

Wootton Wawen CofE Primary School

Inspection report

Unique Reference Number	125652
Local Authority	Warwickshire
Inspection number	315277
Inspection dates	2–3 February 2009
Reporting inspector	Sarah Conway

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 controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	160
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Sam Tomes
Headteacher	Mike Cocker
Date of previous school inspection	28 June 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Alcester Road Wootton Wawen Solihull B95 6AY

Age group	4–11
Inspection dates	2–3 February 2009
Inspection number	315277

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils come to this small school from the local and neighbouring villages and towns. The percentage of children eligible for free school meals is below the national average. The majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is close to the national average, although these pupils are not evenly distributed throughout the school. Most of these pupils have moderate learning difficulties. The levels of skills and abilities of children who join the Early Years Foundation Stage in Reception are above those expected for their age.

A separately-managed breakfast club and an after-school club operate on the school's site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Wootton Wawen Primary School provides a satisfactory standard of education for its pupils. It is a very welcoming school, especially to those who need extra support. The headteacher puts a high priority on ensuring all pupils are well cared for, and staff work hard to ensure the climate for learning is good. As a result, pupils enjoy school, their attendance and behaviour are good and they feel safe. All of this contributes to their good personal development. Pupils have a well-developed understanding of how to keep healthy. Following the addition of a recently built and well-equipped ICT suite, their ICT skills, like their literacy and numeracy skills, are above average and their preparation for future life is good.

Pupils' achievement is satisfactory. Children make satisfactory progress in Reception, entering Year 1 with standards above average. Provision in the Early Years Foundation Stage is satisfactory, but the outdoor learning space does not offer enough opportunities for children to play and explore together to help their physical and creative development. Standards are above average at the end of both Key Stage 1 and 2, although they remain lower in English than they are in mathematics across Key Stage 2. The school is successfully taking steps to improve the writing curriculum so that standards are beginning to rise. The percentages of pupils gaining higher levels across all areas in Key Stage 1 and in English at Key Stage 2 are lower than might be expected given pupils' relatively high starting points. Overall, though, pupils make progress in line with that expected nationally across the school. Indeed, the appropriately targeted support for pupils with learning difficulties and/or disabilities means that they make good progress. The quality of the curriculum and of teaching is sound and meets the needs of most pupils, but for some more able pupils they are not sufficiently adapted to provide enough challenge. The headteacher and other leaders treat the well-being of the pupils as paramount. All who work in the school share that vision and the school works well with other agencies to obtain any additional support for pupils who may need it. Care, guidance and support for pupils are good overall, and the quality of care for pupils' welfare is good. Academic guidance is satisfactory. Although the headteacher checks whether pupils have met challenging targets at the end of the year, teachers' regular assessments are not used to ensure that pupils are making enough progress during the year to meet these targets. As a result, there is a delay in using assessment information to adapt teaching and learning, so that all pupils can achieve as highly as they can. The governors support the school well but do not hold the school strongly enough to account for the standards reached by learners. Leadership and management are satisfactory overall. School leaders have a sound understanding of what the school needs to do to improve and action they are taking is leading to improvement, for example through the recent successful changes to the writing curriculum. Satisfactory progress has been made since the last inspection. The school development plan is focused on the right areas for improvement and the school has satisfactory capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter Reception with skills and knowledge that are above expectations for their age. Adults are very caring of children so that children settle quickly, feel secure and there is a happy atmosphere in the classroom. Children generally arrive with relatively high-level personal and social skills which means they play well together and know the importance of taking turns. The classroom provides a stimulating and attractive space in which to learn, if a little cramped. A

range of activities is well planned to engage children in their learning and contributes to satisfactory progress. There is a good balance between adult-led and child-led activities. The outdoor area does not offer enough opportunities for children's physical and creative development. Adults regularly assess and monitor children's progress but the use of this information is not always used fully to adapt daily planning. Leadership and management of the Early Years Foundation Stage are satisfactory, and there is a high regard for the promotion of pupils' welfare.

What the school should do to improve further

- Develop the outdoor learning space in Reception to boost children's physical and creative development.
- Make better use of information about the achievements of pupils to help teachers plan more effectively to maximise the progress made by all groups.
- Ensure that teaching and the curriculum are better adapted to meet the needs of more able pupils.

A small proportion of the 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

Pupils' overall achievement is satisfactory. All children arrive in Reception already working towards the early learning goals and display skills and abilities above expectations. Pupils entered Year 1 this year with above average standards, having made satisfactory progress in Reception from starting points that were above expectations. Pupils assessed at the end of Key Stage 1 in 2008 made satisfactory progress, attaining above average standards, though fewer than expected reached higher levels of attainment.

The progress of older pupils in Key Stage 2 had been weak, particularly in writing, but improvements in the quality of provision have overcome this and their achievement is now satisfactory. Their attainment is now improving, and pupils leaving Key Stage 2 in 2008 attained standards which were broadly average, reflecting the standards they attained at Key Stage 1. Pupils currently in Key Stage 2 are making satisfactory progress from higher starting points and are attaining standards which are above average. Standards in mathematics and science are higher than they are in English. This is because pupils are not making as much progress in writing as they are in reading. As a result, the percentage of pupils attaining the higher level in English was lower than in mathematics and science. The introduction of more effective strategies and engaging materials is beginning to contribute to improved standards in writing.

