

# Wychwood Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123176
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	359379
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	Linda McGill HMI

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>	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Gardner
<b>Headteacher</b>	Lindsay Daulton
<b>Date of previous school inspection</b>	6 November 2007
<b>School address</b>	Milton Road Shipton-under-Wychwood Oxfordshire OX7 6BD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspection team observed 14 parts of lessons taught by 13 teachers, and made a series of visits to classrooms to look at pupils' books and displays of their work. Meetings were held with members of staff, two members of the governing body and two groups of pupils. Inspectors observed the school's work, and looked at a range of documents including policies and procedures for keeping pupils safe, improvement plans and records of monitoring activities. The responses in the questionnaires returned by 148 parents and carers were scrutinised and the lead inspector held discussions with two parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the impact of the school's actions to close the gap in attainment between boys and girls?
- How far the support for pupils who have special educational needs and/or disabilities enables them to make progress at a similar rate to their classmates?
- How well does the school develop pupils' knowledge and understanding of faiths and communities that are different from their own?
- How far the school's record of improvement since the last inspection confirms that the capacity for further improvement is good?

## Information about the school

Wychwood is larger than the average primary school. It draws its pupils from Shipton-under-Wychwood and other villages in the surrounding area. The pupils are almost all of White British heritage and none speak English as an additional language. Numbers in each year group vary, which means that some pupils are taught in mixed-age classes. The proportion of pupils who are known to be eligible for free school meals is small, as is the proportion who have special educational needs and/or disabilities. The Early Years Foundation Stage comprises a small number of nursery-aged children who attend on a part-time basis and 40 reception-aged children. These children work and play together in the Early Years Foundation Stage Unit. The school has Healthy School status and the Eco School award.

The school's breakfast club and after-school provision are not managed by the governing body and are inspected separately.

Following the retirement of the previous headteacher last year, the school was led by an interim headteacher until the present headteacher took up post in January 2011. There have also been several changes of membership in the governing body. The Chair of the Governing Body has very recently taken on this role and is the third person to hold this post in the past year.

**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

This is a good school with considerable strengths. Notably, it is a warm, friendly and welcoming place where pupils, staff, parents and carers and governors alike get on very well together. Recent changes of headteacher and in the membership of the governing body have not knocked the school off course; rather they have revitalised enthusiasm and have led to renewed determination to improve still further.

Since the last inspection, pupils' progress has speeded up and attainment has risen. Last year, pupils in Year 6 did exceptionally well in the national tests in English and mathematics, following a dip in results the year before. Many pupils reached levels higher than those expected for their age. Pupils in Year 2 also performed well, building on a steadily rising trend in attainment at the age of seven over the past three years. Boys' attainment was higher than girls' at both key stages, in contrast to the national picture. However, this was not as a result of specific actions taken by the school and is not replicated in other year groups; there are no significant gaps in performance between boys and girls generally. Attainment at the end of the Early Years Foundation Stage has also improved; last year most children reached a good level of development in all areas of learning. Steps to support the few pupils who find learning more difficult are effective, and so these pupils make progress at a similar rate to their classmates.

Pupils thoroughly enjoy their time at school and this is reflected in their excellent attendance. Their good behaviour, positive attitudes, enthusiasm in lessons and the way they cooperate and support one another make a strong contribution to their learning. By Year 6, the pupils are mature, sensible and confident young people. Their good personal qualities and above-average attainment ensure they are well prepared for the next steps in their education and the wider world. Pupils' spiritual, moral and social development is good, but their cultural development is not so strong. Pupils learn about different faiths, but have little first-hand experience of cultures and traditions that are not the same as their own. Their understanding of life in multicultural Britain is not well fostered. The potential of the curriculum to introduce pupils to art, literature and music from across the world is not fully exploited. This also means that the school's contribution to the promotion of community cohesion is satisfactory, rather than good.

The pupils benefit from good teaching that meets their needs well. The teachers have worked successfully to improve the way they assess pupils' learning and progress during lessons, discuss ideas with pupils and ensure that pupils are involved in judging their own progress. These elements are now strong features in lessons.

The school's actions to bring about improvements over the past three years have been effective. Good performance has been maintained and built upon, but the pace of change has not been sufficiently brisk to move the school's overall effectiveness from good to outstanding. The governing body fulfils its statutory duties and has a satisfactory impact

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on the school's direction but its effectiveness has been constrained by changes in membership. This picture is rapidly changing. The headteacher has a secure understanding of the school's areas of strength and where further development is required. She is working closely with staff and the governing body to make procedures for self-evaluation and improvement planning more rigorous, systematic and inclusive. Staff have been given greater responsibility for driving improvement and are rising eagerly to the challenge. The school is well placed to move forward quickly; the capacity to sustain improvement is good.

