

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

Church Street, Woodstock, OX20 1DH

**Inspection dates** 22–23 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, senior leaders, managers and governors have improved teaching since the previous inspection. As a result, pupils now achieve well across the school.
- Standards at the end of Year 6 have risen to well above average. Most pupils in other year groups are working above the levels expected nationally for their age.
- All groups of pupils do well, including the most-able pupils. Pupils know they are making good progress and this fosters their self-confidence.
- Pupils develop their speaking, thinking and decision-making skills well.
- Children in the Reception Year are taught well and make good progress, especially in the work they do indoors.
- Teaching is good, particularly in Years 4 to 6. Teachers have high expectations for pupils' progress. They provide pupils with interesting, challenging activities, which help them to work hard.
- Pupils are very happy in school. They behave well. Trusting relationships with staff ensure that pupils feel safe and well cared for. The school's procedures to ensure pupils' safety are good.
- The school promotes pupils' spiritual, moral, social and cultural development very effectively.
- Governors have sharpened their understanding of pupils' performance and the quality of teaching. This has helped them to allocate resources more efficiently to raise pupils' achievement.

### It is not yet an outstanding school because

- In the outdoor area, children in the Reception Year do not have enough activities which develop their imagination and extend their skills.
- Pupils, especially in the younger year groups, do not always form their letters correctly or present their written work neatly.
- Teaching is not yet outstanding. Occasionally, teachers do not include all pupils when they check and reinforce their learning.
- The governing body does not always plan carefully to ensure all governors are fully prepared to undertake new responsibilities when needed.

## Information about this inspection

- The inspector made visits to all classrooms to check on pupils' learning. On one visit, he was accompanied by the headteacher. He heard some pupils in Year 2 read and looked at samples of pupils' work.
- The inspector held meetings with the headteacher, school staff, a group of pupils, three governors, and a representative from the local authority.
- The inspector took account of 10 responses to a questionnaire completed by staff and 19 responses made by parents to Ofsted's online questionnaire, Parent View. He also analysed parents' and pupils' responses to the school's own questionnaires. He spoke informally with a few parents during the inspection.
- The inspector checked a range of evidence including: monitoring records; consultants' reports; school improvement plans; the school's own data on pupils' attainment and progress; and policies, procedures and practice relating to safeguarding, behaviour and attendance.

## Inspection team

Derek Aitken, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Wootton-by-Woodstock is much smaller than most primary schools.
- Reception children attend on a full-time basis and are taught in a mixed-age class with Year 1 pupils. The remaining pupils are taught in two mixed-age classes.
- Almost all pupils are from White British backgrounds.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority, is very low.
- The proportion of disabled pupils and those who have special educational needs is well below average.
- There have been recent staff changes in the early years and some unavoidable absences amongst teaching assistants. Most staff work part time and the teaching of each class is shared.
- No judgement can be made on whether the school meets the government's current floor standards because there were too few pupils in Year 6 in 2014.

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

- Improve teaching and pupils' achievement by:
  - providing more activities for children in the Reception Year to develop their imagination and extend their skills outdoors
  - developing pupils' handwriting and presentation of their written work to a consistently high standard
  - ensuring that teachers include all pupils when they check and reinforce their learning.
- Improve the effectiveness of leadership and management by:
  - ensuring that all governors take advantage of training opportunities in a timely way to equip them to fulfil key responsibilities when vacancies arise on the governing body.

