



The Wroxham School

Inspection Report

Unique Reference Number 117566
LEA HERTFORDSHIRE LEA
Inspection number 280120
Inspection dates 8 February 2006 to 9 February 2006
Reporting inspector Mr. Martin Beale LI

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

Type of school	Primary	School address	Wroxham Gardens
School category	Foundation		EN6 3DJ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01707643576
Number on roll	239	Fax number	01707664172
Appropriate authority	The governing body	Chair of governors	Mrs. Mary Goodey
Date of previous inspection	15 October 2003	Headteacher	Mrs. Alison Peacock

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The Wroxham School is an average sized primary school with a part time nursery situated in a residential area on the edge of Potters Bar. The school has a stable pupil population. Children's attainment on entry to the school is slightly above average. Very few pupils come from families where the home language is other than English. The proportion of pupils with learning difficulties and disabilities is below average and no pupils have a statement of special educational need. The school has a breakfast club and provides after hours care.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

The inspection judgment is that the effectiveness of the school is better than the school's evaluation of good. The school is highly successful and has many innovative and outstanding features. It is a welcoming and happy place, where much attention is paid to the pupils' care and welfare. A strong team of staff and governors has come together to support the highly effective headteacher in the drive for excellence. All those associated with the school are justifiably proud of what has been achieved and continually search for ways to get even better. The current focus on improving writing is a good example. Progress since the last inspection is substantial and the school is very well placed to secure further improvements. Value for money is very good. Pupils' progress is outstanding overall, with the most rapid progress made in Years 5 and 6. Standards are rising and large numbers of pupils exceed nationally expected levels for their age. Standards are exceptionally high in mathematics. The youngest children make a very good start in the Nursery and Reception classes. The interesting environment and well planned activities build firm foundations for their learning and personal development. There is much lively and engaging teaching in the main school. Pupils respond with interest and enthusiasm, learning skills and ideas rapidly. Teachers develop the pupils' ability to make informed choices in their learning and their lives. This makes a considerable contribution to their progress. Action is being taken and support provided to continue the task of improving teaching and learning further, with a particular focus on making even better use of assessment process and information to extend the pupils' learning. All opportunities for learning whether in lessons or through other activities are thoughtfully planned. Pupils participate in large numbers in the wide range of activities provided to extend and enrich their experiences.

What the school should do to improve further

- Continue to raise the quality of teaching by finding ways for the outstanding practice in the best classrooms to impact more on learning throughout the school

Achievement and standards

Grade: 1

There has been a sharp rise in standards and in the progress made by pupils in the last few years. Inspection evidence points to achievement and standards being outstanding whilst the school's judgement is that they are good. Pupils strive successfully to achieve their challenging targets, which are raised in the light of regular reviews of their progress. Children make very good progress on starting school. The vast majority reach and many exceed the expected goals for their age by the end of Reception. This start is built upon well in the main school. Pupils make very rapid progress, although standards fluctuate with variations in the slightly above average attainment of pupils on entry. Progress is more rapid in Years 5 and 6 where it is outstanding. Standards at the end of Year 2 have risen rapidly over the past few years; they were exceptionally high in 2005. The most recent group of Year 6 pupils made outstanding progress during

their time at the school. Year 6 test results have also followed a sharply rising trend. Standards in mathematics are now exceptionally high, while those in English and science are almost at the same level and rising. Few pupils fail to meet the level expected for their age and very many exceed it. Pupils with learning difficulties and disabilities benefit considerably from support and teaching that focuses sharply on their particular needs and they make very good progress.

Personal development and well-being

Grade: 1

The inspection confirms the school's view that the pupils' personal development is outstanding. The Nursery and Reception children quickly settle into school routines and become happy and keen learners. They can make choices and decisions about their work. Pupils in Years 1 to 6 enjoy school and respond enthusiastically to the high expectations of their teachers. They are keen to participate in lessons and in the wide ranging enrichment activities. Attendance and punctuality are good. The pupils are mature, confident and sensible in their actions. They are able to make informed choices in their learning and their lives. When asked what he hoped the inspectors would find out about the school, one Year 5 boys answered, 'How well we work together as a team and make choices'. Pupils have a sharp understanding of right and wrong. They show respect for their own and other cultural traditions, values and beliefs. Behaviour is very good. Pupils report that they feel safe and secure because any problems are dealt with quickly and effectively. The pupils thrive on the responsibilities placed upon them, learn to play their part in the school and local community and learn many skills useful in later life. They have a significant voice in the school's development such as when helping to develop the new mission statement, 'Working together aiming high'. Pupils of all ages understand how to maintain a healthy lifestyle and can explain the benefits of exercise and good diet. They are very well informed on topics such as road safety, drug and alcohol abuse and follow safe practices when working in school.

