

Wood Farm Primary School Profile



Wood Farm Primary School

Titup Hall Drive

Oxford, Oxfordshire, OX3 8QQ

Telephone: 01865 762575

<http://www.wood-farm.oxon.sch.uk>

Children's Service Authority:	Oxfordshire
Age range:	5-11
Number of pupils:	274
Head teacher:	Mr David Lewin
Chair of governors:	Mr Hugh Turner

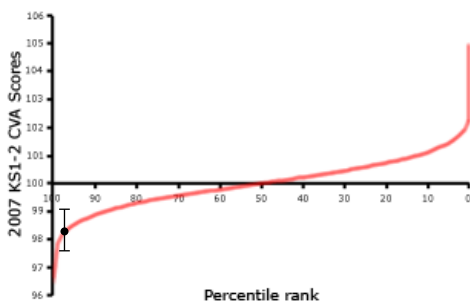
What have been our successes this year?

- Increasing numbers of pupils are meeting their learning targets, and make better progress in school.
- Improved 'tracking' of pupils has enabled increasingly personalised learning.
- Pupils continue to be happy and safe at school. Family Links training, SEAL and Nurturing Programmes are used effectively.
- The School Council is effective and has direct access to Governors and Governors' Meetings.
- The school has successfully met 'The Financial Management Standard for Schools.'
- The school has been awarded the Active Mark for school sport and the FA Charter School for links with local football clubs.
- We have further developed our leadership structure, to include a full time Deputy Headteacher. This has greatly improved the decision making and communication process in the school and also the monitoring of the effectiveness of our strategies for improving teaching and learning across the school.
- New staff have been appointed who work strategically and creatively and with enthusiasm, having established a common vision guided by the sound and professional leadership of the Headteacher.

What are we trying to improve?

- Raise standards in English, mathematics and science by the end of Years 6 and 2.
- Encourage the greater involvement of parents and carers in the school and in their own children's education.
- Raise levels of overall attendance.
- Improve the quality of teaching through better provision for individual learning needs, including provision for more able pupils.
- Support the continuing professional development of Senior Staff and the leadership capacity of Middle Leaders in the school.
- Improve the quality of provision for pupils with SEN through improving Individual Education Plans.
- Further develop the Nurturing Programme throughout the school and our work with parents and carers.
- Encourage the continuing development of a creative and invigorating curriculum.
- Continue to improve playtimes for children with EBD through alternative provision and activities.
- Ensure the Capital Programme (new school buildings), due to commence in 2009/2010, provides the best possible provision for the education of children on Wood Farm.

How much progress do pupils make between age 7 and 11?

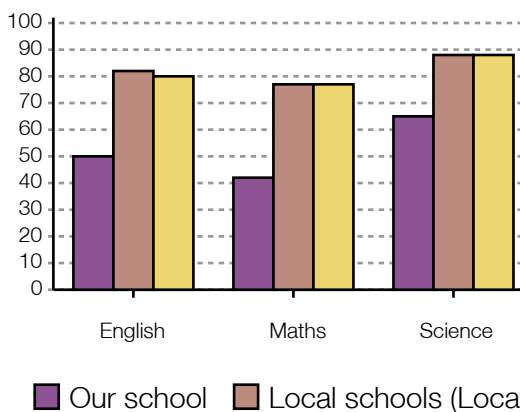


- Our school
- ┆ Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Although many children reach very good standards in the school, in the past not enough have made the progress that they should have. We now have good systems in place to track the progress of all our pupils and to provide extra help if children start to fall behind.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

Many children reached very good standards in the 2007 Key Stage 2 tests, but this particular group of pupils had an unusually high number of children with special educational needs and several pupils who joined us later in their school life with significant behavioural difficulties. We worked hard with this group of children to support them through Key Stage 2 and in to secondary school.

How have our results changed over time?

Children who enter our Foundation Stage often start school at much lower levels than national average. These children make good progress as they move through the early years of school, including children who are learning English.

Our results at the end of Year 2 have shown steady improvements over the last five years, and children show steady progress as they move through the early years of school.