## Inspection judgements

### The leadership and management are good

- The headteacher and other leaders, including governors, have worked successfully to improve teaching, raise pupils' achievement and maintain good behaviour. Leaders' checks on the school's work are timely and accurate. The leaders have carefully used this information, including well-focused observations of teaching and learning, to tackle underperformance, to identify training needs and to enhance the expertise of long-serving staff.
- Information about pupils' achievement is analysed rigorously, shared fully with staff and used very effectively to hold the headteacher and teachers to account for pupils' attainment and progress. Staff, know each pupil well. They use information about pupils purposefully to direct the teaching of pupils who need extra help with their learning and to plan lessons which stretch the most-able pupils.
- Mathematics has been transformed into a strength of the school. The headteacher and subject leader have tackled weaknesses identified at the previous inspection very effectively and pupils now use and apply their new mathematical knowledge confidently. The other key middle leader, relatively new in post, has acted swiftly to review teaching in English and provision for disabled pupils and those who have special educational needs. However, a few initiatives to tackle the slightly weaker area of writing are at an early stage of development.
- The school ensures that all pupils enjoy the same equal, good opportunities to succeed and that no pupils suffer from discrimination. Leaders know where support is needed to raise the attainment of pupils whose circumstances may make them vulnerable. They have taken purposeful decisions to allocate resources to accelerate progress and to improve pupils' well-being.
- The school's curriculum is planned well to ensure activities offer good breadth. Pupils enjoy a wide range of subjects and activities, such as visits from authors and storytellers and specialist tuition in music. There are many strengths in the ways the school promotes pupils' spiritual, moral, social and cultural development. Pupils reveal their thoughtful, caring natures, for example, in response to questions teachers ask in assemblies and in the help they provide to the parish lunch club. Pupils' environmental awareness is effectively awakened through diverse activities, such as creating eco-posters and taking part in the gardening club.
- The school promotes British values, including tolerance and respect for different faiths, well. Elections are held to choose school councillors. Pupils take a prominent part in organising charity initiatives, and in choosing new playground equipment. Taking their lead from the current General Election campaign, older pupils have created and written about their own political parties. These are firmly based on what they believe are the important principles for a democratic society; they are thus well prepared for life in modern Britain.
- The school is in the early stages of developing its preferred method of assessment, following withdrawal of National Curriculum levels. It is working with neighbouring schools to trial different forms of assessment before the schools adopt a common system.
- The local authority has provided the school with useful advice and guidance to help it to resolve staffing issues and to improve children's learning in the early years.
- The questionnaires and comments received by the inspector show that parents are satisfied with the school's work.
- Leaders, including governors, check that current government requirements for safeguarding are fully met and that safeguarding arrangements are effective. Relevant policies and staff employment checks are up to date. A recent health and safety report conducted by the local authority records a 'very good' standard of compliance with regulations. Records show that staff receive regular training on safety issues, such as fire safety awareness and first aid.
- Leaders have spent the primary sport funding appropriately, for example, to train staff, to provide pupils with new experiences, such as dance, and to fund transport costs to competitions. Participation has increased in activities amongst pupils who were formerly reluctant to take physical exercise.
- **The governance of the school:**
  - The governing body has made improvements in some areas of its work in the last two years. In common with staff, governors have a better understanding of information about standards and how it can be used to identify ways of raising pupils' achievement. They know how well most groups of pupils are performing compared to other pupils nationally. They are aware that there are a few weaknesses in pupils' writing skills and are allocating funds suitably to tackle this small imbalance.
  - Governors' regular attendance at meetings where staff discuss pupils' progress keeps them up to date about how individual pupils are doing. It also provides them with valuable insights into the impact of

teaching on pupils' learning in different key stages. The governors check this information by observing lessons and looking at pupils' books.

- Governors ensure efficient management of financial resources. They have allocated resources wisely to tackle weaknesses in teaching and pupils' achievement identified at the previous inspection. They have dealt appropriately with underperformance in teaching and make sure any salary increases are merited.
- However, governors have not conducted an in-depth audit of their skills or training needs. Consequently, when key vacancies on the governing body arise, governors sometimes have to make temporary arrangements to fill these positions. When governors are appointed to positions they are not always fully prepared, through relevant training, to get to grips with their new responsibilities quickly.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of pupils is good. Children in the Reception Year are happy and secure. They quickly form trusting relationships with adults, who engage well with them in lessons. Staff make expert use of snack times to encourage children to speak about their interests and to reinforce new learning, for example, about number sequences.
- Pupils' behaviour in lessons is good. On a few occasions it is excellent. Pupils achieve well because they enjoy the subjects they study, they are keen to try hard and willing to work. Pupils understand that when one pupil does well it encourages others to try to succeed. Pupils respect staff and follow their guidance. Most pupils are self-reliant and work diligently while staff work with pupils on other tables. This means that learning proceeds smoothly and that tasks are completed on time.
- Pupils take pride in their work. Older pupils show a growing confidence to assess how well they are doing. Pupils in all year groups are articulate and give their views readily. Their well-developed thinking skills mean they can weigh up both sides of a question or argument and present balanced viewpoints. For example, although some pupils were disappointed with the recent ban on football on the small playground, most of them understood that the action was necessary to help keep younger pupils safe.
- Pupils behave well in assemblies and are polite and welcoming to visitors. Nearly all pupils behave responsibly in the playground. A few older pupils do not always consider how their chasing games might disturb other pupils' quiet activities. Most pupils know each other well because they have grown up together in the village. This helps them to understand and to appreciate each other's distinctive personality, and to add to and discuss each other's views.
- Incidents of serious misbehaviour are extremely rare. There have been no exclusions for many years and no recorded instances of any use of discriminatory language or other forms of bullying. The school's records show that, over time, there have been very few occasions when pupils have acted unkindly towards their classmates.
- Pupils' enjoyment of school is reflected in their consistently above average attendance and their excellent punctuality.