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

- Further accelerate the pace of change so that the school's overall effectiveness is outstanding at the time of its next inspection by:
  - ensuring that new governors undertake the planned training and make a full contribution to school improvement as soon as possible
  - drawing up a systematic schedule for reviewing and agreeing policies and procedures
  - ensuring that everyone involved with the school is appropriately involved in monitoring and evaluating the effectiveness of the school's work, and in setting priorities for further improvement.
- Enhance pupils' personal development and improve the school's contribution to the promotion of community cohesion by:
  - planning further opportunities for pupils to learn about, and experience at first hand where possible, faiths, cultures and traditions that are different from their own
  - making sure that the curriculum reflects more widely the cultural and ethnic diversity of the United Kingdom and the wider world.

**Outcomes for individuals and groups of pupils****2**

A notable feature in lessons is the way that pupils in all year groups work together. For example, older pupils discussed and shared their ideas when tackling challenging calculations in a mathematics lesson, so that all completed the work successfully. Younger pupils worked very well in groups when deciding how they would present a poem to the rest of the class. Pupils listen to others' contributions and express their ideas and opinions with confidence and fluency. They show interest and enthusiasm for learning, concentrate and persevere with their tasks and present their work carefully. These positive attributes make a good contribution to the progress that they make in lessons and to their good achievement. Pupils who find learning more difficult receive carefully targeted support from teaching assistants to boost their progress in reading, writing and mathematics. The result is that pupils who have special educational needs and/or disabilities make progress at a good rate and some have closed the gap considerably on the levels that are expected for their age.

Pupils have a good appreciation of healthy lifestyles and the take-up of the appetising school lunches is high. They spoke with enthusiasm of the many ways they raise money for charity and the contact they have with older people locally. The school council makes a

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good contribution to school life and its work has a strong influence; for example, members were involved in the recruitment of the new headteacher. Pupils are unfailingly polite and friendly. They behave well in lessons and their behaviour in assembly is excellent but, on the odd occasion when teaching does not fully engage them, their attention can wander and they become distracted. Pupils say that they feel safe at school and know that adults will listen if they have a problem.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

**How effective is the provision?**

There is a purposeful working atmosphere in lessons and relationships between teachers, teaching assistants and pupils are encouraging and supportive. Teachers explain clearly what the pupils are expected to learn and involve them in deciding what they need to do to show successful learning. Tasks and resources are carefully prepared, take account of pupils' prior attainment, and are adapted to suit pupils' differing needs where necessary. Interesting activities capture pupils' imagination and enthusiasm. Some teaching is outstanding. Here, teachers know exactly the levels pupils are working at and the steps they need to take next, and structure lessons so that pupils build confidently and quickly on what they already know. Just occasionally, the most-able pupils mark time rather than moving forward swiftly. For example, in a lesson about the names and sounds of letters, the pupils who showed they clearly understood were not given more challenging tasks. Teachers' marking of pupils' work is thorough and detailed. However, the skill with which

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they feed back to pupils what they need to do to improve varies from class to class. Teaching assistants effectively boost the attainment and progress of individuals and small groups of pupils who are withdrawn from class. They have fewer opportunities to work alongside class teachers and so have a more limited impact during whole-class teaching sessions.

Colourful displays of pupils' work in classrooms and corridors illustrate the breadth of the curriculum and the interesting topics that the pupils have studied. Links between subjects are often imaginative, for example the use of a computer program to design a fashion magazine for ancient Greek times. There is a good range of activities for pupils after school, including many sporting opportunities, and the take-up is high.

The school's caring and supportive atmosphere enables pupils to learn and to thrive; many parents and carers mentioned this as something they are particularly pleased with. Good links with local pre-schools and the secondary school ensure that times of transition are managed well. The school works well with its partners to support pupils whose circumstances make them potentially vulnerable and to help them overcome any barriers to their learning.

*These are the grades for the quality of provision*

<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?

The new headteacher has quickly galvanised the enthusiasm of staff at all levels. There has been a clear shift in the school's culture and the headteacher is rapidly establishing systems that will increase teachers' accountability for pupils' progress, but also give them more responsibility for making improvements. Teachers welcome the improvements that have been made, for example in systems to track pupils' attainment and progress. They are keen to reflect on and develop their own practice and have acted swiftly on recommendations from the observations of their lessons. There is a very strong team spirit; in the same way that pupils support one another in class, teachers and teaching assistants pull together for common goals.

