



Wootton St Peter CE Primary School

Inspection Report

Unique Reference Number 123223
LEA Oxfordshire LEA
Inspection number 281434
Inspection dates 12 January 2006 to 13 January 2006
Reporting inspector Vanessa Ward AI

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

Type of school	Primary	School address	Wootton Village
School category	Voluntary aided		Boars Hill
Age range of pupils	4 to 11		Oxford OX1 5HP
Gender of pupils	Mixed	Telephone number	01865 735643
Number on roll	104	Fax number	01865 735643
Appropriate authority	The governing body	Chair of governors	Mr Mike Varnom
Date of previous inspection	18 September 2000	Headteacher	Mrs Shona Howie (Acting)

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is smaller than average. Most of the pupils come from white British backgrounds. All pupils speak English fluently. The pupils' backgrounds vary, with the majority living in areas of social advantage. The percentage of pupils claiming free school meals is below average. The proportion of pupils with learning difficulties is lower than in many schools. The number of pupils joining the school other than at the start of the Foundation Stage is average. A new headteacher was appointed in September 2004. Since October 2005, a senior member of staff has been acting headteacher due to the long-term illness of the permanent headteacher. At the time of the inspection, two of the teachers had been in post for only a few days. The school provides before and after-school care.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection findings support the school's view that it is an effective school that provides good value for money, a good quality of education and possesses some outstanding features. It is outstanding in the care, guidance and support it provides to enrich pupils' academic and personal development. As a result, pupils achieve successfully, have positive attitudes to learning and behave well. The effective provision in the Foundation Stage enables children to achieve well. This good progress continues through Years 1 to 6. As there are small numbers in each year group, the balance of abilities causes standards to fluctuate year-on-year. Records show that the school's careful provision enables all pupils to make good progress. Teaching and learning are good and the teachers make learning interesting. They involve pupils successfully in evaluating their own learning, but the quality of written feedback does not consistently help pupils to know how to improve. The curriculum is good and provides pupils with an interesting and exciting range of learning experiences. However, they have insufficient awareness of the diverse cultures and traditions found in Britain today. Leadership and management are good, although the statutory requirement for the annual review of teachers' performance has lapsed. Issues raised by the previous inspection have been dealt with effectively. The quality of leadership provided by the acting headteacher, supported by the staff and governors, indicates that school is well placed to improve.

What the school should do to improve further

* improve the consistency in the marking of pupils' work, so that they are better informed about what they have achieved and what they need to do to improve* broaden the pupils' knowledge and understanding of the diversity of cultures and traditions found in Britain today* ensure that teachers' receive their statutory entitlement to an annual review of their performance.

Achievement and standards

Grade: 2

The pupils' achievement is good throughout the school because of the good teaching and interesting curriculum. When they join the reception class, the children's skills are similar to those typically found in four year olds. Children make good progress through the reception year, and this is built upon through Years 1 to 6. As year groups are small, standards in reading, writing, mathematics and science fluctuate. This is because the balance between the proportion of higher attaining pupils to those with learning difficulties inevitably varies from year to year. Data showing the progress of individual pupils indicates that the school adds considerable value to each pupil's learning as they move through the school. This includes pupils with learning difficulties and disabilities, boys and girls, gifted and talented pupils and those from different backgrounds. The staff set, and the pupils achieve, suitably challenging targets. Pupils are involved in the target setting process and in monitoring their own progress.

Sometimes, the written feedback they receive does not support this process as well as it could. The analysis of assessment data and subsequent action, as in changing the methods for teaching letter sounds and handwriting, for example, continue to improve achievement.

Personal development and well-being

Grade: 2

Pupils behave well and show good levels of care for one another. They have positive attitudes to learning and enjoy being in school. This is demonstrated by their good attendance and their enthusiasm for learning. One pupil described a museum visit as 'really, really exciting.' Pupils know about healthy eating and take part in the wide range of sporting opportunities that the school provides. They say that they feel safe and secure in school. This helps them to achieve well in all aspects of their development. They eagerly take on responsibilities, such as looking after younger pupils. The school council provides an effective voice for pupils, who feel that their concerns are listened to. Opportunities to run stalls at fund-raising events and to join in local community events help the pupils to prepare for life beyond school. The pupils' spiritual, moral and social development is good and their cultural development is satisfactory. Pupils value each other and their teachers. They have a strong sense of right and wrong and show a good understanding of environmental issues, such as the need for recycling. Social skills develop well through such opportunities as working collaboratively. Whilst pupils know something about other cultures, they have insufficient knowledge of the diversity of cultures and traditions that are present in Britain today.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, teaching is good. Pupils are keen to learn because teachers make lessons varied and interesting. For example, pupils in Year 4 worked hard to evaluate and edit their writing about a fantasy setting because they were stimulated by the story of 'Narnia'. Teachers provide valuable opportunities for structured discussion and this develops the pupils' skills in speaking and listening, whilst also boosting their social skills and self-confidence. The Foundation Stage provides a good balance between teacher-directed activities and opportunities for children to explore and make choices. Teachers are rightly pleased by the success of initiatives such as the teaching of joined letters in handwriting. Teaching assistants work very effectively with small groups of pupils, enabling them to make good progress and to boost their self-confidence. Pupils with learning difficulties and disabilities are supported very well. The positive relationships between adults and pupils contribute to the good learning. Teachers know their pupils well and use assessment effectively to help them keep track of how well individuals are doing. Some marking of pupils' work helps them to know what they have achieved and what they should do to improve. However, this