Pupils with learning difficulties and/or disabilities make good progress from their lower starting points.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good as the school encourages respect for others, including those from different faiths and cultures. For example, good links have been made with schools in Jerusalem and El Salvador. Behaviour is good both in class and generally around the school, enabling pupils to feel safe and work cooperatively in lessons.

Relationships between staff and pupils are good, with pupils having the confidence to approach adults knowing any concerns or problems will be addressed. Pupils have a good understanding of the importance of a healthy lifestyle, healthy eating and taking regular exercise. They enjoy their education and refer to interesting lessons in a range of subjects and being with their friends. 'School is fun,' commented one pupil. This is reflected in good attendance rates that are above the national average. Pupils readily take on responsibilities and make a positive contribution to the school and wider community. Their good social development, positive attitudes and above average basic skills means pupils are well prepared for their future education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and good in some aspects. Teachers' subject knowledge is good and pupils' learning is enhanced by specialist provision in Spanish and French. Teachers are effective in engaging pupils in their learning. For example, older pupils were seen enthusiastically developing their reasoning skills through presenting an argument both for and against a competitive school sports day. Expectations of what pupils are to learn are clearly set out at the beginning of lessons. Pupils work well together, with teachers promoting an atmosphere of mutual respect and cooperation. In some lessons teachers support pupils to assess how well they are doing by identifying what pupils need to do to make progress. Teachers do not, however, always use assessment information well enough to plan activities which offer sufficient challenge to more able pupils. Questioning of these pupils is also not always extended or challenging enough. Teaching assistants work in close partnership with teachers and provide good support for individuals and small groups with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and improving. The wide range of subject displays in classrooms and around the school shows the balance and breadth of the curriculum. Teachers plan effective programmes to meet the needs of mixed-age classes and pupils with learning difficulties and/or disabilities. As a result, pupils with learning difficulties and/or disabilities have full access to the curriculum and make good progress. A wide range of sporting and musical activities adds to pupils' enjoyment and sense of achievement. Their experiences and personal development are developed and enriched by specialist visitors to the school and visits to places of educational interest. There is an effective focus on the development of pupils' literacy, numeracy and information and communication technology skills, which is raising standards. However, provision is not always sufficiently well adapted to meet the needs of more able pupils.

Care, guidance and support

Grade: 2

The quality of care for pupils' well-being is good. Satisfactory procedures meet statutory requirements for safeguarding pupils. The encouraging attitudes of staff are appreciated by pupils and parents because of the priority given to the care and support pupils receive. One parent wrote, 'Wootton is a friendly school. The staff are very approachable and take time to listen to any concerns or issues that we have had.' There are good links with outside agencies that enable the school to access a range of additional help to meet the needs of pupils. The

school works well to promote the inclusion of all pupils and the good support given to pupils with learning difficulties and/or disabilities enables them to make good progress. Academic guidance is satisfactory. Pupils know their literacy and numeracy targets, and teachers accurately assess pupils' progress. Most marking is effective in letting pupils know how well they have done, but not all pupils receive clear enough guidance on how to achieve their next steps in learning.

Leadership and management

Grade: 3

The headteacher is a strong pastoral leader who ensures pupils receive a high level of care. School evaluation has accurately identified areas requiring improvement, and past weaknesses identified in teaching have recently been addressed. Although the school keeps a watchful eye on the progress made by pupils with learning difficulties and/or disabilities, it does not routinely monitor the progress made by other groups and use this information carefully enough to shape school development. Teachers' regular assessment is not used sufficiently well to ensure that all pupils make good progress against their end-of-year targets.

The school is a cohesive community and welcomes pupils from all backgrounds. The school has used its knowledge of its local community to improve its provision for the needs of all children in its care and is making links with international schools. Children's direct experience of the diversity of cultures in the UK, however, is limited. Governors are supportive and contribute to school self-evaluation but do not provide a sufficiently rigorous level of challenge to help drive further improvement.

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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?	2
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	2
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	2

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	2
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	2

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?	2

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**

4 February 2009

Dear Pupils

Inspection of Wootton Wawen C of E Primary School, Solihull B95 6AY

We very much appreciated the warm welcome you gave us on two very snowy and cold days when we visited you recently. You told us that you really enjoyed belonging to a small and happy school. You said that you feel safe in the school and it is easy to talk to the adults who help you.

We found that Wootton School provides you with a satisfactory standard of education. Here are some more things we found.

- The headteacher, teachers and other adults take good care of you.
- Reception provides a satisfactory start to school.
- You reach above average standards but not enough of you get the higher levels in end-of-key-stage tests.
- You make satisfactory progress across the school and those of you who find learning difficult are making good progress.
- Teaching and the curriculum are satisfactory but those of you who find work easier are sometimes not given enough challenge.
- You know how to lead a healthy life.
- Your behaviour and attendance are good.
- School leaders know what the school needs to do to improve.

To make your school an even better place to learn, we have asked the school to do three things.

- Improve the outdoor learning space in Reception.
- Make better use of information about how well you are learning to help all of you to make as much progress as possible.
- Provide more challenge to those of you who find learning easier.

You can help your teachers by continuing to behave well, coming to school regularly and remembering your targets.

With best wishes for the future

Sarah Conway

Lead inspector