

Wroxton Church of England Primary School

Inspection report

Unique Reference Number	123091
Local Authority	Oxfordshire
Inspection number	314491
Inspection dates	5–6 November 2008
Reporting inspector	Keith Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	78
Government funded early education provision for children aged 3 to the end of the EYFS	10
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs R Nicholson
Headteacher	Mrs A Guinness
Date of previous school inspection	19 April 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lampitt's Green Wroxton Banbury OX15 6QJ
Telephone number	01295 730298
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Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small primary school serves the village of Wroxton, although a large majority of the pupils live in the nearby town of Banbury. The school has a new headteacher, who took up her post in April 2008.

Almost all the pupils are from White British backgrounds and there are no pupils at an early stage of learning English. The number of pupils eligible for free school meals is low. An average proportion of pupils have learning difficulties and/or disabilities. Most of these pupils have moderate learning difficulties. Children in the Early Years Foundation Stage (EYFS) in the Reception year share a class with Year 1 pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Wroxton is a satisfactory school. Its good levels of care and support result in the pupils' good levels of enjoyment, positive attitudes and very good behaviour. Pupils' personal development and well-being are good. Pupils take great care to look after each other and make sure that all their classmates are happy in school.

Achievement is satisfactory. Although the full range of ability is represented by the intake into the Reception class, overall children's skills are similar to those typically found. Progress is satisfactory overall in the EYFS, except in personal, social and emotional development, in which it is good. On entry into Year 1, most pupils attain the expected learning goals. Progress is satisfactory throughout the rest of the school. Standards in reading, writing and mathematics at the end of Year 2 are average. Standards at the end of Year 6 have been above average in the past, though in the 2008 national tests provisional results were lower, being in line with previous national averages. Current Year 6 pupils are on course to attain similar standards. This marks satisfactory progress and achievement from Year 1. At the end of both Year 2 and Year 6 too few pupils gain the higher levels in English, mathematics or science. The headteacher is aware of the need to accelerate progress in all year groups, particularly for the more able pupils.

Pastoral care and support are excellent. There is a very positive and nurturing atmosphere, with all the adults ensuring that pupils feel safe and develop into mature and responsible young people. Parents are almost unanimous in their support of the school and are particularly positive in their comments about the school's positive ethos, which helps their children to feel part of the school community and to boost their confidence.

The quality of teaching and learning is consistently satisfactory and, on occasion, good. In the best lessons, teachers ensure that work is carefully matched to pupils' abilities and they ensure that the pupils are clear about what is to be learned and what is expected of them. However, this is not consistently the case. Because teachers do not always pitch the work at a sufficiently challenging level, progress is inconsistent across the school and work is often too easy for the more able pupils.

Many parents rightly commented on the excellent start that has been made by the headteacher. Although she has only been in the school for six months, she is much admired by governors, staff, parents and pupils. She has a clear vision for the school and a determination to lift achievement. She has built on the positive features found at the time of the previous inspection and there are signs that improvement projects, such as ensuring that pupils are more involved in their own learning and making changes to provision in the EYFS, are having a positive impact on pupils' achievements. In addition, pupils' progress is now much more carefully monitored because new arrangements for tracking achievement in reading, writing and mathematics have been implemented. This now enables teachers to be held to account for their pupils' progress. However, these arrangements are not yet bedded down and do not include science and information and communication technology (ICT). There are weaknesses in leadership and management. At present, subject leaders have not been sufficiently well trained to provide positive leadership in their areas of responsibility and, as a result, monitoring and evaluation processes are over-reliant on the headteacher. She is keenly aware of this and a comprehensive training schedule is in place. Improvements already made demonstrate a satisfactory capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Good and effective pastoral care ensures that the children's welfare is promoted well as soon as they enter school. Many parents commented on how well their children settle so they quickly become confident in the welcoming environment. Due to the good emphasis placed on the children's safety, care and well-being, they achieve well in their personal, social and emotional skills. They learn good manners and how to take turns. The recently revised classroom layout enables children's imaginative play and learning to be promoted effectively in all areas. In addition, the new headteacher has ensured that the outdoor learning environment has been substantially improved. This now provides a good safe space, although, as yet, it is not sufficiently well resourced to enable all areas of learning to be promoted outdoors. There are, however, good plans in place to accomplish this.

