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Ms Kirsty Wallace
Interim Executive Headteacher
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Dear Ms Wallace

Short inspection of Wroxall Primary School

Following my visit to the school on 17 July 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2013.

Based on the evidence gathered during this short inspection, I have identified some priorities for improvement which I advise the school to address. In light of these priorities, the school's next inspection will be a full section 5 inspection. **There is no change to the school's current overall effectiveness grade of good as a result of this inspection.**

Following the last inspection, leaders were asked to improve the quality of teaching and pupils' progress in writing. In recent years, there have been substantial and ongoing changes to leadership, both in the school and in the federation to which the school belongs. Consequently, the areas for improvement at the previous inspection have not been fully addressed and continue to be a focus.

The school's performance declined in 2017 and, compared to previous years, there was a sharp drop in pupils' progress and attainment in writing. Since your arrival as interim executive headteacher in February 2018, you have increased the pace of improvement. You have worked with determination to ensure a smooth handover with the new interim leaders so that recent improvements continue.

Under your leadership, staff have been revitalised. They have improved the quality of teaching in reading, writing and mathematics. You have accurately evaluated the school's strengths and weaknesses and identified appropriate priorities.

During our classroom visits, we saw that pupils concentrate well and work hard. You are aware that the quality of teaching and learning across subjects and classes is inconsistent. We saw in pupils' workbooks that teaching is not

consistently well matched to pupils' needs. Encouragingly, the school's own assessment information indicates that, compared to last year, a higher proportion of current pupils in Years 2 and 6 are on track to reach the expected standards in reading, writing and mathematics. Attainment in mathematics is stronger than in reading and writing.

The local authority's advisers support the school well. Advisers provide helpful training for teachers. Teachers have enthusiastically implemented strategies to improve pupils' learning and progress in English and mathematics so that they become consistently good. Teachers are positive about their recent training opportunities. You have begun to establish subject leadership teams to operate across the three schools that comprise the Stenbury Federation. However, subject leaders do not check on pupils' progress in a wide range of subjects or ensure that learning activities are well matched to meet pupils' needs.

Pupils enjoy school and attend regularly. They make strong friendships and are welcoming towards new pupils. Pupils listen to teachers and appreciate the adults who support them in class. In all year groups, pupils enjoy memorable learning experiences that contribute richly to their personal development. For example, Year 6 demonstrated empathy and reflection when they visited First World War battlegrounds and cemeteries in Flanders. Pupils show deep interest in world issues, such as the challenge to our oceans from plastic packaging. For example, as a result of their visit to the zoo, Year 4 pupils told me, with concern, about how some animal species are becoming endangered.

The majority of parents and carers say that their children are happy at school and taught well. About half of the parents who responded to Ofsted's online survey Parent Vie, are concerned about the school's frequent changes of leadership. The governing body is sharply aware that the many changes have had an impact on the effectiveness of home-school communication. Governors are implementing plans to address these concerns.

Safeguarding is effective.

Leaders, teachers and governors prioritise keeping pupils safe from harm. You have worked diligently to improve procedures, ensuring that all safeguarding arrangements are fit for purpose. You have made sure that appropriate checks are in place to ensure the suitability of staff.

Staff receive relevant and up-to-date safeguarding training. They carefully record each concern, so that one of the designated safeguarding leads will quickly follow it up. Leaders take timely action when external advice or support is needed. Pupils know they can trust an adult to help them if they are upset or feel unsafe. They are well supervised when they are at school, including at breaktimes. Pupils understand the risks of using technology and readily told me the rules they use to keep themselves safe when online. Newsletters encourage parents to emphasise key messages at home about how their children can stay safe.

Pupils understand what bullying is and why it is different to other types of behaviour. Pupils are adamant that bullying is rare. However, there is a sizable proportion of parents who believe that the school does not deal effectively with bullying.