Procedures for keeping pupils safe are robust. Necessary policies are in place, but there has been a little slippage in the timeliness with which they are reviewed. The governing body takes a close interest in the school's work and its members actively seek to gauge the views of staff and parents and carers, for example by taking part in joint training events and by hosting a coffee stall at parents' meetings. The school has good relationships with parents and carers and the work of the parent/teacher association is of great benefit to pupils. Partnership working is strong. For example, work with the local secondary school in information and communication technology and physical education

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makes a good contribution to pupils' achievement in these subjects. The school knows its community well and has long-established links with a school in Uganda. Work to extend pupils' knowledge of different communities on a local and national level is just beginning. The commitment to ensuring that all pupils have equal opportunity to do well firmly underpins the school's work.

*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>2</b>
<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

Children get off to a good start in the Early Years Foundation Stage Unit. Good links with local nurseries and pre-schools and positive relationships with parents and carers help ensure that children settle quickly and make friends. When they start school, children's skills and experiences vary widely but taken overall are broadly in line with the expectations for their age. They make good progress in all areas of learning. Children are confident and independent learners. The adults make careful observations of children's interests and abilities, and plan a wide range of stimulating activities, indoors and outdoors. A notable feature is the way children's views are taken into account when themes and topics are planned. During this inspection, children were enthused by learning about animals that live in polar regions. With the help of an adult, the children had made a list of the things that they wished to find out. They played enthusiastically at being penguins, polar bears and sea lions. They investigated chunks of ice and made pertinent observations about what they saw and felt. There is a good balance of adult-led and child-initiated activities, and children concentrate well when working with an adult. Occasionally, some can become over-boisterous when engaged in self-chosen activities that are not closely supervised by an adult. The Early Years Foundation Stage leader gives a good steer to the unit's work. All of the adults work well together and are keen to improve their practice still further.

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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

A higher-than-average proportion of parents and carers returned a questionnaire. Their responses indicate a generally high degree of satisfaction with the school's work; in particular almost all agreed that their child enjoys school. A number of parents and carers submitted written comments, many praising the commitment of the staff and the school's supportive and happy atmosphere, and welcoming the appointment of the new headteacher. There was no common theme to aspects of the school's work with which parents and carers were relatively dissatisfied, but a few said that the most-able children are not always challenged sufficiently. The inspection team found that even though pupils make good progress in school, they are not always fully challenged in some lessons. While several parents and carers praised the tighter security arrangements that have recently been introduced, a very small number were concerned about them. The inspection team looked closely at the new arrangements and found that they have been thoroughly checked and comply fully with fire safety regulations.

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

Ofsted invited all the registered parents and carers of pupils registered at Wychwood Church of England 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 148 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	61	52	35	4	3	1	1
The school keeps my child safe	79	53	57	39	8	5	2	1
My school informs me about my child's progress	46	31	87	59	10	7	4	3
My child is making enough progress at this school	55	37	74	50	14	9	2	1
The teaching is good at this school	76	51	63	43	3	2	0	0
The school helps me to support my child's learning	46	31	82	55	12	8	1	1
The school helps my child to have a healthy lifestyle	50	34	89	60	3	2	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)	64	43	66	45	4	3	0	0
The school meets my child's particular needs	60	41	73	49	11	7	0	0
The school deals effectively with unacceptable behaviour	44	30	85	57	5	3	6	4
The school takes account of my suggestions and concerns	45	30	80	54	6	4	5	3
The school is led and managed effectively	55	37	76	51	2	1	4	3
Overall, I am happy with my child's experience at this school	74	50	76	51	7	5	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



4 March 2011

Dear Pupils

**Inspection of Wychwood Church of England Primary School, Shipton-under-Wychwood, OX7 6BD**

I would like to thank you all very much for the warm welcome you gave me and the other inspectors when we visited your school recently. It was good to talk to you and to see you in lessons and around the school. What you told us was very helpful.

We could see clearly that Wychwood is a good school. The youngest children get off to a good start in the Early Years Foundation Stage. Then, because teaching is good and you are such keen and eager learners, you make good progress in your lessons across Key Stages 1 and 2. This means that test results for pupils in Year 6 are higher than in many schools across England. Well done! Well done, too, for your excellent attendance. We were also impressed by the way you help and support each other in lessons and by your good behaviour.

Your headteacher, the staff and the governors are determined that Wychwood will continue to improve so that when it is inspected again, the inspectors will judge that it is outstanding. That is the best outcome of an inspection that you can possibly get. There are two main things that they will have to do to reach this.

- The headteacher and governors must continue the work they have started to keep a close eye on every aspect of the school's work, so that they can plan to make improvements that will lead to even better teaching and learning.
- You need to learn more, at first hand where possible, about the different people, faiths, cultures and traditions in the United Kingdom and the wider world. This will enrich your learning and help you understand the part you can play as citizens as you grow up.

You can all play your part by continuing to do your best in lessons. I wish you all every success in the future.

Yours sincerely

Linda McGill

Her Majesty's Inspector

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