



Wroxall Primary School

Inspection Report

Unique Reference Number 118173
Local Authority Isle of Wight
Inspection number 291041
Inspection dates 26–27 February 2007
Reporting inspector Michael Pye

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

Type of school	Primary	School address	Castle Road
School category	Community		Wroxall
Age range of pupils	4–9		Ventnor PO38 3DP
Gender of pupils	Mixed	Telephone number	01983 852290
Number on roll (school)	81	Fax number	01983 852290
Appropriate authority	The governing body	Chair	Mr F Miles
		Headteacher	Ms S Roper
Date of previous school inspection	14 January 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average school draws pupils from the local village and the wider rural area. Unemployment rates are high, and the level of provision for free school meals is above the national average. The percentage of pupils with learning difficulties is above average, and one pupil has a statement of special educational need. The pupils are predominantly of White British heritage and one pupil is at an early stage of speaking English. The number of pupils entering or leaving the school other than in Years 1 or 4 is above the national average. The school has recovered from a period of staffing instability. The school has the Healthy School Award and the Basic Skills Quality Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This school provides pupils with a good standard of education. One parent wrote, 'I feel the school is managed well. I believe it has gone from strength to strength'. This accurately reflects the history of the school where staffing problems had led to a loss of direction. The skilled leadership of the current headteacher has resulted in good standards and achievement, good levels of care and the good personal development and well-being of pupils.

Leadership has maximised the advantages of being a small school, and consequently the adults know the pupils well and closely match provision to the needs of individuals. This is an inclusive school and all pupils have outstanding equal opportunities. Boys and girls achieve equally well, as do those pupils with learning difficulties or disabilities. The children get a positive start in the good Reception class, where consistently good teaching, together with a well-constructed curriculum results in the good achievement of the children. However, despite the good progress achieved, they leave the Foundation Stage with below the expected levels of literacy and numeracy. By the end of Year 2 the majority of pupils continue to make good progress and attain standards above the national average. They do particularly well in reading, whilst in writing pupils attain standards that match the national average. Throughout Years 3 and 4 the pupils continue their good progress and leave with skills and knowledge that are above those expected for their age.

Progress is good because pupils behave well, demonstrate positive attitudes, and receive consistently good teaching. Teachers use their secure knowledge of the pupils to plan work that is well matched to their needs. The limited range of opportunities for speaking and listening and role-play hamper the extension of pupils' skills in writing and making use of a broad and rich vocabulary. The pupils benefit from a good curriculum which also provides many good opportunities for pupils outside the classroom. The school realises the need to extend the investigative approach across all subjects so as to further develop the critical thinking skills of pupils.

In this caring but challenging environment pupils thrive. They overwhelmingly enjoy school. Their good personal development and well being are enhanced by the outstanding opportunities they have to contribute to the community. Their social education is outstanding.

Leadership and management are good. An extremely clear direction has been set for school development. Responsibility has been effectively distributed, and staff have an excellent understanding of the strengths and weaknesses of the school. This also reflects the commitment to staff development, including that of the effective teaching assistants. The school makes excellent use of external partners to support learners, both academically and pastorally. It reaches out to the local community and has developed good links with parents who give the school overwhelming support. Improvements to the role of managers, assessment procedures and standards in information and communication technology bear testimony to the good capacity to further improve the school.

What the school should do to improve further

- Improve writing standards through the provision of more speaking and listening and role-playing opportunities.
- Provide more opportunities for pupils' to investigate, problem-solve and think in a critical way about their learning.

Achievement and standards

Grade: 2

Achievement through the school is good. Most children enter Reception with skills and knowledge well below the expected levels for their age. Their literacy and numeracy skills are particularly weak. They achieve well and on leaving most children have met their expected learning goals, although writing and some mathematical skills and knowledge remain below expected levels. Teacher assessments in 2006 at the end of Year 2 show that the majority of pupils have made good progress. Standards are well above the national average in reading. This is a consequence of a highly focused guided-reading programme, and some good guidance that the school gives to parents to enable them to help their children. Standards are above average in mathematics and average in writing. By the time they leave school at the end of Year 4 pupils have made good progress and are working above the levels expected for their age. Good support work by the learning support assistants contributes to pupils with learning difficulties and disabilities making good progress towards their targets.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils is good. Pupils have a good understanding of healthy life choices and how to stay safe. On occasions, messages about healthy and safe living are not reinforced in subjects across the curriculum. Pupils' enjoyment of their education is outstanding and attendance is above average. One pupil said, 'I have a smile on my face all day long'. This comment reflected the good range of activities that the pupils experience, and shows that they find lessons fun. Pupils' contribution to the community is outstanding. This is partly because of the numerous and varied opportunities they have in the locality. The pupils also show pride, a strong sense of belonging to the school and make use of some excellent opportunities to exercise responsibility around the school, as pupil governors. Older pupils show their maturity when accompanying Reception children to assembly. Pupils gain experience of election processes when they choose house captains. They are well prepared for the next stage in their lives through their achievement of good basic skills, including information and communication technology. The spiritual, moral and cultural education of pupils is good overall, and their social education is outstanding. Pupils flourish in an environment which has a strong sense of community and where teamwork is very well developed.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well because of the consistently good, or better, teaching that they receive. Managers conduct a range of formal and informal lesson observations, all of which successfully benefit teachers because they receive good feedback and clear action points for development. Pupils, including those in Reception are motivated by, and make good use of, the interactive whiteboards. Good pace to lessons helps to keep pupils' interest. Teachers know the pupils and plan well for their different learning styles. Practical activities help reinforce pupils' learning in writing and mathematics lessons. On occasions there are missed opportunities to extend pupils' speaking and listening, for example, by consistently asking pupils to explain their answers. In Reception, role-playing skills are well addressed and pupils' vocabulary is increased well, but opportunities are inconsistently extended elsewhere. Pupils are increasingly becoming independent learners through the teachers' use of target-setting in lessons.

