

Wootton Community Primary School

Inspection report

Unique Reference Number	118172
Local Authority	Isle Of Wight
Inspection number	339157
Inspection dates	4–5 November 2009
Reporting inspector	Susan Gadd HMI

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

Type of school	Primary
School category	Community
Age range of pupils	5–9
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair	Mr M Johnson
Headteacher	Mrs P Mather
Date of previous school inspection	2 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited six lessons and held meetings with governors, staff, groups of pupils and a parent. They observed the school's work and looked at documentation including the school's strategic plan, records of pupils' progress, individual education plans for a proportion of pupils with special educational needs and/or disabilities, reports from the school improvement partner, questionnaires completed by pupils and staff, and over 90 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- evidence about current and past attainment and learning and progress for all groups of pupils, particularly in writing and reading
- whether pupils are clear on how to improve their work
- the extent to which teaching and assessment consistently meet the needs of all pupils
- the impact of leaders and managers at all levels, including the governing body, in ensuring that good steps are taken to embed ambition and drive improvements forward
- whether the school has been effective in addressing the issues raised in the last inspection.

Information about the school

Wootton Community Primary School is smaller than average. The proportion of pupils entitled to free school meals is lower than the national average as is the percentage of pupils coming from minority ethnic groups. The number of pupils with special educational needs and/or disabilities is below average, although the number of pupils with a statement is broadly average. They include pupils with moderate learning difficulties, autism, those with emotional, social and behavioural difficulties, and those requiring speech and language therapy. 'Little Herons', which is managed independently from the school, provides breakfast, and after-school and holiday care for pupils. This was inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Wootton Community Primary School is a satisfactory school. It has some good features. One comment from a parent captures the views expressed by the majority and concurs with inspection findings: 'The headteacher and her team work incredibly hard and are always available for discussion.'

There has been an unavoidably high level of staff absence over recent years, although the school has worked tirelessly towards limiting the negative impact of this on pupils' outcomes. Inspection evidence shows the following:

- Children in the Early Years Foundation Stage are well supported in transferring from their nursery schools and make satisfactory progress in Reception.
- In Key Stage 1, pupils make good progress and reach above average attainment. Progress slows at Key Stage 2 and by the time pupils leave school progress is satisfactory and standards are broadly average.
- The headteacher provides clear leadership with a strong focus on pupils' personal development. Satisfactory progress has been made towards achieving the suggestions made in the last inspection. Self-evaluation is broadly accurate in identifying the areas for improvement. The school monitors the impact of its initiatives on pupils' outcomes but this has not always been as systematic or as regular as necessary. This means that inconsistencies exist in the quality of teaching and assessment, leading to varying progress as pupils move through the school in reading and writing. In particular, assessment evidence to support pupils' progress in reading is incomplete and does not fully inform the school about pupils' learning needs. This weakness in the monitoring of performance means that the school's capacity for sustained improvement is satisfactory.
- Teaching and assessment are satisfactory, although there are pockets of good practice within the school. Where teaching is strong, pupils are challenged to do their best and know their targets. In the best lessons, planning utilises prior assessment of pupils' attainment, and verbal feedback ensures that pupils achieve well. This good practice is not embedded throughout the school. Assessment information is often not used to match work to pupils' needs. When teachers intervene to support pupils they do not monitor the impact of their actions closely enough. Pupils have learning targets but do not always know them well enough to reach them.
- Care, guidance and support are good. The school has established good partnerships that help promote the well-being of its pupils.
- Pupils enjoy coming to school as seen by their high attendance when compared with schools nationally.

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- Behaviour is good both in the classroom and around the school.
- Pupils are polite and helpful. They talk with enthusiasm about their 'University Day' on Fridays and are keen to participate in extra-curricular clubs. They understand the importance of staying healthy; as one child stated, 'Being healthy means that I can live longer.'

What does the school need to do to improve further?

