

Wroxall Primary School

Castle Road, Wroxall, Ventnor, PO38 3DP

Inspection dates 13–14 November 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' levels of attainment are above average by the end of Year 6 and reflect their good achievement at this much improved school.
- Progress is at least good and is often outstanding, especially in Reception and Year 1 and in the Year 6 class, in response to excellent teaching.
- Teaching is good. Standards continue to rise and are especially high in mathematics, in which all pupils, but especially those with more ability, are fully challenged by consistently good and better teaching.
- Teachers' planning of lessons, clear identification of learning objectives and careful indication of what pupils need to do next to improve in their marking are strong features across the school.
- All adults working in the school, including several volunteers, provide excellent care and support. As a result, pupils behave well, feel very safe and enjoy school.
- This friendly little school provides a stimulating range of learning activities in support of the pupils' spiritual, moral, social and cultural development, most notably instrumental music, topic studies and sports.
- The exemplary leadership of the headteacher, strongly supported by skilled middle leaders and a dedicated, well-organised governing body, has successfully steered the school through a significant period of change and improved the quality of teaching and learning.
- High staff morale and close links with parents further support the strong drive for further improvement.

It is not yet an outstanding school because

- At times, teachers' and pupils' expectations of the amount of work, especially writing, that should be completed during lessons are not high enough and this limits the development of pupils' skills.
- Pupils do not always check to ensure that their writing is good enough and this too restricts progress.
- Opportunities to reinforce and quicken the pace of pupils' learning, by making relevant links with pupils' own experiences, are sometimes missed by teachers.

Information about this inspection

- The inspector visited 11 lessons and was accompanied by the headteacher during some of these observations.
- The inspector observed morning playtime and lunchtime and also attended an assembly.
- Meetings were held with members of the school council and many other pupils were spoken to during lessons and breaktimes. The inspector also met with governors and a representative of the local authority and held a separate telephone conversation with another representative of the local authority.
- The inspector held meetings with school staff, including senior leaders.
- The inspector received 14 staff questionnaires. The inspector also spoke informally with a number of parents as they brought their children to or collected them from school. The inspector also took account of 36 parents' responses to the online questionnaire (Parent View) in planning and undertaking the inspection and also received a letter from a parent.
- The inspector also considered three letters from parents and examined parents' responses evident in the school's own questionnaire.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data on pupils' progress, planning and leaders' checks on the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Alex Baxter, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action matches the national average. The proportion supported by school action plus or with a statement of special educational needs is below average. These proportions vary from year to year.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, children from service families and those known to be eligible for free school meals) is above that found nationally.
- The proportion of pupils entering or leaving the school at other than the normal times is above average.
- Children in the Early Years Foundation Stage are accommodated in a combined Reception and Year 1 class.
- A privately run pre-school, which also provides a breakfast club, operates on the school site. This is subject to a separate inspection.
- The school is a member of the Stenbury Federation, with two other local primary schools. One governing body fulfils the governance of all the schools in the federation.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching, lifting teaching from good to outstanding overall, and accelerate pupils' progress in writing more consistently by:
 - ensuring high expectations from teachers and pupils in relation to the amount of work that pupils should complete in lessons as they move through the school
 - further extending pupils' self-evaluation skills so that they more specifically check the quality of their own writing, every time they write
 - more consistently adapting teaching and making links with pupils' own experiences to sustain their interest and quicken the pace of learning.

Inspection judgements

The achievement of pupils is good

- Due to improvements in the quality of teaching and assessment since the previous inspection, pupils now achieve well during their time at this school.
- Reading and developing a love of books is given a high priority in all classes. Consequently, pupils are enthusiastic about reading.
- Early reading skills, including phonics (letter sounds), are taught extremely well, and this provides a secure basis for further progress. For example, results in the phonics screening check for Year 1 pupils have exceeded the national average over the past two years.
- Attainment in reading has also been mostly above average at the end of Year 2 and results at the end of Year 6 this year were particularly high.
- Children make an excellent start in the Reception and Year 1 class in response to highly personalised support which boosts their confidence in learning practically. From their varying starting points, which are sometimes below those expected in communication skills, children make excellent progress and often exceed normally expected levels of attainment.
- Pupils continue to make good progress through Years 2 to 5, again responding positively to increased involvement in assessing their own learning. Pupils in the Years 1 and 2 class, for example, capably annotated their 'Alien Story Maps' and used ambitious vocabulary such as 'zoom' very imaginatively.
- At times, the rate of progress slows because teachers' and pupils' expectations of the quality and amount of writing to be produced in lessons vary. This is now being addressed.
- Progress is consistently good and often better in mathematics where pupils' sustained efforts and good quality work clearly show increasingly higher than average levels of attainment.
- This is especially the case in Year 6 where pupils make excellent progress in response to outstanding teaching. For example, pupils of all abilities, including those with more ability, enjoy their learning and rise to the challenges set. They knowledgeably describe how subordinate clauses can be used to improve their persuasive writing, clearly demonstrating above average understanding for their age and improved levels of attainment since the previous inspection.
- Across the school, pupils supported through pupil premium funding receive regular assistance carefully matched to their abilities. This enables them to build well on previous learning and make progress in English and mathematics at least as good as, and sometimes better than, their peers.
- Disabled pupils, those with special educational needs and those arriving from other schools also make similar progress to other pupils because of the additional adult support they receive, further reflecting the school's effective commitment to treating and supporting all pupils equally.

