

## Oxford Diocesan Schools Trust

School Effectiveness Service

### Wroxton Church of England Primary School

Lampitts Green, Wroxton, Banbury, Oxfordshire. OX15 6QJ

Review Date : Thursday 12<sup>th</sup> January 2017

<b>Overall Effectiveness</b>	Previous Ofsted Inspection	Good	2
	<b>This review</b>	<b>Good</b>	<b>2</b>
Leadership & management		Good	2
Quality of teaching, learning & assessment		Good	2
Personal development, behaviour and welfare of pupils		Good	2
Outcomes for pupils		Good	2
Early Years provision		Good	2

### Summary of key findings

#### This is a good school

- The Headteacher provides strong and effective leadership. She is supported well by the Assistant Headteacher, middle leaders and staff who are deeply committed and enthusiastic about their roles in taking the school forward.
- Governors support the school effectively. They know which areas are strong and where improvements can be made.
- The school's work to keep pupils safe is effective. Policies and procedures to keep pupils safe are robust, checked by governors and followed closely by all.
- Pupils say that they feel safe in school and well cared for by the adults who work there. They feel free from bullying and have every confidence in the ability of staff to help them, if there ever was a problem.
- Pupils enjoy coming to school. Their behaviour is good and positive attitudes to learning contribute well to their progress.
- Children get off to a good start in the Reception class. They make good progress due to the well-planned activities that interest and engage them.
- Overall, the school's rates of progress from the end of key stage 1 to the end of key stage 2 for reading, writing and mathematics are good.
- The school's curriculum is broad and engaging and this ensures that pupils gain a good understanding of the topics they study.

- A strong sense of values is evident in the school's spiritual, moral, social and cultural work. As a result, pupils' personal development, behaviour and welfare are good.
- Teachers and other adults know the pupils well and take an active role in promoting their spiritual and moral development. Pupils are appropriately challenged in their thinking and as a result pupils are accepting in their attitudes to others and display a caring and inclusive approach.
- Parents are very supportive of and very positive about the work of the school.

### **It is not yet an outstanding school because**

- A small amount of teaching is not matched well enough to the range of ability in the class. This means not all pupils achieve as well as they could, because the work is sometimes too hard or too easy.
- Teachers miss opportunities to provide further challenges, for example when marking pupils' maths work, to deepen or broaden pupils' understanding and this limits their gains in learning.
- Although pupils' progress is strong from their starting points, attainment at the end of each key stage is below the national figures for all subjects at key stage 1 and reading and writing at key stage 2.

### **The quality of leadership & management is good**

**2**

- The Headteacher provides strong and consistent leadership. Staff are fully supportive of her and the vision for the school. She is well supported by an enthusiastic and capable team of leaders and committed governors. Everyone displays a genuine ambition to continue to take the school forward.
- Senior and middle leaders and governors have a good understanding of the strengths of the school and the key priorities for further development, and these inform the school improvement plan.
- Leaders show a shared sense of responsibility and this contributes to a good capacity for ongoing improvement.
- Staff praise the support they receive from leaders and the training they have which improves their skills. This is a key part of improving their performance and supports their professional development well.
- With the recent appointment of a new SENCO, the leadership of SEND has been strengthened.
- The school offers a broad curriculum which engages pupils and contributes to their enjoyment of learning.
- The culture of care, nurture and inclusion contributes powerfully to pupils' strong spiritual, moral, social and cultural and personal development. This awareness is enhanced by the RE curriculum, assemblies and links with the local church.
- Leaders make the very best use of their own community to develop pupils' understanding and awareness of diversity, respect, tolerance and other fundamental British values.
- The school's recently introduced electronic assessment system is linked effectively to the curriculum. It has enabled teachers to gain a good understanding of the age-related expectations in the national curriculum. Senior leaders are beginning to make effective use of this information to regularly check pupils' progress, including disadvantaged and the most-able.
- Sport premium funding has improved the PE curriculum for pupils. The school has used this funding well to further develop the skills of the teachers and pupils, and to increase opportunities for competition. As a result, more pupils are taking part in sporting activities and their skills have improved.
- Leaders carefully plan and evaluate the use of the pupil premium funding. This is used to provide: support for pupils' emotional needs through the provision of a Play Therapist, training for staff on 'Closing the Gap', TA led interventions, and extra-curricular activities, including day and residential visits. As a result, pupils achieve well academically and their personal development is good.
- The views of all pupils are valued and many have an opportunity to play an active part in the life of the school, for example through the School Council. This enables them to develop a clear view of the democratic tradition of the UK and of British Values.

