

Inspection of Wootton-by-Woodstock Church of England Primary School

Church Street, Wootton, Woodstock, Oxfordshire OX20 1DH

Inspection dates: 8 and 9 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Inspectors agreed with parents and carers who said that this is a 'small school with a big heart'. Pupils model the school values of friendship, respect and kindness every day. Leaders celebrate these qualities in weekly assemblies. Pupils in Years 3, 4, 5 and 6 are taught in a partner school. They feel warmly welcomed. Pupils say that they miss their old school site, but appreciate having more friends and opportunities.

Pupils are happy and safe. They meet high expectations for behaviour. Pupils work and play together with a smile, sharing equipment and showing kindness to one another. Some pupils say that they were bullied in the past, but adults stopped it and now they never worry about bullying.

Staff enrich school life with visits to the theatre, a palace and a local outdoor learning centre. Pupils value their residential trips, taking part in adventurous activities such as caving, surfing, climbing and canoeing.

Pupils demonstrated the value of democracy during 'pupil parliament' elections. They prepared speeches to persuade others to vote for them. The elected pupils helped to review the school's behaviour policy.

House captains are proud to lead their teams in events and competitions. Staff celebrate the unique talents of pupils, who take the 'golden throne' when presenting their achievements to everyone at school.

What does the school do well and what does it need to do better?

Pupils are learning a well-planned curriculum. In science, pupils recall significant knowledge as a result of carrying out memorable experiments. Work in books is well presented, and teachers have high expectations. Mathematics starts strongly in early years, where children learn about shapes and numbers in an environment rich with vocabulary and carefully considered resources. Pupils love mathematics. They can explain concepts and skills with confidence. Pupils' written work shows secure knowledge of calculation strategies. Some pupils find mathematics too easy. At times, pupils finish tasks and do not receive enough challenge to extend their skills and knowledge further.

Reading provision is strong from the moment children start school in the nurturing early years environment. Teachers and support staff share expertise and enthusiasm to help pupils learn sounds with success. Pupils are excited about books and enjoy demonstrating their reading skills. They practise the sounds they have been taught using well-chosen texts. If pupils fall behind, staff provide precise help to ensure that they catch up. As a result, pupils learn to become fluent and confident readers.

Leaders provide effective support for pupils with special educational needs and/or disabilities (SEND). The headteacher uses her expertise as the SEND coordinator to identify help that is needed. Leaders and staff access specialist training to constantly

improve their provision for pupils who need extra support. For example, staff support pupils with autism spectrum disorder by helping them with their social and communication skills. Pupils with dyslexia use reading aids and benefit from one-to-one reading sessions. As a result, pupils with SEND achieve well.

Staff and pupil numbers are low. Leaders understand that this could limit teachers' capacity for professional development, so staff take advantage of regular opportunities to collaborate with larger schools in the trust. This has helped to maintain good standards of education.

Behaviour is positive. Pupils are polite and respectful. They concentrate in lessons, so learning is not disrupted. Some pupils have required specific support with their behaviour. Leaders have worked with families and local service providers to secure targeted support. As a result, behaviour has improved for vulnerable pupils.

Pupils' personal development is enriched through curriculum content and assemblies. Pupils learn about a range of faiths, Black history and different types of relationships. Visitors, such as the local police, help with guidance for modern living. Older pupils learn about substance misuse and consent, which helps equip them for future life. Leaders ensure that online safety is a key focus in the computing curriculum. Pupils understand how to block and report online dangers.

The local sports partnership offers pupils opportunities to play cricket and attend dance festivals. Pupils enjoy performing at the 'Big Sing' concert in Birmingham. Leaders recognise that small pupil numbers can limit the range of extracurricular opportunities. They promote collaboration with other schools to stop pupils missing out. For example, pupils enjoy outdoor learning sessions every week at the partner school.

The headteacher is well regarded by parents, who say that leaders listen to them and always put their children first. One parent, typical of many, said that staff 'invest in each child personally'. Staff are proud to work at this school. They say that the headteacher provides valuable support with their workload and well-being.

Governors and trustees share the headteacher's vision and ethos. They are passionate that the school be inclusive and aspirational for all. Governors and trustees know the school well. They provide challenge to leaders and fulfil responsibilities for safeguarding, finance and equality.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding practice is built on positive relationships and strong communication. Staff are efficient when recognising and sharing concerns about pupils. Training records show comprehensive support for staff to identify risks. While pupils feel safe and well supported, everyone remains diligent. There is a sharp awareness that 'it could happen here'.

If families need help, leaders work with external agencies to secure it. Safeguarding records are detailed, demonstrating prompt and appropriate action. Procedures for recruiting staff and volunteers are thorough and secure.

Pupils learn about healthy relationships and digital safety in assemblies and lessons. They know what to do if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are not always sufficiently challenged in mathematics. As a result, they do not always achieve as highly as they could. Leaders recognise this and should continue their work to ensure that teachers plan sharper activities to challenge pupils, building on their existing knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145449
Local authority	Oxfordshire
Inspection number	10253987
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	24
Appropriate authority	Board of trustees
Chair of trust	Kathy Winrow
Headteacher	Lauren Murrey
Website	www.wootton-woodstock.oxon.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Wootton-by-Woodstock Church of England Primary School converted to become an academy in October 2018. When its predecessor school, with the same name, was last inspected by Ofsted in April 2015, it was judged to be good overall.
- The school is a member of the Oxford Diocesan Schools Trust.
- Pupils in Years 3, 4, 5 and 6 are currently educated at Tackley Church of England Primary School.
- There have been significant changes to leadership and governance, including the formation of a joint governing body across both Wootton-by-Woodstock Church of England Primary School and Tackley Church of England Primary School. The headteacher has led both schools since September 2021.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, teachers and support staff.
- To inspect safeguarding, inspectors studied documents and records, including the school's single central record and child protection referrals. Inspectors spoke with the designated safeguarding lead, staff and pupils.
- Inspectors carried out deep dives in reading, mathematics and science. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke to pupils and looked at pupils' work.
- The lead inspector listened to pupils read and observed catch-up interventions to evaluate how staff provide extra support to pupils.
- The lead inspector met four trustees, including the chief executive officer of the trust and the chair of trustees.
- The lead inspector met three members of the local governing body, including the chair of governors.
- The lead inspector spoke by telephone with a representative from the Diocese of Oxford.
- Inspectors analysed responses to the staff survey and spoke to staff about their views of the school.
- Inspectors took account of the responses to Ofsted Parent View and the additional free-text comments.
- Inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.

Inspection team

Scott Reece, lead inspector

His Majesty's Inspector

Clare Vallence

Ofsted Inspector

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