

# Princes Risborough Primary School

## Inspection report

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<b>Unique reference number</b>	133513
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	381510
<b>Inspection dates</b>	22–23 March 2012
<b>Lead inspector</b>	Marion Wallace

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Haydon
<b>Headteacher</b>	Paul New
<b>Date of previous school inspection</b>	26–27 November 2008
<b>School address</b>	Wellington Avenue Princes Risborough Buckinghamshire HP27 9HY
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	22–23 March 2012
<b>Inspection number</b>	381510



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## Introduction

Inspection team

Marion Wallace Additional inspector

Akwai Gill Additional inspector

Melvyn Blackband Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 14 teachers in 29 lessons and held meetings with parents and carers, groups of pupils, members of the governing body and staff. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at improvement plans for the school and for subjects, the governing body minutes, assessment information and curriculum planning documentation. In addition, they carried out a scrutiny of pupils' work, listened to readers and analysed the 94 questionnaire responses from parents and carers, some of whom they met at the beginning of the school day.

## Information about the school

Princes Risborough is an average-sized primary school. The school includes specially resourced provision for 12 pupils with special educational needs (Additionally Resourced Provision) who have social and communication difficulties. All these pupils have statements of special educational needs. These pupils are educated partly in the Additionally Resourced Provision and partly in mainstream classes. In the main school, the proportion of disabled pupils and those who have special educational needs is average, but the proportion with a statement of special educational needs is well above average. The proportion of pupils who speak English as an additional language is average and none is in the early stages of learning English. The vast majority of pupils are White British. The proportion of pupils known to be eligible for free school meals is average. There are 11 classes, nine mixed-age classes and two single-age classes in Year 1 and Year 2. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. There is Early Years Foundation Stage provision in the Nursery and Reception classes. There is a breakfast club that was inspected during this inspection.

There is a children's centre and pre-school on the site which is not managed by the school's governing body and was not part of this inspection.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It has improved considerably since the previous inspection. Parents and carers appreciate its caring and inclusive ethos. The assessment procedures, achievement tracking and the setting of challenging targets to accelerate progress are contributing to the good progress pupils make. This is especially so in mathematics, for more-able pupils and for pupils in the additional resource provision. The school is not outstanding because teachers sometimes miss opportunities to challenge pupils about the quality of their handwriting and spelling, which are, consequently, not of a consistently good quality. Attendance is improving, but it is not yet above average.
- Pupils' achievement is good. Children in the Early Years Foundation Stage settle into school well and enjoy all the activities. Their good progress continues consistently throughout Key Stages 1 and 2. Attainment is above average in English and mathematics by the end of Year 6, although pupils do better in mathematics than writing, especially at the higher levels. Pupils in the Additionally Resourced Provision are well integrated and make the same good progress as their peers.
- Teaching is mostly good with some outstanding practice. More-able pupils are challenged well in the mixed-age classes. Learning is well planned and ensures that pupils of different abilities can all make good progress.
- Behaviour around the school and in lessons is good. Pupils make good gains in their personal development and say that they feel very safe in school.
- The leadership of teaching and the management of performance are good. The headteacher is inspirational and other senior leaders have a clear vision for developing the school. Middle leaders monitor teaching well and ensure good learning in all subjects. The curriculum provides memorable experiences, and pupils particularly enjoy physical education, mathematics and the links made between subjects.

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

- Improve the quality of the technical aspects of writing throughout the school and ensure pupils develop the quality of their handwriting skills and spelling so that these elements match the lively content of their writing.
- Raise levels of attendance to above the national average by increasing the focus on good attendance and reducing persistent absence. This will involve working more closely with, and supporting, relevant parents and carers, families and individual pupils so that all understand the value of regular attendance at school.

## Main report

### Achievement of pupils

Children in the current Nursery and Reception classes entered school with the expected skills and experiences for their age. In some year groups, children entered school below the expected level in communication and language, and in personal development. Children make good progress in both Early Years Foundation Stage classes in all areas of learning. For example, a more-able child was able to write an extensive shopping list with accurate spelling that included items such as chocolates, sun cream and bananas. Children develop early problem-solving skills well, for example identifying and adding the missing body parts from their robot.

Pupils continue to make good progress throughout the school so that they reach above-average standards by the end of Year 6 in mathematics, reading and writing. Disabled pupils and those with special educational needs, and those who are included in the Additionally Resourced Provision, all make good progress. Pupils who speak English as an additional language also make good progress and are confident users of the language. Improved provision and targeted support have helped these groups to make good rates of progress from their different starting points.