- Links with parents are highly positive and their views are regularly sought and valued.

### **The Governance of the School**

- Governors know the school well and have high aspirations for pupils and staff.
- The Governors' wide range of knowledge, experience and skills, enables them to provide effective support to the school and evaluate accurately the strengths and areas where it can improve.
- They carry out a range of monitoring visits and help to oversee improvements. They are effectively supporting the Headteacher to address the areas of improvement identified in the 2015 Ofsted inspection
- The arrangements for safeguarding are effective.
- Safeguarding leaders and governors ensure that safeguarding is regarded as a high priority within the school. Policies are regularly updated and procedures are robust. All staff receive regular training and know how to identify if pupils are at risk.

### **The quality of teaching, learning & assessment is good**

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- Pupils benefit from teaching that is almost always good, with some aspects that are outstanding, ensuring that over time, they make at least good progress.
- Where the teaching is highly effective, teachers use their knowledge of pupils to plan engaging lessons which enable pupils to make strong progress, pupils' misconceptions are addressed quickly and used as a teaching point to support the learning of others.
- Where the teaching is less effective the work given to pupils is not matched well enough to the range of ability in the class. This means not all pupils achieve as well as they could, because the work is sometimes too hard or too easy.
- Teachers and TAs work hard and have high expectations for behaviour.
- Good relationships are a strength of the school. Staff are supportive of the pupils and care for their welfare and progress. As a result, pupils feel valued and respected and are willing to work hard to please the teachers.
- As a result of motivating and enthusiastic teaching, for example as seen in a Year 5 & 6 writing lesson, pupils used vocabulary well to describe the Titanic; they enjoyed identifying powerful and effective words that had an impact on the audience.
- In Year 2, pupils are encouraged to become independent learners and they rise to the high expectations placed on them, this was evident in a writing lesson where pupils were asked to create a labelled diagram of a dinosaur.
- In mathematics, basic skills are taught well and consolidated regularly.
- Teachers mark work conscientiously and in accordance with the school's marking policy. Their feedback, written and oral, is helpful to pupils and assists them to improve their work.
- However, teachers sometimes miss opportunities to provide pupils with further challenges, for example, in maths, when 'next steps' ask pupils to try another example, rather than try something new to deepen or broaden their understanding.
- TAs demonstrate clearly their enthusiasm in helping pupils to learn and are mostly used to good effect during all parts of lessons, some with noted impact on pupils' achievement.
- Disadvantaged pupils are supported well to achieve good outcomes. However, outcomes for pupils who have SEND varies in all subjects.
- Staff share a desire to continually improve their practice in order to improve outcomes for pupils. They engage well with the local partnership schools, for example one teacher visited another to learn new strategies for the teaching of spelling, as a result practice in the school was improved and this had a positive impact on pupils' learning.

- The school's work to promote pupils' personal development and welfare is good and rooted in its distinctive Christian character, values and aims. As a result, pupils at the school are very caring of each other and are very positive about school life. They enjoy coming to school and try their best.
- It is evident that staff are caring and helpful and as a result, pupils feel supported and respond well to encouragement and praise. In particular, they appreciate the support of the school's Play Therapist, whom they feel has a positive impact on their behaviour and well-being.
- Pupils' attitudes to learning are good. They strive to succeed, are engaged and motivated to learn, and value the contribution of their peers.
- Pupils are welcoming to visitors and are happy to talk about their learning and keen to share their work.
- Staff promote good behaviour and manage pupils' needs well. Consequently, lessons typically run smoothly. Pupils move sensibly between activities in lessons and work well during group work, sharing their thoughts and ideas and responding well to adults' questions and prompts.
- The school's work to keep pupils safe and secure is good.
- Leaders make sure that they meet all statutory responsibilities for safeguarding, including appropriate training and checks on staff, volunteers and visitors.
- Pupils say that they feel safe in school and are appreciative of all that the staff do for them and feel well looked after.
- Through the school's curriculum and participation in activities such as The Junior Good Citizen Scheme, they are taught various ways of keeping themselves safe and avoiding situations that may pose risks to their welfare. As a result, pupils have a good understanding of how to stay safe, including when online.
- The school is a very inclusive community and pupils treat each other and adults with acceptance and respect, as a result the school is a harmonious community to which pupils are very proud to belong.
- Diversity is celebrated well and pupils are given many opportunities to reflect on their beliefs and those of others.
- Pupils and families benefit from a daily breakfast and after school-club which is managed by the school. Pupils enjoy these sessions where they are well looked after. Consequently, they have a positive start to the day and are ready to learn.
- Parents are positive about how safe and happy their children are in school and say that their children are looked after well.
- Parents say how welcoming the staff are and how pleased they are with the time and care taken to help their children settle into the school.