Although individual sessions of teaching are good and children make good progress in the development of their personal and social skills, overall learning and achievement are satisfactory. This is because plans do not yet fully reflect the requirements of the new EYFS curriculum. This necessitates a balance between indoor and outdoor learning activities, and those that are directed by adults as well as being chosen by the children. While there have been improvements in meeting these principles, as yet they have to be bedded down. However, other positive changes have been made. For example, plans are now clearly linked to the required learning goals. The new arrangements for teaching letters and sounds are successfully ensuring that children's literacy and language skills are being promoted. Standards are broadly in line with expectations at the end of the Reception year with a majority attaining the expected learning goals.

What the school should do to improve further

- Accelerate progress, particularly of the more able pupils, to raise standards in English, mathematics and science at the end of Key Stages 1 and 2.
- Improve the quality of teaching and learning by making sure that work is matched to pupils' learning needs and that lessons provide challenge for all groups of pupils.
- Embed the new arrangements for tracking pupils' progress and extend these to include science and ICT.
- Improve the role of subject leaders to ensure that they play a full part in the monitoring of provision and pupils' progress.

A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory. Standards at the end of Year 2 are average. There are too few pupils gaining the higher levels. In the 2008 national tests for Year 2 pupils, for example, no pupils gained the higher level in any area. However, there are signs of improvement. This is because the new tracking system for checking pupils' progress is highlighting any pupils whose progress slips below expected levels in reading, writing and mathematics. In addition, it is providing much clearer information about progress. This now enables staff to make sure that targets are much more challenging and also realistic. As a result, the school is targeting a

number of children to attain the higher level and current Year 2 pupils are on course to achieve well, particularly in writing.

There is a similar pattern of achievement at the end of Key Stage 2. Although in national tests standards were above average in 2006, those for 2007 showed standards in English, mathematics and science that were at the national average. Provisional 2008 results are similar, with few pupils attaining the higher levels. As in Key Stage 1, however, much closer monitoring of pupils' progress enables staff to set pupils more challenging targets, and to have a clearer view of their progress. Consequently, progress is being accelerated, as shown in pupils' books. The school is successful in ensuring that pupils who have moderate learning difficulties and find learning hard make progress that matches that of their classmates.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. 'We come to school looking forward to the day', commented a member of the school council. Pupils thoroughly enjoy school and learning and this is reflected in the exceptionally high levels of attendance. Because all adults ensure that relationships are good and there is a positive ethos of support, behaviour is good. Parents are pleased about the good levels of their children's personal development. As one parent rightly wrote, 'The school's ethos and values are strongly held and the children are proud of their school and their self-esteem is high. The pupils are very polite and helpful with a gentle confidence fostered by the staff.' Pupils get on well together and are respectful to their teachers. Pupils lead healthy and safe lives. They are well involved in and enjoy the good range of opportunities provided by such a small school. Pupils play a full and active part in the school community, such as the school council being part of the interview panel to appoint the new headteacher, and by organising fund-raising for charities. They express their views confidently and feel the school takes their suggestions seriously. Pupils are appropriately prepared for their move to secondary education.