### Safety

- The school's work to keep pupils safe and secure is good. Staff supervise pupils well, outside in the playground, and when crossing the road for lunch or assemblies in the village hall or games on the field. While giving them suitable instructions, staff rehearse with the youngest pupils what they need to know to keep themselves safe, for example, by keeping their 'listening ears' alert for the sound of oncoming traffic.
- Leaders ensure pupils are provided with detailed information to minimise the risk of them being bullied in different situations, including through social media.
- Staff provide pupils with a variety of activities and educational resources, varied on a daily basis, to minimise risks on the playground during break and lunch times. Games, such as chess, entertain pupils and promote their reasoning skills well.
- Pupils are safe in school because they know that staff act in their best interests and care for their well-being. Pupils have a clear understanding of how to stay safe near roads and on social media. They know how they should act in emergencies and in potentially dangerous or unfamiliar situations. For example, older pupils have been instructed in resuscitation techniques and also help to complete risk assessments for educational visits.

## The quality of teaching

is good

- Improvements in teaching have ensured that pupils achieve well in all key stages, especially in Years 4 to

6. Teachers have acquired a much clearer knowledge of the levels at which different pupils are working. They use this information very effectively to guide pupils' learning. Lesson activities are well focused on the skills that pupils need to acquire or practise.

- Teachers manage pupils well. Good relationships and high expectations for pupils' progress ensure that lessons move at a brisk pace. When teachers pose questions they mainly do this skilfully enough to probe pupils' thinking and explore alternatives. However, when teachers summarise pupils' learning for them, they do not always check that all of them are included. Consequently, a few pupils miss the opportunity to consolidate their understanding of a new idea or skill.
- Disabled pupils and those who have special educational needs are usually supported well in small groups and one-to-one work. Teachers and teaching assistants understand what these pupils know and can do and have tailored their support to move their learning forward more effectively. However, a few programmes which staff use to help the younger pupils to take small steps in their learning have been suspended due to staff absence. This has slowed progress for a few pupils.
- Early reading skills are taught well. Teachers choose texts purposefully which spark pupils' imagination and enable pupils to consider and to explain different points of view. They help pupils to reflect carefully on moral issues and to realise that there are sometimes no entirely right or wrong answers to complex problems.
- Good teaching of basic mathematical skills enables pupils to acquire a secure understanding of calculation methods and mathematical vocabulary, such as symmetry and the properties of shapes. Teachers use new technology to help pupils grasp distinctions between concepts, such as ratio and proportion. They give pupils opportunities to think hard. This was shown in a lesson for pupils in Years 4 to 6, where the teacher chose a 'Match of the Day' video clip to help pupils to draw conclusions from crowd numbers attending football matches. Teachers quickly provide pupils with problem-solving and investigative tasks to help them apply their new mathematical knowledge confidently.
- Writing skills are mostly taught well and teachers regularly give pupils opportunities to practise these skills in other subjects, such as mathematics. Teachers provide pupils with interesting contexts for writing. They review pupils' writing targets regularly and, through their marking, show pupils clearly what they need to do next. Pupils often seek to respond to the challenges contained in their teachers' feedback and this helps them to improve their work. However, teachers' very recent implementation of a new method of teaching early handwriting has, so far, had only a small impact on improving pupils' pencil control and letter formation.