Inspection findings

- During this inspection, we agreed to look at the actions you are taking to improve teaching and learning so that all groups of pupils do well; how well current pupils in key stage 1 have progressed from their starting points; and whether the wider curriculum helps pupils to achieve high standards.
- Leaders accurately analyse pupils' outcomes in reading, writing and mathematics in order to work out which pupils need extra support. Consequently, teachers provide extra support to pupils who need to catch up.
- Your analysis indicates that lower-attaining pupils are not consistently making expected progress. This group includes a large proportion of disadvantaged pupils and some who have special educational needs and/or disabilities. You have prioritised improving teachers' use of pupils' progress information so that teaching meets pupils' needs.
- New leaders are in the early stages of developing the way they use pupil outcomes information to drive school improvement. Further training is planned in this area. However, leaders do not yet use pupil outcomes information effectively.
- Subject leaders help teachers to plan lessons that sequence learning over time. For example, in English, teachers use a planned 'learning journey' to make links between reading and writing. Pupils say they like the way that teachers help them to collect ideas and vocabulary from their reading to apply in their independent writing. Consequently, improved teacher planning has helped to enthuse pupils.
- In recent years, the proportion of children achieving a good level of development by the end of Reception has been broadly in line with the national average. The Nursery class makes an effective contribution to these good outcomes. In 2017, pupils did not make consistently good progress in key stage 1. Focused support for Year 2 pupils has resulted in stronger outcomes for current pupils compared to last year. However, some pupils have not made the progress they are capable of, because their learning needs have not been fully met.
- The progress of current key stage 1 pupils in writing lags behind reading and mathematics. Teaching and learning in mathematics are more effective than in English, because teachers set learning tasks that match pupils' needs. Teachers check pupils' responses to their learning and give more challenge or additional support when it is needed. Pupils' mathematics workbooks show they now have more opportunities to tackle interesting problems and explain their thinking.
- Pupils' interest is ignited by what they learn in different subjects, although key stage 2 pupils say there is not enough opportunity for them to use technology. There are gaps in the school's provision for a few subjects, for example in computing and personal, social and health education. You have identified, as a

future priority, the need to ensure that all pupils have the opportunity to learn and achieve well across every subject.

- Pupils' progress is variable in different subjects and for different groups of pupils. Pupils in Years 5 and 6 have opportunities to develop their research skills and deepen their knowledge. In subjects such as history, pupils can apply their reading and writing skills. However, pupils do not readily transfer their skills to work that takes place outside of English lessons. For example, older pupils do not consistently use capital letters correctly.
- Topics that support the wider curriculum subjects in key stage 1 are not as well planned as in key stage 2. Teachers' expectations of pupils' work are too low. Consequently, work is of a poor standard. Pupils do not progressively build skills, knowledge and understanding. In particular, learning activities do not meet the needs of lower-attaining pupils.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- leaders' skills are strengthened so that they rely less on external support
- teachers use pupil outcomes information more precisely to meet pupils' needs, particularly for lower-attaining pupils
- pupils in all year groups make consistently good progress across a wide range of subjects.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for the Isle of Wight. This letter will be published on the Ofsted website.

Yours sincerely

Linda Jacobs

Ofsted Inspector

Information about the inspection

I met with you and your team, the chair of the governing body and two officers from the local authority. I talked to pupils both formally and informally to gather their views on a variety of issues, including safeguarding, bullying, behaviour and learning. I reviewed the school's website and examined a range of documentation such as: the school's self-evaluation; the improvement plan; assessment information; the pupil-premium strategy; minutes of the governing body's meetings; and safeguarding information.

I met parents at the gate at the beginning of the school day and considered 46 responses to the Ofsted online parent questionnaire Parent View, including 45 free-text comments. I considered 16 responses to the Ofsted online staff questionnaire. I

carried out a learning walk with you, visiting most classes, including the Nursery. I reviewed a sample of work for a wide range of subjects, looking at pupils' books from Years 1, 2 and 3. I also looked at pupils' work when I visited classrooms and when I interviewed a group of pupils from Years 5 and 6.