- Focus leadership and management at all levels on accelerating progress consistently throughout the school by:
 - regularly monitoring the outcomes of initiatives and the impact this has on pupils' progress especially in reading and writing
 - ensuring that assessment evidence is gathered to track pupils' progress closely as they move through the school, particularly in reading.
- Further develop teaching to ensure that a greater proportion of pupils make consistently good progress as they move through the school by:
 - using assessment information to ensure that work matches the needs of pupils
 - ensuring that teachers monitor and evaluate the impact of their interventions to support pupils in their learning
 - ensuring that pupils understand and know their targets.

Outcomes for individuals and groups of pupils**3**

Clear leadership and a strong commitment to ensure that pupils achieve their best has meant that, despite the headteacher being responsible for two schools last year and a high level of staff absence, pupils' progress is satisfactory and attainment is broadly average. The school's tracking data show that, as pupils move through the school, progress is inconsistent in writing and reading. In mathematics, progress is less variable from year to year. Evidence from lesson observations and pupils' books confirms these variations between subjects and year groups. Pupils enjoy their learning and work well in groups cooperating and listening to one another. Behaviour is good in lessons and pupils are considerate of the needs of others. Pupils with specific learning needs make satisfactory progress as a result of the support given to them in groups and as individuals.

The school has a caring, cohesive atmosphere in which pupils feel really safe and care for one another. Pupils enjoy their many responsibilities around the school. They are proud of being members of the school council. They have helped to devise the school travel plan, and successfully achieved the Healthy Schools and International intermediate level awards. Currently, members of the school council are considering ways of limiting litter at the local recreation grounds. Pupils are very enthusiastic about their roles as 'buddies' to children in Reception; as one child said, 'I look after my buddy and make sure she is happy and if she is worried she can talk to me.' Beyond the school, pupils make a good contribution to others by raising money for charities such as

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Red Nose Day, suggesting how to improve the village square, helping to improve the local toilets and participating in tree planting in the village.

The good spiritual, moral, social and cultural development of pupils is evident through assemblies and their appreciation of 'circle time'; as one pupil stated, 'I love circle time because I can talk about my feelings.' The 'focus days' on festivals enable pupils and families to learn together in school about a variety of cultures. Pupils are able to apply their literacy, numeracy and information and communication technology (ICT) skills to good effect during the work-experience opportunities provided to them with local organisations. These opportunities, along with their good personal qualities, prepare them well for their next stage of development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall and in some lessons it is good. Where teaching is strongest, lessons proceed at a brisk pace and pupils are clear about what they are learning and how to improve their work. In these lessons, teachers are using their prior assessments to inform their planning and the work set is matched appropriately to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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individual needs. Resources are well used to stimulate learning including the effective use of the interactive whiteboard. However, this good practice is inconsistent between year groups and subjects, such that pupils are not always challenged to achieve their best. Assessment data are not always used to match work to pupils' needs and sometimes pupils do not have a clear understanding of how to improve their work.

The curriculum is satisfactory. It is broad and balanced, and takes a cross-curricular approach to learning where pupils learn through topics that they have helped to choose. This part of the curriculum is still developing and, as a result, progression in skills within individual subjects is not fully developed. Systems for ensuring that topics are not repeated in other year groups are in their infancy. However, the provision for 'University Day' is good and allows pupils to gain a wealth of experiences in a variety of areas such as hairdressing, flower arranging, cookery classes, cycling and card making. They are able to participate in individualised programmes according to their needs and interests. The pupils' enjoyment and engagement in this part of the curriculum was evident through their many comments; as one child stated, 'Friday University Day is fun. I learn about things that I am interested in and it's different.'

The school is highly focused on ensuring that the care, guidance and support pupils receive are good. Over time they have established links with a range of outside agencies to ensure that vulnerable families are well supported and that pupils receive the appropriate intervention within the school to support their personal development and well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior staff have established a caring ethos within the school, which is shared by all staff. Safeguarding procedures are good and all procedures to ensure pupils feel safe are fully in place. The school is proactive in creating links with outside agencies to reduce any form of risk for pupils.

