

# Wootton St Andrew's CofE Primary School

6 High Street, Wootton, Lincolnshire, DN39 6SG

**Inspection dates** 8–9 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement in Key Stages 1 and 2 has not been good enough over time. This is because the quality of teaching has not been good enough since the last inspection.
- Not all pupils are fully clear about their learning targets and how to improve their work and marking comments are not sufficiently followed up.
- Too few opportunities are provided for pupils to develop, use and apply their mathematics skills in subjects other than mathematics.
- Teaching assistants are not always fully effectively deployed, mainly in Key Stage 1.

### The school has the following strengths

- Pupils in the Early Years Foundation Stage progress well because of consistently good provision. Pupils with special educational needs and those with disabilities make good progress throughout the school.
- Pupils enjoy school and behave well. Staff are fully committed to providing a caring environment in which pupils feel safe and happy.
- Parents are unanimous in their strong support of the school and its work, especially the work of the headteacher.
- The school is well led and managed and governance is effective. Because of stable staffing and because teaching and learning are well led and managed, the quality of teaching and pupils' achievement are improving.

## Information about this inspection

- The inspector saw all teacher's teaching, observing five full lessons, including a joint observation with the headteacher. In addition, a number of shorter visits were made to lessons in the Early Years Foundation Stage and to see particular aspects such as the teaching of reading, physical education or pupils being taught individually or in small groups. A range of other school activities including playtimes, lunchtimes and an assembly were observed.
- Past and current work in Key Stage 1 and 2 classes was scrutinised and some pupils were heard reading.
- Meetings were held with school leaders and other staff, members of the governing body and with a representative of the local authority.
- Documents, including school development planning and reports showing the school's view of its own performance, safeguarding documents and policies and records relating to behaviour, safety and attendance were inspected. A range of information on the performance of the school in comparison with other schools nationally was also analysed.
- The views of 23 parents who completed the on-line questionnaire (Parent View) were analysed. Short discussions were held with 32 parents out of a total of 42 children. The results of a school survey of parents' views held last January were also taken into account.
- The inspector received the views of staff through discussions and also through analysing 10 responses to the inspection questionnaire. He received the views of pupils through both informal and pre-arranged discussions.

## Inspection team

Roger Sadler, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than an average-sized primary school. Year groups typically comprise four or five pupils although the school is growing and there are larger year groups, such as the 12 children in their Reception Year. All pupils are White British and speak English as their main home language.
- An average proportion, but a very small number, of pupils are known to be eligible for the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average. The proportion supported at school action plus or who have a statement of special educational needs is above average.
- Since the previous inspection, there have been significant staff changes and disruption to staffing owing to long term absence. Staffing has been more stable recently.

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

- Improve the quality of teaching so that it is at least good in order to assure consistently good progress over time for all pupils by:
  - ensuring that pupils in Key Stages 1 and 2 develop a clear understanding of their targets and how to improve their work
  - deploying teaching assistants effectively in Key Stage 1 and the Early Years Foundation Stage to ensure that teaching best meets the learning needs of all pupils, especially at the start of lessons and in the teaching of letters and sounds in Key Stage 1.
  - ensuring marking comments are fully followed up until the necessary improvement is secure
  - providing more opportunities for pupils to develop, use and apply mathematical skills in subjects other than mathematics.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The achievement of pupils requires improvement because not enough pupils made the expected gains between Key Stage 1 and 2. This issue was accurately identified by the headteacher and governors and effective action has been taken to improve achievement. As a result, evidence from this inspection shows that pupils are making better progress than previously and that attainment is set to rise this year.
- In the past, some weak teaching slowed the progress made by pupils from their individual starting points, especially in Key Stage 2. Progress in lessons throughout the school is now typically good owing to improvements in the quality of teaching.
- With such small year groups, attainment on entry varies from year to year. However, the majority of children start school with knowledge and skills that are a little lower than is typical for their age. Owing to good provision, pupils make good progress in the Early Years Foundation Stage and, although there is variation from year to year, children generally attain average standards by the time they leave the Early Years Foundation Stage unit.
- Pupils with special educational needs and those who are disabled make good progress because their progress is carefully monitored and good quality additional support is regularly provided for these pupils, often by well-trained and very effective teaching assistants.
- Over the last few years too few pupils have attained standards above those expected for their age by the time they left school, and equal opportunities for the most-able pupils to do their best was not fully assured. However, improvements in the quality of teaching in Key Stage 2 have assured that the needs of the most-able pupils are now being met and a higher proportion of pupils currently in Year 5 and 6 are exceeding standards expected for their age. All pupils are now given an equal chance to succeed and achieve well.
- Progress in reading and writing in Key Stage 2 are better than in mathematics, largely because mathematics does not have as much prominence in the curriculum and mathematical skills are not sufficiently used and developed in subjects other than mathematics. Standards in reading, writing and mathematics in Year 6 were below average last year but attainment in Years 5 and 6 is at least in line with those expected for these ages and pupils are currently achieving well in literacy and mathematics.
- The extra money provided for those eligible for the pupil premium is used to offer these pupils additional support with their learning. Although only a very small number of pupils are eligible for this additional funding, leaders and teachers are using this money well to ensure that these pupils achieve as well as their peers.

