium. Training for staff has made them mindful of the specific needs of these pupils and resources and one-to-one support have made a positive impact on the learning of these pupils.
- The new funding to enhance physical education is being put to good use, with a second sports coach being employed to train teachers and to help provide specialist teaching for the pupils so that they can reach the physical levels of which they are capable. Pupils enjoy taking part in physical activity as seen in Years 3 and 4 'wake up and shake up' and Years 5 and 6 hand ball. These activities have a positive impact on pupils developing better physical well-being and healthy lifestyles.
- Provision for the pupils' spiritual, moral, social and cultural development is a strength of the curriculum. Members of staff discourage discrimination and promote equal opportunities well. They are good role models for considerate behaviour and pupils learn to respect others and the environment. For example, in physical education, Year 2 pupils gave good answers when considering how they needed to behave to be good sports. Close links with the village church support spiritual development well.

■ The local authority has provided the right level of support to enable this school to continue to improve.

■ **The governance of the school:**

- Governors have recently had an external review and are making the recommended changes to increase their role in holding the school to account for its actions. Governors know how the school checks up on how well teachers are doing and how this links to good teaching being rewarded and how inadequate teaching has been successfully tackled. They understand how achievement at the school compares nationally and have a realistic picture of how good teaching is currently.

## 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

<b>Unique reference number</b>	123091
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	426494

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Renate Sherwood
<b>Headteacher</b>	April Guinness
<b>Date of previous school inspection</b>	31 January – 1 February 2012
<b>Telephone number</b>	01295 730298
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