Quality of provision

Teaching and learning

Grade: 3

Pupils enjoy lessons and they make satisfactory progress. As one erudite pupil said, 'We like a balance of challenge and friendship but sometimes I don't get enough challenge.' In all classes, pupils are managed well and relationships are positive and supportive. Teachers generally set out what is to be learned in lessons, but this is not explicit enough. In addition, teachers do not always make it clear what constitutes a successful completion of the tasks set. This means that pupils are sometimes not clear about what is expected of them. This is compounded because pupils are also unclear about their longer term targets, and this limits opportunities for them to take responsibility for their own learning. In the best lessons, teachers do outline success criteria and planning ensures that a good range of activities is provided to meet the varying learning needs of pupils. However, too often activities are pitched at the age of the pupils rather than their ability. This means that for some, particularly higher attaining pupils, progress is limited and this accounts for the lack of pupils gaining higher levels in national tests. Teaching assistants fulfil their role well and make an effective contribution to learning.

Curriculum and other activities

Grade: 3

The satisfactory curriculum is currently being tailored to meet pupils' needs more closely. At present although some work in individual subjects, such as the Tudor work in the upper junior class, is of high quality, planning is not consistently including opportunities for literacy, numeracy and ICT to be practised as part of themes being studied. The curricular provision for pupils with learning difficulties is satisfactory, and suitable individual learning plans are developed. Pupils appreciate the many opportunities provided by the wide range of interesting visits that enrich learning. In addition, a good range of visitors, particularly from the arts, extends and enlivens learning.

Care, guidance and support

Grade: 3

Pastoral care and support are good. In addition, rigorous safeguarding procedures ensure the safety and health of pupils. Skilled teaching assistants closely support those who find learning difficult. The very positive relationships and good pastoral care provided ensure that pupils' welfare is secured. However, there are weaknesses in academic guidance. In the past the process of establishing targets has not been rigorous enough and this has limited the progress of some pupils, particularly the most able. For this reason, pupils are not clear about what their targets are.

Leadership and management

Grade: 3

The new headteacher has played a pivotal role in strengthening the school's effectiveness. She has brought much more rigour and structure to the school's provision. She has revised the procedures for monitoring teaching and learning and pupils' progress. This has helped to develop an accurate picture of development priorities. The inclusive nature of her improvements and her belief in the need to share responsibility have ensured that staff morale is high. All teachers are determined to accelerate progress. The headteacher has facilitated the introduction of changes in the teaching and learning of letters and sounds and also the reorganisation of the EYFS. In addition, she has started to establish a programme of training to strengthen the role of subject leaders. The school's close links with the local community and its good provision to support pupils' global awareness demonstrate its suitable promotion of community cohesion.

Governance is satisfactory. Governors are committed to the school and have an understanding of its strengths, although, in the past, they have been over-reliant on the headteacher for information and this has limited their capacity to raise questions about the school's provision.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

20 November 2008

Dear Pupils

Inspection of Wroxton Church of England Primary School, Banbury, OX15 6QJ

Thank you for making me so welcome when I visited your school. I was impressed by your good manners and outstanding attendance record. You clearly enjoy coming to school! I particularly enjoyed listening to the ocarinas in assembly, and hearing about the many visits that you make.

Yours is a satisfactory school. There are some things that are good, including the way that the adults care for you, and also your behaviour and the way that all of you get on so well with each other. I agree with your parents that your new headteacher is doing a brilliant job to make sure that you all learn more quickly and well.

There are some things that can be done to make your school better. I have asked your governors, headteacher and teachers to do four things. First, to make sure that your progress is speeded up, particularly for those of you that find learning easy. This will help to raise standards at the end of Year 2 and Year 6. Second, for your teachers to make sure that the work they give you makes you think and is not too easy. Third, to make good use of the new ways that your teachers have to check your progress in English and mathematics, and also to extend these to include science and ICT. Finally, for teachers with subject responsibility to make sure that they have opportunities to check how well you are doing and how well you are taught in those subjects.

Your teachers will soon be giving you new targets in literacy and numeracy and you can help by working hard to meet them.

Thank you again for helping to make my time with you so enjoyable and I hope that you will always be happy at school.

Yours sincerely

Keith Sadler

Lead Inspector