### **Behaviour**

- Staff set high standards for behaviour, to which pupils respond very well. As a result, the behaviour of pupils in the school is good.
- At times, such as when engaged in collective worship, pupils' behaviour is exemplary. They demonstrate clearly that they understand that expectations of behaviour for specific occasions are different, and they behave appropriately.
- Pupils are keen to learn and to succeed. When pupils have opportunities to speak as individuals, the others listen well. As a result, they are willing to express their own thoughts and ideas confidently.
- Behaviour is good in all respects: in class, around the school, and during play and lunchtimes.
- Parents, pupils, governors and staff are positive about how the pupils behave. Pupils are polite and well-mannered. They listen well and respond readily to instructions from adults.
- Pupils take pride in their work, which they generally present neatly.
- Pupils are well informed of the different types of bullying and say it is not a problem at Wroxton, as behaviour is good.

- Pupils are confident that if they have a worry or concern, they could tell an adult and are positive that they would be supported.
- Leaders are working hard to ensure that good attendance is the norm; working well with families who do not always make sure that their children attend as regularly as they should.
- The school's overall attendance is broadly in line with the national average for primary schools. The rate of persistent absence compares favourably with the national rate and reflects pupils' enjoyment of school.

## **Pupils' outcomes are good**

**2**

- In 2015 the children entering the Reception class did so with varied knowledge and skills. Good provision enabled the children to make strong progress from their starting points, so that overall, 69% of pupils achieved a Good Level of Development (GLD), 77% achieved the Early Learning Goal (ELG) for reading and 77% achieved the ELG for writing, compared to 69% GLD nationally, 77% ELG for reading nationally and 73% ELG for writing nationally.
- In 2016, the proportions of pupils, 77%, who reached the expected standard in the Year 1 Phonics Check was just below the 2016 national average of 81%. However, the proportion of Year 1 disadvantaged pupils who met the expected standard was above the national figure for 'other' pupils and, in 2016, 100% of Year 2 pupils entered Year 3 having achieved the required standard.
- Unvalidated 2016 assessment information indicates that outcomes at the end of Year 2 were below average for reading, writing and mathematics. However, 100% of disadvantaged pupils achieved the expected standard for reading, but only 25% achieved the expected standard in writing. Key stage 1 attainment of greater depth in all subjects for all EYFS development groups (including for disadvantaged pupils) was close to or above the national figures.
- Unvalidated 2016 assessment information indicates that outcomes at the end of Year 6 were below the national figures for reading and writing, but just above the national figures for mathematics and grammar, punctuation and spelling (GPS). Disadvantaged attained the same as, or better than, other pupils nationally in reading and mathematics. The progress for Year 6 pupils from their starting points compares favourably with the national average for reading, writing and mathematics. Disadvantaged key stage 2 pupils' progress was not significantly below average overall, or for any prior attainment group in any subject.
- Pupils who have Special Educational Needs and/or Disabilities are given support in lessons, small groups and 1:1 to enable them to make steady progress from their various starting points. The newly appointed SENCO is providing strengthened leadership in this area and is ensuring that focused targeted interventions and better checking of pupils' progress is beginning to improve pupils' outcomes.
- Work in pupils' books currently confirms that challenge is sometimes lacking, particularly in mathematics, when opportunities are missed, through the marking and feedback, to encourage pupils to think deeply or broadly about more challenging skills or knowledge and this limits their gains in learning.
- Pupils enjoy reading for pleasure and appreciate the wide range of texts available to them at the school.
- Across the school, pupils write for a range of purposes in different subjects. Overall, pupils' handwriting skills are good and they take care with the presentation of their work.