Although our results at the end of Year 6 have been too low for the last few years standards are now improving and children are making better progress. Last year most children made good progress from their starting points, including some children who were learning English for the first time and made very good progress.

How are we making sure that every child gets teaching to meet their individual needs?

Teachers track the progress of all our children at fixed points during the year. All teaching is differentiated to meet the needs of different children and all children have learning targets. Children who look like they are falling behind have special plans drawn up for them to help them to catch up.

To ensure that we meet the needs of all pupils, we provide:

- additional one-to-one teaching for children who need extra help
- small group teaching to help children reach their targets in English and maths
- teaching that is differentiated to meet children's needs in all lessons
- extra teaching support in Year 6 by employing an extra part time teacher
- Easter Holiday School, to help Y6 children get ready for their tests
- Small group support for children with emotional or behavioural needs

How are we working with parents and the community?

Parents and Carers are invited to two formal meetings each year to discuss children's progress, but we also encourage Parents to stay in regular contact with us throughout the year. Teachers and school staff regularly meet with parents to discuss children's progress and to share any concerns. Parents of all children on the register of Special Educational Needs are also invited to regular review meetings during each year.

In addition we work with parents and the community in the following ways:

- Regular opinion surveys
- Parents and carers' Reading Champions programme
- Parent & Carer class assemblies and newsletters to keep parents informed
- Our interactive school web-site

- Termly year group newsletters
- Holiday Packs and weekly homework
- Open Days, Parent/Carer workshops and other special events during the year
- Our Learning Mentor works with families to support children who are having difficulties at school or at home that have an impact on learning, and to encourage good school attendance
- Community events such as *Oxford Arts*, *Luminox*, and musical performances at community locations
- Singing partnership in with Christchurch Cathedral school
- Liaising with our local neighbourhood police team to help children to stay safe

What have pupils told us about the school, and what have we done as a result?

The pupils' contribution to the school community is strong. We have an active school council. Pupils, such as members of the school council or those supervising playtimes, are well informed and suitably proud of their responsibilities. Pupils feel secure when at play and through 'Playground friends' support each other when necessary.

After concern from the council about playtimes a small budget was given to improve outdoor play equipment and so improve break times. They have also suggested parts of the playground that need some more supervision, and this has been taken up positively by the staff concerned.

At the most recent Full Governors' Meeting, the school council brought to the attention of the governors their ideas and suggestions for improving children's eating manners at lunch-times and will be working together to suggest strategies for this.

The School Council tells us that pupils like their teachers and though they are quite strict children learn better and feel safer because of this. They like most lessons but particularly those where they can be 'hands on' and active.

Children tell us they know what they are learning in school, and what they need to work on to improve their learning.

How do we make sure our pupils are healthy, safe and well-supported?

- We have a strong personal, social and health education programme. All staff are trained in the Family Links programme to ensure a consistent approach is maintained across the school. This is reflected strongly in our Ofsted report and more recently in our Supported School Review by the Local Authority: *'The high quality of care and the strengths in pupils' personal development and well-being provide a good environment for learning. The school is a harmonious place where pupils feel happy and secure.'*

- We continue to work to maintain our Healthy School Award, encouraging healthy eating and with the provision of free fruit at playtime for the younger years. Fruit bar is available at playtime for healthy snacks to be purchased.

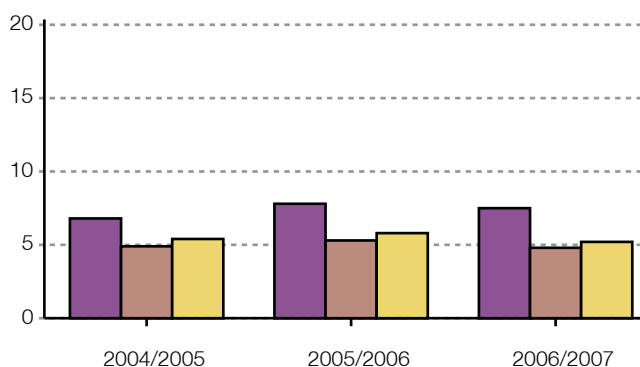
- We take every opportunity to keep our pupils and staff fit and healthy. All pupils are actively involved in sport for at least two hours per week.