Curriculum and other activities

Grade: 2

The curriculum is good and there are some very good opportunities for pupils to experience activities outside the classroom. The good academic standards reflect the quality of the provision to develop basic skills. The computer suite allows the successful development of ICT skills and knowledge, but other subjects also benefit. For example, pupils progress well and really enjoy using a mathematics programme designed to work at their individual level of expertise. The curriculum gives good opportunities for pupils to work in teams and learn about their locality. A rich variety of opportunities helps to ensure that pupils are able to play various sports, such as Kwik Cricket and experience visits to local places of interest such as Osborne House. Year 4 pupils are already talking excitedly about their forthcoming residential trip. Pupils benefit from investigations and problem-solving opportunities in mathematics and science. These approaches need to be used more consistently in other subjects in order to maximise the opportunities for pupils to research, and to think in a critical way about their learning.

Care, guidance and support

Grade: 2

Care, guidance and support of pupils are good. However in this small school where relationships are so well developed and where adults have an extremely good knowledge of the pupils, pastoral care is outstanding. In this safe and secure environment the pupils do well academically and their social and personal development is well advanced. Pupils benefit from some good opportunities in circle time to speak of their concerns. Child protection, health and safety and risk assessment procedures are rigorous. Pupils who are at risk are identified at an early stage, and a good, wide range of external

agencies are used to support pupils. The welfare of pupils with learning difficulties and disabilities is carefully tracked. Their progress is closely monitored, particularly with regard to the impact of any specific support that the school provides. Pupils have targets in literacy and numeracy. Most pupils, but not all, are aware of their targets and how to use them.

Leadership and management

Grade: 2

The very effective leadership of the headteacher has helped the school to recover from the disruption caused by a period of staffing instability. A measure of the success is the very strong teamwork that has been developed in a school where management responsibility is shared effectively. One result of this teamwork has been the sharing of lesson observation 'action points', which promotes professional discussion whilst disseminating good practice. Pupils achieve well because the leadership has established an environment where there are very high expectations of all pupils and in which all have equal opportunities. The school's commitment to inclusion is outstanding. Pupils tell of being fully involved in the life of the school, that their views are respected and that they feel valued.

Leadership has developed good systems for monitoring and self-evaluation. These are rigorous and enable adults to have an accurate understanding of the school's strengths, and where further improvement is needed. The relative weakness in writing standards have been identified and led to the purchase of new resources, a review of how pupils can assess their own writing, and how targets can help them improve their work. A good range of interested parties are involved in development planning. Inspectors did not agree with the very few parents who felt that their views were not sought or acted upon. In school development planning parents' views have been taken into consideration, for example, over the timing of the residential trip.

There is no sense of complacency and the school seeks out an outstanding range of partnerships to help support learners. They play a particularly active role in the local school cluster, thereby maximising the opportunities provided to extend the professional knowledge of the staff. Governors are increasingly active in school monitoring and a relatively new programme of governor visits is helping to increase their knowledge of the school, and their ability to hold the school to account. They provide satisfactory support for the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You will remember my recent visit to your school. I listened carefully to what you had to say about your school and agree with you that it is a good school. All of you who spoke to me told me about how you really enjoy your school life.

You are rightly proud of your school, and make the most of the really good opportunities you have to take part in school life. I really liked the way the older pupils look after the Reception children and how responsibly the house captains and pupil governors carry out their work. You get along very well together and show a real sense of belonging to the school. You act sensibly. Despite the best efforts of the parrot to mess up the assembly, you settled quickly and paid attention. Well done!

You do well in your work partly because you receive good teaching, but also you behave well and approach your work with enthusiasm. You read very well. Many of you like solving problems, in mathematics, and I have asked the school to see where other subjects can help you do this.

The school is well led and the adults know where your school could be improved. It already knows about, and I agree, that you would benefit from more opportunities to speak, to listen carefully, and to take part in more role-play. The adults are really committed to making sure that you all are treated equally and fairly.

When you need help the adults are quickly there. You told me that you feel really safe and that the school is a friendly place. Certainly the adults know and care for you extremely well. The school makes very good use of a wide range of outside people to help you learn.

I wish you all the best for the future.

Yours sincerely,

Michael PyeLead inspector