## **Early Years provision is good**

**2**

- The EYFS Leader quickly identifies the children's abilities when they enter the Reception class and uses this information effectively to make sure that carefully planned activities enable children to achieve well in all areas of learning. The EYFS provision offers children a positive and caring start to school life.
- Children with additional needs are identified early and are supported well, so that they make good progress from their starting points.

- The teacher sets clear learning expectations that the children understand well. Consequently, the children listen carefully and are keen to join in and learn.
- Children in the Reception class enter happily each morning and quickly settle to their tasks, because of the clearly established routines and the welcoming and sensitive staff. Relationships are warm and supportive, so children feel safe and well cared for, and as a result, children quickly grow in confidence and enjoy their time in school. The children listen respectfully to and relate well to adults and to each other.
- The children respond well to the opportunities to make choices and take part in independent activities linked to their topics, for example on dinosaurs, and display enthusiastic and enquiring attitudes.
- The attractive and well resourced, indoor and outdoor areas are used effectively to provide a wide range of purposeful tasks that develop the whole child, as well as basic skills.
- The staff work well together to provide a range of carefully planned, appropriate and interesting learning activities which are well-resourced and organised, and closely matched to the children's interests. Consequently, children are engaged and motivated and their learning progresses at a good rate.
- Teachers and TAs work closely together and frequently check children's learning, which informs the teacher's planning; assessments are accurate and enable an informed view of what pupils need to do next, consequently, learning needs are strongly met and children in the Reception class make good progress.
- Parents are very positive and appreciate the good start their children make in the Reception class.
- Parents express very positive views about the friendly atmosphere and approachability of the staff.
- However, stronger home-school links need to be established which would ensure that parents are better informed of their child's successes in school and through which parents could add to and celebrate what their child does out of school.
- Children's experiences in the Reception class provides them with a good foundation for entry into Key Stage 1.

### Next steps for the school

#### **Improve teaching, learning and assessment, to accelerate the progress made by all pupils, by ensuring that:**

- teachers plan activities that meet the needs of all groups of pupils
- teachers have the skills to adapt their teaching within lessons, so that all groups of pupils learn well
- pupils, especially the most-able, have opportunities to deepen and broaden their understanding in mathematics, through marking and feedback that requires them to use and apply their knowledge and skills in different contexts or explain their thinking
- providing pupils with more opportunities to write extensively and imaginatively.

#### **Improve the effectiveness of leadership and management by ensuring that:**

- teachers use the new electronic tracking system to sharply and reliably identify gaps in learning and rigorously check attainment and progress data in order to determine how best to improve pupils' performance.

## Information about this review

- The review team observed lessons or parts of lessons in every class.
- Meetings were held with the Headteacher/Assistant Head Teacher/English and Maths Leaders/EYFS Leader/SENCO/Office Manager/Staff and Governors.
- Discussions were held with a group of pupils.
- The behaviour of pupils was observed around the school, in lessons and on the playground, before school, at break time and lunchtime.
- The lead officer scrutinised school performance information, the Headteacher's report to Governors, the school's School Development Plan, the school's website, etc.
- The lead officer scrutinised the school's Single Central Record and safeguarding information.
- The review team looked at a selection of EYFS learning journals, Year 2 and Year 6 pupils' books, as well as looking at pupils' work during the lesson observations.
- Discussions were held with individual parents on the playground before the start of school.

## Contextual information about the school compared to RAISEonline 2016 national data

- The school currently has 96 pupils on roll, which is below the national average of 275.
- There are 4 classes from Reception through to Year 6.
- 84.5% of pupils are White British, which is above the national figure of 69.3%.
- 89.3% of pupils have English as their first language, which again, is above the national of 81.8%.
- 21.6% of pupils have SEND requiring SEN support, compared to 12.1% nationally. 2.1% of pupils have Statements or an EHC plan, compared to 1.3% nationally.
- 14.4% of pupils are eligible for FSM, which is below the national average of 25.2%.
- The school's deprivation indicator of 0.21 is the same as the national indicator of 0.21.