

# Wantage Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123165
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340298
<b>Inspection dates</b>	8–9 February 2010
<b>Reporting inspector</b>	Alison Cartlidge

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	444
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dick Peters
<b>Headteacher</b>	Philip Hibbs
<b>Date of previous school inspection</b>	6 December 2006
<b>School address</b>	Newbury Street Wantage OX12 8DJ
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## Introduction

This inspection was carried out by four additional inspectors. The large majority of time during the inspection was spent looking at learning. The inspectors saw 15 teachers at work in 25 lessons. They held meetings with governors, staff and pupils. They observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding and other documents. Questionnaires from 127 parents and carers, 25 members of staff and 98 pupils were scrutinised.

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

- progress in Years 1 and 2, including that of pupils with special educational needs
- how opportunities for writing, numeracy and information and communication technology (ICT) are being developed across the curriculum in Years 3 to 6
- the impact of middle managers on making provision and progress more even across the school
- how pupils are supported and guided in taking responsibility within the school
- how well pupils are developing an understanding of cultural diversity.

## Information about the school

The proportion of pupils entitled to free school meals is broadly average. The school has a below average proportion of pupils with special educational needs and/or disabilities. Most, but not all of these pupils, have speech, language and communication difficulties, or behavioural, emotional and social difficulties. Most pupils come from White British backgrounds. Provision is made for children in the Early Years Foundation Stage in the Nursery and Reception classes. The school has received several awards including the Activemark.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Pupils enjoy coming to this happy and successful school. They were right when they told inspectors, 'This school is enjoyable and everyone is friendly' and 'The children at this school are good most of the time and we learn a lot.' Children make a good start to their education in the Early Years Foundation Stage. Good teaching between Years 1 and 6 enables pupils to learn quickly in most lessons. Teachers form good relationships with the pupils and plan interesting activities, but they do not consistently plan challenging tasks for more-able pupils, particularly in Years 1 and 2. Pupils with special educational needs and/or disabilities are supported well through specific help from teachers and talented teaching assistants and consequently they make rapid progress. Teachers do not always use marking well enough to help pupils improve their work quickly.

Pupils' achievement is outstanding because their attainment is high by the end of Year 6. Pupils are confident and articulate, and consequently they are good at taking responsibility for a wide range of tasks within school. They develop good personal skills, although they have a limited awareness of cultures other than their own. The school has suitable plans, following its community cohesion audit, to put this right. Exceptional links between the home and school ensure that parents and carers are very enthusiastic about supporting their children's learning, and attendance at courses and events run by the school is high.

Good procedures for self-evaluation enable senior leaders to know what needs to be done next to drive the school forward. Strategies to increase pupils' progress have led to an improvement in attainment since the time of the last inspection, demonstrating a good capacity to improve further. Leaders are aware that provision across the school is slightly weaker in Years 1 and 2 and the roles of middle managers are being developed so that they are held more responsible for evaluating provision and pupils' progress in the subjects or year groups they lead. New governors are developing their roles in holding the school to account, including in ensuring that all minor administrative arrangements for safeguarding are fully completed and up to date.

### What does the school need to do to improve further?

- Increase the impact of teaching, especially in Years 1 and 2, by;
  - providing constant challenge for more able pupils
  - ensuring marking is used to improve pupils' work quickly.
- Develop the role of middle managers by ensuring that they evaluate and act swiftly on information about provision and pupils' progress.

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- Strengthen provision for pupils to learn about cultures other than their own.

## Outcomes for individuals and groups of pupils

2

Pupils make good progress and learn well in most lessons, particularly in Years 3 to 6. For example, when looking at newspaper reports in Year 6, pupils' interest was thoroughly engaged as they worked together writing good openers for articles. In a mathematics lesson in Year 5, pupils of differing abilities were challenged equally well as they worked on measuring perimeters of various shapes and sizes, and there was equally good challenge in a Year 3 lesson on fractions. In Years 1 and 2, pupils' progress slows when work is not matched well enough to their differing needs. At these times, the more-able in particular are not challenged enough. For example, in one mathematics lesson all pupils were doing the same work adding two-digit numbers and consequently quick learners were not fully engaged in their learning.

Pupils feel safe at school and behave well most of the time, although some older boys can be rather boisterous at playtimes. As one pupil said, 'I feel secure in my school and I can tell my teachers how I feel.' Pupils show their enthusiasm for school in the above average rates of attendance and the willingness they show in taking responsibilities for tasks around the school. For example, school councillors are diligent in seeking views from their classmates. There are some opportunities missed for them to take greater responsibility for leading council meetings. Pupils cooperate with each other well when working in small groups or pairs and listen well in most lessons. They do not always make sure that they write carefully and at times their work is untidy.

Attainment is high by the end of Year 6, reflecting outstanding achievement. Pupils with special educational needs and/or disabilities make good progress because they are supported well in small groups. Pupils develop and use good literacy, numeracy and ICT skills which help to prepare them well for the next stage of education and later life.

Good spiritual, moral, social and cultural awareness is demonstrated in the positive way that pupils reflect on how they can set themselves personal goals and their enthusiasm for contributing to the community by raising funds for charity. Pupils are keen to take exercise at playtimes, reflecting their success in achieving the Activemark Award. They understand what they should eat to stay healthy, but do not always follow this advice at lunchtime.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teachers have good relationships with the pupils and use resources well to engage pupils' interest in most lessons. Highly skilled teaching assistants make a valuable contribution to lessons and support groups of pupils, including those with special educational needs, well. While there are examples of good teaching across the school, teaching is not even between classes. In some lessons work is insufficiently challenging, particularly for the more able pupils. In addition, the impact of marking varies and pupils are not always given effective guidance about precisely what they should be learning.