Despite difficulties in staffing, the headteacher has worked very hard to reduce the negative impact this has had on achievement. She is fully aware of the parental concerns in this area and has already taken steps to address these issues. Leaders and managers, although engaged in monitoring, have not always carried out reviews of the school's work as frequently as needed or with the sharpness required to bring about the necessary improvements to teaching. This has led to achievement across the whole

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school being no more than satisfactory. Consequently, the school's effectiveness in promoting equality of opportunity and tackling discrimination is satisfactory. The school has detailed tracking procedures to monitor pupils' progress but the information gathered is not always complete or does not contain sufficient information to identify and implement specific intervention programmes. This is particularly the case in reading. The school is fully aware of the necessary areas for development and has a plan in place. Governance is satisfactory. Governors are aware of the areas for improvement and are at the early stages of holding the school to account. They have established committees to consider leadership and management, achievement and standards, and the quality of provision.

This is an inclusive school and makes a satisfactory contribution to community cohesion. It has established links with schools in other countries such as France and China. An exchange programme has been established to facilitate visiting teachers from both schools. The school is at the early stages of evaluating the impact this work is having on community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Reception is led and managed by two teachers who job share on different days of the week. Together they have created an exciting and stimulating environment in which to learn.

Children enter Reception with the skill levels that would generally be expected for their age, except in writing and calculating which can on occasions be lower. They make

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satisfactory progress, so that by the time they leave Reception they have the appropriate skills for the next stage of their development. Relationships with parents and carers are strong and the weekly 'clinics' provide a valuable opportunity to find out about how their children are settling into Reception. The early morning routines and the transfer arrangements from Nursery into Reception mean that children settle easily into the routines and expectations of Reception. They feel safe and confident in this environment. In lessons there is an appropriate balance between child-initiated play and adult-directed learning.

The two Early Years Foundation Stage leaders provide satisfactory leadership. They are aware of the changes that need to take place and are in the process of developing their planning to incorporate greater details about the skills children need to develop. They are also establishing a clearer mechanism for all adults to contribute to assessment information in a systematic way.

Children enjoy learning both through their outdoor and indoor activities. They are beginning to work independently and in groups, making choices where appropriate.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A high proportion of parents and carers responded to the questionnaire. The majority were overwhelmingly positive about the school. They strongly agreed that their children enjoy school and feel safe, and the inspection evidence concurred with this. A few were rightly concerned about the inconsistent progress that their children make as they move through the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wootton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 145 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	64	30	32	3	3	0	0
The school keeps my child safe	67	71	26	27	1	1	0	0
The school informs me about my child's progress	47	49	40	42	3	3	1	1
My child is making enough progress at this school	37	39	49	52	6	6	1	1
The teaching is good at this school	45	47	47	49	1	1	0	0
The school helps me to support my child's learning	40	42	47	49	4	4	0	0
The school helps my child to have a healthy lifestyle	46	48	46	48	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	45	40	42	2	2	1	1
The school meets my child's particular needs	37	39	51	54	2	2	0	0
The school deals effectively with unacceptable behaviour	41	43	47	49	1	1	0	0
The school takes account of my suggestions and concerns	41	43	43	45	4	4	1	1
The school is led and managed effectively	48	51	45	47	0	0	1	1
Overall, I am happy with my child's experience at this school	55	58	36	38	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 November 2009

Dear Pupils

Inspection of Wootton Community Primary School, Isle of Wight PO33 4PT

You may remember that two inspectors came to visit your school recently. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming. You made our visit very enjoyable.

Your school provides you with a satisfactory education.

These are the best things about your school:

- You make satisfactory progress in your work and reach broadly average standards.
- It is a very happy place where you enjoy your lessons and get on well with each other.
- You feel very safe and you will understand how to stay healthy. You enjoy taking exercise.
- You particularly enjoy 'University Day' on Friday.
- Your headteacher and all her staff make sure you get the support you need to help you learn when you may be struggling with your work.

We have asked your school to improve three things to make your school even better:

- To use information about how well you are learning in lessons to plan activities that make sure you reach high standards.
- To get better at knowing how well you are learning and how much progress you are making as you move through the school.
- To make sure you know and understand your targets.

You can help by continuing to work hard in all lessons.

Yours sincerely

Susan Gadd

Her Majesty's Inspector

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