Quality of provision

Teaching and learning

Grade: 1

Inspection evidence judges teaching and learning as outstanding whereas the school's view is that teaching and learning are good overall. A significant proportion of lessons are outstanding, particularly in Years 5 and 6 and none are less than satisfactory. Teachers identify the attainment of pupils accurately and plan lessons carefully to meet their needs. Assessments, marking and discussions with pupils are used very effectively to plan the next stages of learning. Pupils are encouraged to evaluate their progress and are supported in identifying what they need to do to improve the quality of their work. They talk readily about how well they are doing and about the action they are taking to do better. The most effective teachers question pupils very skilfully to draw out ideas from them and to involve them in their learning. This generates a secure environment where pupils investigate and try out new ideas with confidence.

Pupils enjoy learning because many lessons are interesting and engage their attention throughout. Teachers have high expectations and provide challenges which are readily accepted by the pupils. Pupils are guided in choosing the tasks they undertake to support their learning. By adopting a wide range of methods and using whiteboards very effectively, teachers enable pupils to develop their different learning styles of learning. Support staff play a significant role in helping and guiding the learning of pupils of all abilities. So while gifted and talented mathematicians are very well extended, pupils with learning difficulties are very successfully supported to develop their skills and understanding.

Curriculum and other activities

Grade: 2

The inspection team agrees with the school's judgement that the curriculum is good overall, with some outstanding features. Statutory requirements are met. Nursery and Reception children benefit from a stimulating environment and activities that promote all aspects of their learning well. The curriculum in the main school is continually under review and is planned carefully to meet pupils' needs. The experiences of gifted and talented pupils are enhanced and carefully targeted support activities are designed for those who do not work as fast. Good attention is paid to developing basic skills and making links between subjects. Pupils enjoy and parents value the very wide range of sporting and musical activities. The writing club is a popular event attended by considerable numbers of Year 6 pupils. Other activities, such as the drama day with sixth form students from a local comprehensive, further broaden the pupils' experiences.

Care, guidance and support

Grade: 1

The inspection team agrees with the school's evaluation that care, support and guidance are outstanding. All child protection and safety requirements are met. Any bullying is identified and quickly dealt with. The educational and social needs of all pupils are identified rigorously and appropriate support is provided. Members of staff know the circumstances of the pupils well. This is much valued by the pupils who talk warmly about the support they receive from teachers and teaching assistants. The breakfast club and after school club are much valued by pupils and their parents. The lunchtime play leaders and Year 6 buddies organise a range of sports and team building activities daily. The involvement of pupils and their parents in the target setting processes is adding to the effectiveness of guidance. Tracking progress towards targets is rigorous and used to identify where further support is needed. Gifted and talented pupils are extended through initiatives such as the 'Maths Mania' website currently under construction. The needs of pupils with learning difficulties and disabilities are identified carefully and action taken, including bringing in outside support for them.

Leadership and management

Grade: 1

The inspection team's judgement that leadership and management are outstanding is more favourable than the school's evaluation that it is good. The drive of the headteacher, supported and challenged by a highly effective governing body, has been instrumental in the school's rapid improvement. Together they ensure that recent success has not led to complacency and are continuing the drive for excellence. Teamwork is a key strength. All members of staff are encouraged to play a part in the development of the school. The complementary skills of the senior leaders enable innovative ideas to be translated into highly effective action. Their work is also influential in the educational community; for example, the school plays a leading role in the 'Learning Network' of local schools. The performance of staff is rigorously evaluated and action taken to share the best practice. The goal of improving teaching to the level of the best is a good example of this. The emphasis on the further professional development of all staff is helping to achieve the aim of this being both a listening and a learning school. Staff and governors have a very clear picture of where the school's strengths lie and where they want to see improvements. The school's self-evaluation process is rigorous, honest and accurate. The differences in the overall judgements made by the school and inspectors reflect a degree of caution on the school's part. Information from the process is used very effectively to implement action and to assess the impact of changes on pupils' achievements. Parental views are sought and acted upon. Parents are also fully involved in supporting their children's achievement. There are very strong and productive links with other schools and outside agencies that benefit the pupils' academic and personal development considerably. Governors challenge the school to achieve more while supporting it through carefully planned funding allocations that have led to well resourced classrooms.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to thank you very much for the warm welcome you gave to myself and Mrs Arora when we visited your school. We really enjoyed talking to you and your teachers and watching you learn. There are very many aspects of your school that we liked. You and your parents are right in thinking that you go to a very good school. What we liked about your school: - You are cared for and looked after very well in school. - You really enjoy your work and join in your lessons well. - You make very sensible choices about the work you do and the many other activities you take part in. - You work hard and do very well in tests, particularly in mathematics. - You all behave very well around the school. You play nicely with your friends and the grown ups at lunchtime and speak very politely to your teachers and visitors. - You do a lot of jobs around the school and have helped the school to introduce important changes, such as the new mission statement. - Your teachers and teaching assistants work very hard to make sure that you all get the right sort of help you need to help you learn. - Your headteacher runs the school very well. We are very pleased to see how Mrs Peacock and your teachers are trying hard to make the school even better. We are suggesting to them that to do this they should try to make teaching even better than it is already. We wish you well for the future.