The quality of teaching is good

- The inspector's observations of lessons, almost all of which were good or outstanding, matched the school's own evaluations of improving teaching since the previous inspection.
- As seen in the Reception and Year 1 class, teaching is typified by warm and encouraging relationships, supportive links with parents and excellent teaching of phonics, including through the frequent and much enjoyed reading of stories.
- All teachers check the pupils' understanding and also mark the pupils' work very carefully and excel in showing pupils how to improve. Teachers then use the information efficiently to plan lessons that progressively build on pupils' previous knowledge and skills.
- By these means teachers ensure that all pupils engage effectively in work that matches their ability. This includes more able pupils often participating in increased challenges, currently in science at the secondary school, and being prepared for higher level assessments, especially in mathematics.

- Teachers also make sure that capable teaching assistants and several volunteers are deployed well to provide additional support for other pupils, such as disabled pupils and those with special educational needs.
- Systems to develop the pupils' ability to self-evaluate, for example, by presenting them as stepped learning objectives are well established and are used effectively across the school, especially in mathematics, to promote pupils' good progress. This is because the teachers' expectations of the quality of pupils' work, and subsequently, those of the pupils themselves remain consistently high.
- For example, in an excellent lesson in Year 6 the teacher's probing questioning successfully challenged the pupils to explain their strategies for plotting co-ordinates of the fourth vertex of a square. In response, the teacher's very encouraging comment, 'I love the way you talk about your work,' clearly enthused the pupils to work even harder.
- At times, in parts of the school, teachers' expectations of pupils' writing vary. This reduces the attention given, including by pupils checking for themselves, to improving the quality of writing and producing enough work in lessons, and slows the development of pupils' basic writing skills.
- Occasionally during group work, opportunities are missed to raise pupils' interest by making links with their real-life experiences and this also constrains progress for a few pupils.
- Even so, all staff manage pupils' behaviour efficiently and successfully encourage pupils' collaborative learning skills across a stimulating range of practical activities. These include lively dance sessions led by a specialist teacher and participation in expressive arts events such as the federation's very popular joint contribution to 'Global Rock'.

The behaviour and safety of pupils are good

- Pupils' behaviour throughout the inspection was at least good and on many occasions outstanding. School records show very few incidents of poor behaviour; none requiring exclusion, and discussions with parents, staff, governors and pupils show that good behaviour is a sustained strength of the school.
- Pupils say that they have lots of friends; one member of the school council exclaimed, 'Basically I'm friends with everyone at the school.' Another member commented, 'All children, especially the youngest children, really are very nice,' and noted how much enjoyment they gain from supporting each other.
- Most pupils work very hard during lessons and readily give of their best. At times though, a few pupils do not take enough care when writing and do not produce enough work in the time allocated and this slows their learning.
- Pupils show a good understanding of the different forms that bullying can take, for example verbal and physical abuse and cyber bullying. Pupils also know about e-safety and how to keep themselves safe by seeking adult assistance. Pupils say that there is no bullying in the school, but that 'sometimes a few pupils act in a silly way,' and need adult support to stop them disrupting learning in lessons.
- Pupils and their parents appreciate the very friendly and caring support provided by all adults working in the school and express the view that pupils feel and are kept very safe at school.
- All staff promote very supportive links with parents, including, for example, during the 'Family Learning' sessions, when parents work alongside their children. This partnership, in combination with the headteacher's strong efforts, has secured an improving and now average level of attendance.

The leadership and management are good

- The well-respected headteacher's unwavering commitment to continuing improvement, strongly supported by governors, has brought the school successfully through a period of much change.

- With high levels of staff morale, teamwork and accurate self-evaluation now securely in place, the school is increasingly going from strength to strength.
 - Leaders and managers sustain high quality practice in safeguarding pupils' welfare, managing pupils' behaviour and providing a motivating range of learning opportunities to strongly promote pupils' spiritual, moral, social and cultural development.
 - In recent years, senior leaders have also been successful in raising the quality of teaching and pupils' achievement, especially in mathematics, which having been a relative weakness at the time of the previous inspection, is now a strong feature reflecting the school's ability to bring improvement. Improved and now very supportive links with parents are also helping to accelerate pupils' progress and improve attendance.
 - Senior leaders, including governors, continue to manage finances efficiently by carefully checking that provision impacts positively on pupils' progress. Senior leaders pay due regard to teachers' pay and performance and also make sure that additional funds such as the pupil premium and new sports funding all fulfil the intended outcomes of lifting pupils' academic achievement and health and well-being.
 - While the process of securing more outstanding teaching through the school continues, increased staff training opportunities, including by making use of the proven skills already evident in the school, are quickening the pace of improvement.
 - For example, established strengths in marking and assessing pupils' work and in planning lessons are increasingly meeting the needs of more able pupils as well as supporting disabled pupils and those with special educational needs. Exemplary leadership of the Early Years Foundation Stage and mathematics also clearly models strong practice in support of new middle leaders of English and special educational needs.
 - The local authority provides 'light-touch' support for this good, improving school.
 - **The governance of the school:**
 - The rigorously applied procedures of the determinedly led governing body, fine-tuned and developed across the federation of schools, fully support the headteacher's drive for further improvement. Governors effectively implement their individual and group responsibilities. These include focused visits to the school to observe the quality of teaching and learning and to ensure that policies to safeguard pupils' welfare are fully adhered to. Governors carefully check the impact that teaching has on pupils' achievement and by questioning the headteacher help to ensure that considerations of teachers' performance management and salary progression lead to improved pupils' achievement. Governors have been particularly effective, through a period of change, in checking that additional funds such as the pupil premium and more recently sports funding are also used efficiently to lift pupils' academic achievement and health and well-being respectively. Governors have also been instrumental in promoting stronger links with parents, which are now helping to improve attendance.
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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	118173
Local authority	Isle of Wight
Inspection number	429921

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	93
Appropriate authority	The governing body
Chair	Alison Child
Headteacher	Maxine Gray
Date of previous school inspection	16–17 November 2011
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