### The quality of teaching

### requires improvement

- Teaching requires improvement because a legacy of weak teaching in the past has resulted in some pupils not making enough progress in writing, reading and mathematics. As a result of more stable staffing and the effective actions of the headteacher and other leaders, teaching seen during the inspection was good, and evidence in pupils' work indicates that this is now usual.
- The headteacher recognised that assessment at the end of Key Stage 1 was not fully accurate and many pupils were assessed as reaching levels that they were not fully capable of. Much staff training and related activity has been carried out to ensure that assessment throughout the school is now accurate and reliable.
- The school has recently introduced a much-improved system for setting targets and providing mentoring for pupils to help them know and understand where and how to improve their work. Good progress is being made with implementing this system but it is still in its early stages and a significant proportion of pupils remain unclear where to focus their efforts.
- The school recognised last year the need for improvements in the way that pupils work was

marked. Marking is now effective and provides concise guidance to pupils to help them learn. However, comments made by teachers when marking are not followed up well enough to ensure that they have the desired effect on pupils' learning.

- Effective teaching in the Early Years Foundation Stage has been maintained since the last inspection. Staff develop children well and ensure that they make a good start to school, enjoy the exciting activities and are fully prepared for Key Stage 1. The Early Years Foundation Stage is very well organised and high quality provision takes place in the unit and outdoors. The staff work together well as a team and the teaching assistant makes a valuable contribution to the children's learning, however, on occasions, she is not fully effectively deployed.
- The school has recently committed more money to increase teaching assistant support in Key Stages 1 and 2. Teaching assistants are very effectively used in Key Stage 2 and make an important contribution to ensuring that teaching meets the learning needs of all pupils in a class which includes four year groups and pupils of different abilities. In Key Stage 1, on occasions, the teaching assistant could be better deployed, especially during whole-class sessions or when pupils are learning letters and sounds.

### **The behaviour and safety of pupils are good**

- Pupils say they enjoy school and feel safe and secure. They act with careful regard for the safety of others. During the inspection pupils were invariably polite, mature and well-behaved and parents' and pupils' views indicate that this is almost always the case. Pupils say that bullying is rare in their school and also showed a clear understanding of what kind of behaviour constitutes bullying. They know how to use the internet safely.
- Their enjoyment of school and full confidence in staff are reflected in above-average attendance last year which is being maintained this year.
- Behaviour is well managed throughout the school and good behaviour and relationships and positive attitudes to learning were evident in all lessons during the inspection, helping pupils concentrate well and enjoy their learning and make good progress. Pupils find lessons interesting and they respond well to teachers' efforts to make the curriculum interesting and lively. All parents commented on how much their children enjoy school.
- Older pupils take it for granted that they take on additional responsibilities and help look out for younger pupils. The example set by staff, the ethos of the school and the many opportunities they are given to take part in the life of the school provide effective ways to extend their social and moral development. Their spiritual and cultural development is also good, enhanced by the school's curriculum which gives strong priority to developing these aspects.

### **The leadership and management are good**

- The headteacher, governors and other leaders are fully committed to ensuring all pupils achieve their best and have an equal chance to succeed. They recognise that progress over time has dipped in recent years, mainly as a result of staffing disruptions, and have taken a range of appropriate actions to address this. All staff now support leaders in their strong ambition to do the best by pupils and ensure that all pupils progress well.
- Leaders and staff share an accurate understanding of the school's strengths and what needs to be improved. The school development plan focuses on appropriate priorities and has clear criteria to judge the effect of actions on pupils' achievement. It provides a clear plan for school improvement.
- Staff training is a strong aspect. Recent training for teachers and teaching assistants on how to mentor the learning of each pupil and on the key characteristics of effective teaching and learning are helping all staff improve their skills and work in a consistent fashion for the benefit of pupils. Staff are regularly provided with clear advice on how to improve their teaching, but sometimes not enough emphasis is given in lesson observations to the progress made by particular groups of pupils in the class.

- The school has reviewed its approach to performance management and appraisal and progression through pay scales is related to each leader's and teacher's performance in improving the school and pupils' achievement.
- The school works in close partnership with other schools in the Barton area and staff often train together and share their ideas. The local authority has provided good support, for example on how to track pupils' progress, and the regular termly meetings that are now held with each teacher to discuss the progress of each pupil and agree how best their needs can be met are helping improve pupils' achievement.
- A good range of extra support programmes for those at risk of not doing their best are available and well-trained teaching assistants, in part funded by pupil premium funding, are making an important contribution to the good progress made by pupils who find learning more difficult and those with special educational needs and those who are disabled.
- The curriculum places strong emphasis on developing pupils' literacy skills through learning in other subjects but is not as effective in ensuring mathematical skills are developed in the same way. The curriculum is very broad and interesting and well enriched by visits and visitors. Children enjoy their weekly German sessions and their music sessions taught by specialists. There is a good emphasis on physical activity. Pupils perform strongly in sports such as badminton and swimming and the school has well-developed plans to extend sporting participation even further using additional government sports funding recently made available to the school. Regular well-taught physical education lessons are enjoyed by pupils and these help them keep active and develop their physical skills. Daily pre-school clubs, such as the badminton club led by a coach, are well attended and many pupils benefit from these.
- The curriculum in the well-led Early Years Foundation Stage is rich and exciting and excellent indoor and outdoor facilities for learning help children progress well in the unit.
- **The governance of the school:**
  - The governing body knows the school's strengths and weaknesses well. Members are able to challenge as well as support school leaders, and they show good awareness of strengths and areas for improvement in teaching and learning throughout the school. Because of changes in the membership of the governing body, they have recognised the need to provide new training on how to use performance data to ensure they are able to fully challenge senior leaders to ensure each pupil does their best and revision training is planned. Governors are appropriately involved in determining how funding such as the pupil premium and sports funding is allocated and governors review the effect of spending decisions on pupils' achievement. They make sure that statutory requirements are met and have ensured, with the headteacher, that safeguarding arrangements, including training are robust and fully meet current requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118038
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	425993

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Wright
<b>Headteacher</b>	Ruth Zaitschenko
<b>Date of previous school inspection</b>	18 November 2010
<b>Telephone number</b>	01469 588361
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