Teachers work together in year groups to plan equal opportunities between classes.

The curriculum is enriched well through popular clubs, visits and visitors and these are greatly enjoyed by the pupils. Links between different subjects are developing well so that pupils can use literacy, numeracy and ICT skills to support learning across the curriculum. The slight unevenness in the quality of provision between different year groups is being tackled. For example, provision for pupils with special educational needs and/or disabilities is now good across the school, enabling these pupils to do well. Members of staff show their care and respect for all pupils by praising and rewarding achievements. Good transition arrangements help pupils to become confident about moving class or school. Assessment procedures are thorough and are being used well to support learning in most lessons.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Senior leaders have a clear understanding of what is needed to improve the school and self-evaluation is good. Leaders use information collected from monitoring provision and pupils' progress to embed ambition and to drive improvement. Middle managers are becoming more involved in this process, although they are not all evaluating provision and progress rigorously enough. The school has a strong commitment to promoting equal opportunities and tackling discrimination, and the progress of groups of pupils is monitored closely so that dips in progress can be rectified as they occur. Monitoring of teaching and learning is mainly carried out by senior leaders and there are suitable plans to extend this to involve all middle managers more fully. Events organised for parents and carers to explain the curriculum are very well attended, and they agree that the school takes on board their views and suggestions through use of its excellent virtual learning network.

Governance is satisfactory. The newly formed governing body has a good understanding of strengths and priorities for development. Well-organised committees are starting to provide support and challenge. They are developing their role in helping to plan the school's next steps and to ensure all policies are kept up to date. At the time of the inspection, the school's safeguarding arrangements were found to be satisfactory because there were some minor administrative weaknesses. These do not have a negative impact on the well-being of the pupils. Leaders have good relationships with external agencies enabling them to support pupils who are finding life difficult and to ensure that there are no forms of discrimination. The school promotes community cohesion satisfactorily, and has suitable plans to extend pupils' knowledge of cultures other than their own by forging links with schools in contrasting locations and increasing visits from faith leaders.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Senior leaders have a clear understanding of what is needed to improve the school and self-evaluation is good. Leaders use information collected from monitoring provision and pupils' progress to embed ambition and to drive improvement. Middle managers are becoming more involved in this process, although they are not all evaluating provision and progress rigorously enough. The school has a strong commitment to promoting equal opportunities and tackling discrimination, and the progress of groups of pupils is monitored closely so that dips in progress can be rectified as they occur. Monitoring of teaching and learning is mainly carried out by senior leaders and there are suitable plans to extend this to involve all middle managers more fully. Events organised for parents and carers to explain the curriculum are very well attended, and they agree that the school takes on board their views and suggestions through use of its excellent virtual learning network.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers are pleased with the work of the school, particularly with the way their children enjoy school and are kept safe. A few parents and carers who replied to the Ofsted questionnaire expressed concerns over information on pupils’ progress, the way unacceptable behaviour is dealt with and aspects of leadership and management. The inspection team agrees with parents and carers that pupils enjoy school and are kept safe. The school provides similar information to other schools about pupils’ progress and provides outstanding information about the school on its virtual learning platform. The school’s systems for managing behaviour were found to be effective in ensuring that most pupils behave well. Leadership and management is good overall, although some aspects are satisfactory.

### Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	68	39	31	1	1	0	0
The school keeps my child safe	78	61	48	38	0	0	0	0
The school informs me about my child's progress	47	37	65	51	14	11	0	0
My child is making enough progress at this school	53	42	62	49	8	6	0	0
The teaching is good at this school	67	53	55	43	2	2	0	0
The school helps me to support my child's learning	61	48	58	46	6	5	0	0
The school helps my child to have a healthy lifestyle	53	42	62	49	9	7	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)	50	42	57	45	6	5	0	0
The school meets my child's particular needs	50	39	62	49	8	6	0	0
The school deals effectively with unacceptable behaviour	39	39	63	50	11	9	2	2
The school takes account of my suggestions and concerns	49	31	63	50	7	6	1	1
The school is led and managed effectively	49	39	62	49	11	9	1	1
Overall, I am happy with my child's experience at this school	69	54	56	44	0	0	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



10 February 2010

Dear Pupils

Inspection of Wantage Church of England Primary School, Wantage OX12 8DJ

Thank you for being so helpful during our visit. We are pleased that you enjoy coming to this good school.

These are the best things about your school.

- You enjoy school, you learn quickly in most lessons and reach high standards in your work.
- It is good that you behave well and are polite and friendly.
- We agree with you that your teachers are kind and caring.
- Your headteacher and other leaders know what needs to be done to make the school even better.

These are the things we have asked your school to do next.

- Make sure that all teachers, especially those in Years 1 and 2, always give you work that is just right for you and use marking to improve your work quickly.
- Help all leaders to check that you are all learning quickly and that all teaching is good.
- Help you to learn more about different cultures.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by making sure you always take care with your writing.

Yours sincerely

Alison Cartlidge

Lead inspector

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