### The achievement of pupils

is good

- Standards in both key stages were well above average in 2014. Attainment at the end of Year 6 in reading, writing and mathematics has risen considerably since the previous inspection. Boys and girls achieve equally well, although there are a few variations in attainment in the younger age groups where the number of pupils is small.
- Results in the Year 1 screening check for phonics (the sounds that letters make) improved last year and matched the national average. Less-able pupils in Year 2 read accurately and fluently. They enjoy finding out about the characters in books, recall story lines readily and can explain 'tricky' phrases using simple words.
- In 2014, there were no disadvantaged pupils in Year 6. Across the school, there are too few disadvantaged pupils to compare their attainment and progress with that of others in the school and nationally.
- Most disabled pupils and those who have special educational needs make good progress because staff know them exceptionally well and check closely the impact of support programmes. These pupils made good progress last year. This year, the progress of a few pupils in this group has been less consistent due to unavoidable absences among teaching assistants.
- The most-able pupils achieve well. They rise well to the challenges staff give them, for example, in responding to questions in assemblies. They also make valuable spoken contributions in lessons. Younger pupils in the mixed-age classes thrive on the opportunities teachers give them to do harder work.
- In all classes, most pupils are working above nationally expected levels. Pupils' progress accelerates steadily in Key Stage 2, as pupils benefit from an increasing range of ways to practise their basic skills in other subjects, such as science. Current Year 6 pupils are already working one term ahead of their counterparts last year. Pupils receive house points when they achieve their targets and this gives them an added incentive to do well.
- Most pupils develop their speaking and thinking skills well from an early age. This stands them in good

stead to surmount the challenges they are given to develop their reading and mathematical skills in Years 4 to 6. Pupils have confidence in their reading skills and read extensively. They write extended accounts, sequence their ideas logically and use ambitious vocabulary effectively. However, the quality of their written work, especially in the younger age groups, is sometimes hampered by untidy presentation and faulty letter formation and spellings.

### The early years provision

is good

- The knowledge and skills of children when they join school are broadly typical for their age in all areas of learning.
- The percentage of children who achieved a good level of development rose considerably in 2014 and was just above the national average.
- All groups of children make good progress and are well prepared to start Year 1.
- Children settle well in the early years. They understand and accept the daily routines. They particularly enjoy opportunities, such as snack times, to share their recent experiences with each other and staff.
- Children behave well, both indoors and outdoors, and check that all their classmates are included in the activities which they initiate outside. They are happy and feel safe. Staff ensure that the inside and outside play areas are secure. Children are taught about ways to keep themselves safe.
- Teaching is good. Staff develop children's decision-making skills well, for example, through encouraging children to think about suitable forms of headgear to wear outside during sunny weather. Staff check children's progress regularly and use the records of their observations carefully to adjust their short-term plans.
- Staff plan a good range of activities in the classroom that foster children's enthusiasm for learning. They use a variety of methods and resources skilfully to sustain children's interest and concentration during tasks. Children also enjoy working and playing in the outdoor area, but have few exciting opportunities there to develop their powers of imagination and to extend their skills fully.
- Staff ask children questions skilfully during phonics lessons, for example, when they check and deepen children's understanding of how different letter combinations represent similar sounds.
- New initiatives to improve writing, for example, visits from writers and storytellers, are proving successful. They are developing children's capacity to extend the length of their sentences and to compose their own stories. However, an increased focus on improving children's control of pencils, to help children form letters more accurately, has not yet been totally successful.
- The very positive gains made in Key Stages 1 and 2 are less marked in the early years. This is largely due to staffing issues which have slowed the pace of change. Despite these problems, the headteacher has maintained good provision and leadership and management of the early years.

## 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>	123196
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	462384

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>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jonathan Reynolds
<b>Headteacher</b>	Valerie Lucas
<b>Date of previous school inspection</b>	25–26 April 2013
<b>Telephone number</b>	01993 811 520
<b>Fax number</b>	01993 811 520
<b>Email address</b>	office.3657@wootton-woodstock.oxon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