- All staff are trained in 'Safe-guarding'.

- Governor staff appointment panels always include Senior Staff and Governors trained in 'Safe Recruitment'.

- Extra help is given to children who need support in their learning, and also to children who may be having difficulties at home or with coming to school.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

- Our absence rates are similar to schools in similar parts of Oxford, and attendance has been improving over the last few years but we want to improve it a lot more.

- Most children have good attendance, and the absences in the graph are when parents and carers have chosen to keep children at home, usually because of illness or term time holidays.

- Because many of our children have relatives overseas we have higher than average numbers of children taking time off school to go on journeys overseas.

- We are working with the local authority ESW service and have good systems in place to encourage good attendance.

What activities and options are available to pupils?

We offer a range of activities both in school time and after school. Activities are planned for all age groups and are open to all pupils, or sometimes particular year groups.

Activities available include

- School Council
- Swimming
- Cycling proficiency in Y6
- In school sports coaching
- Y6 RM maths club
- Drama club
- After School art/ craft projects
- Football club
- Netball club
- Year 6 Easter School
- Story telling project
- Music workshops
- Sports Day

- Year 6 Transition group
- Special arts projects (which have recently included lantern making, mask making, and Indian Dance)
- Aromatherapy sessions
- Year 3 and Year 5/6 residential trips
- Regular class visits related to their learning
- Whole school Pantomime visit

All children have the opportunity to take part in our Christmas Fair, May Day celebration and Wood Farm Festival

What do our pupils do after leaving this school?

Most of our children transfer to Cheney School after year 6. We have very good links and transition arrangements with Cheney, which involve staff visiting the school to meet the children and take some lessons. Parents are invited to a meeting prior to transition and an open evening. Children have a day at Cheney before the end of the school year. Extra support is given to some children who may find the transition more difficult. Children who do go to other schools are encouraged and supported to go to these school transition days.

Ofsted's view of our school

Wood Farm Primary School has a number of strengths, particularly in the care and guidance provided for learners. Support for the personal well-being of pupils is good, they are well cared for and enjoy being at the school. The school has the capacity to improve despite current standards being too low. Although standards are low, progress is overall satisfactory at all levels. Despite the satisfactory teaching seen during the inspection, more needs to be done to ensure that all pupils are appropriately challenged. In information provided before the inspection the school judged that its overall effectiveness was good. This differs from the inspectors who judge it to be satisfactory. Management and staff work hard to support the pupils. Recent changes, including the new management structure are well placed to support further improvements at the school, but they need more time to become fully embedded. Pupils' behaviour and attitudes to learning seen during the inspection were good, although the school still has to deal with instances of challenging behaviour. This is a significant improvement from the previous Ofsted report which highlighted them as weaknesses. The school provides satisfactory value for money.

Date of last inspection: 08-Dec-2005

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Wood Farm Primary School](#)

What have we done in response to Ofsted?

We have taken steps to improve the tracking of pupil progress through the school and put in place extra teaching programmes for children who might fall behind. This has helped teachers and children to be very clear about what children need to learn next.

We have invested considerably in more ICT and computer equipment, particularly to help children to make better progress in mathematics. Children have found this very exciting and helpful with their learning.

We have put in place lots of training and support for teachers to ensure that we are meeting the individual needs of all pupils and using the best practice in our school to help all of our children reach their targets.

We have worked hard with the Local Authority's ISP programme to address aspects of under-achievement. The Governors' 'School Improvement Group' regularly and systematically monitors progress. The headteacher and Governors work with the Local Authority to review how well the school is doing. Our most recent review was very encouraging about the continuing development and improvement in the provision of education for the children of Wood Farm.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01865 762575

Our website <http://www.wood-farm.oxon.sch.uk>