practice is not consistent and therefore does not support as well as it should the involvement of pupils in evaluating their own work.

Curriculum and other activities

Grade: 2

The curriculum is well balanced and interesting. It is enriched through a good range of educational visits, clubs and visitors to school. During the inspection, pupils were greatly enthused by the music they both listened to and created for themselves during a visit from a music specialist. The stimulating curriculum in the Foundation Stage gives the children a good start. Pupils of all abilities are enabled to enjoy a full curriculum. There is a strong focus on keeping pupils safe and healthy. However, cultural development is not planned for in the curriculum as thoroughly as it should be and there are gaps in pupils' learning. The teachers successfully encourage pupils to use the basic skills of literacy, numeracy and information and communication technology in other subjects. The school is currently reviewing its practice to make clearer in its planning, the possible links between subjects.

Care, guidance and support

Grade: 1

The care, guidance and support which the school provides are outstanding and establish an environment in which pupils feel valued and want to learn. Parents affirm this view overwhelmingly, saying that, 'All the staff care for and encourage the children to blossom as individuals.' All aspects of health and safety are successfully promoted and monitored. Child protection procedures are well established and all staff are aware of their responsibilities. Systems for behaviour management are very effective and any bullying is sorted out promptly. Liaison with outside agencies is very successful in supporting the well-being and development of all the pupils. Levels of care for individual pupils are impressive. The support for pupils with learning difficulties and disabilities is excellent and raises their self-esteem and confidence as learners. With the exception of developing consistency in marking, the school monitors pupils' personal and academic development well and is successfully involving them in self-evaluation. Support for pupils when they join the school and prepare to move to the next stage is very comprehensive.

Leadership and management

Grade: 2

The school is currently facing an uncertain and challenging immediate future due to the long-term illness of the headteacher. The acting headteacher, staff and governors are working hard and successfully to maintain and improve the quality of education for the pupils. The curriculum is being enriched and the provision for individual pupils' needs is given high priority. There is a positive ethos, and equal opportunities are promoted very effectively. The school's self-evaluation is well founded and accurate. It takes effective action to remedy identified weaknesses and raise standards. A recent

example is the introduction of additional support groups in mathematics. The school has successfully tackled the key issue raised at the previous inspection and it has the capacity to build on its success. Parental views are sought and acted upon. All of the staff and governors are involved appropriately in planning school improvement. Governors are knowledgeable and supportive and have a comprehensive understanding of the school's strengths and weaknesses. They play a significant role in decision-making and in monitoring school improvement. Although the professional development of the staff is generally given suitable focus, the statutory entitlement of all teachers to have an annual formal review of their performance was not carried out in 2005. The monitoring of teaching and the introduction of initiatives to raise standards are helping to improve achievement. The introduction of a new way to teach letter sounds is an example of this. The school also recognises that subject leaders need to become more effective in influencing teaching, learning, standards and achievement in their subjects and is currently developing their leadership skills.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

As you know, I visited your school recently for two days. I am writing to tell you what I found out. I spoke to some of you, and I would like to thank you for making me feel welcome and for talking to me about your school. It was very useful to listen to what you had to say about what you enjoy doing.

The best things about your school are: * it is a happy school and your parents and carers speak very well of it * all of the grown ups look after you and help and support you as you grow and learn; you told me that you feel safe and happy in school and that you know the grown ups will always help you if you are upset or worried * your teachers give you lots of interesting things to do; you told me that these make your learning enjoyable * your school gives you lots of opportunities to take on responsibilities and you are keen to take these on and do them very well * your teachers collect information about your progress and use this well to give you extra support when you need it.

I think your school could be even better if: * when the teachers mark your work, they give you more help to know what you need to do next to improve * you are taught more about different traditions and cultures * the teachers are given a regular opportunity to meet with the headteacher to see if they can make their teaching even better. I hope you will carry on enjoying school and helping your teachers as much as you can.