The vast majority of pupils throughout the school say numeracy is their favourite subject. Year 2 pupils were seen making good progress adding and subtracting two-digit numbers. Pupils from the Additionally Resourced Provision are integrated well into mainstream lessons, and a pupil was seen to make good progress cooperating with a partner to identify, estimate and calculate different angles in triangles. More-able pupils in Year 6 mathematics made good progress investigating the interior and exterior angles of polygons. In a 'booster' class, gifted and talented pupils were challenged well in solving problems for Sport Relief. They thoroughly enjoyed calculating how funds would be allocated to treat children with malaria in Uganda.

Pupils achieve well in reading and reach standards in this skill that are above average by the end of Key Stage 1 and Key Stage 2. Pupils enjoy reading. Key Stage 1 pupils

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read confidently and they know how to tackle difficult words. Key Stage 2 pupils are fluent and expressive readers who can talk about their favourite author, and describe the style of writing and how it contributes to the quality of the story. Throughout the school, pupils are encouraged to use lively description, but the quality of handwriting skills and spelling are less well developed.

The school's tracking data and the inspection evidence indicate all pupils are at least one term ahead of their peers nationally and are on course to reach their challenging targets for literacy and numeracy. Pupils work well with a partner and in small groups, and they have a good work ethic. They really enjoy learning because lessons are well planned and teachers create an exciting climate for learning. Inspectors agree with parents' and carers' views that pupils make good progress.

### **Quality of teaching**

Teaching in the large majority of lessons observed during the inspection was good and, in a few, it was outstanding. This picture reflects the views of the vast majority of pupils, parents and carers. Good teaching was observed in the Early Years Foundation Stage, with children having opportunities to learn through activities led by adults and those they chose for themselves. An example of outstanding teaching was seen in the Additionally Resourced Provision, where pupils with special educational needs in Years 3 and 4 made excellent progress writing speech bubbles. The teacher skilfully planned the activities to meet the needs of the pupils and, consequently, they showed curiosity and wonder at how similar words could be said differently. The excellent quality of support gave the pupils confidence to attempt new learning and to succeed.

Teachers use assessment information well to plan interesting curriculum work in the mixed-age classes. They use questions effectively to check pupils' knowledge and understanding, and give them well-planned learning opportunities to discuss their ideas with a partner. The planned curriculum and teaching both have a good impact on pupils' spiritual, moral, social and cultural development. Marking gives pupils a clear idea of how to improve their work and pupils are encouraged to evaluate their own learning. Pupils with disabilities and those with special educational needs outside the Additionally Resourced Provision are very well supported by teaching assistants in class and small groups so they make good progress. Pupils in the Additionally Resourced Provision make good progress because teaching is good and sometimes better.

Teachers encourage pupils to use description and lively vocabulary but they do not always promote the technical aspects of writing, such as handwriting and spelling, as well and, consequently, these aspects are less well developed throughout the school.

### **Behaviour and safety of pupils**

Good relationships are evident and, consequently, behaviour is good throughout the school in lessons and at break and lunchtimes. Children in the Nursery and Reception

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classes learn to behave well throughout the Early Years Foundation Stage. Pupils and staff show considerable respect for each other and for visitors to the school. Almost all parents and carers who replied to the inspection questionnaire or who talked to inspectors felt that their children were safe in the school and most thought that behaviour was good or better. A few parents and carers thought behaviour could be better. During the inspection, inspectors observed good and often excellent behaviour. All pupils who responded to the questionnaire and those who talked to inspectors said that they felt very safe in school and that behaviour was good.

In the Early Years Foundation Stage, care and welfare are good, and this contributes to children's very positive experience of school. Year 1 pupils show good awareness of safety: they are well informed about the benefits and dangers of medicines. Older pupils talk knowledgeably about safe use of the internet, and they are aware of different types of bullying and the dangers of drugs and alcohol. Pupils say they can discuss any problems they have with adults. They take responsibility seriously and older pupils look after younger pupils at break times.

Evidence confirms that behaviour and awareness of safety is consistently good over time, reflecting the school ethos and procedures. Pupils know the difference between falling out and bullying, and they have confidence in the adults that any issues will be dealt with. Good behaviour contributes well to good achievement; attitudes and the enthusiasm for learning are consistently strong and have a positive impact on learning. Case studies show clearly how well the school deals with any pupils who have behavioural problems. Attendance over time is average, but current attendance levels show an improving picture in the reduced numbers of pupils who are persistently absent because strategies to improve attendance are effective. The school has had some, but not complete, success in persuading the few regular absentees to attend regularly. Most pupils are punctual for the vast majority of the time.

## **Leadership and management**

The headteacher's skilful management and excellent leadership have permeated the school and are key reasons for the noticeably improving achievement. All senior and middle leaders communicate drive and ambition effectively and they have a thorough understanding of the strengths and weaknesses of the school. All staff are committed to providing each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued effectively. A continual drive for improvement is underpinned by effective systems for evaluating the strengths and further areas for development of the school. The school's good organisation, strong, shared vision and pupils' improved achievement and attainment over time mean that it has a good capacity to improve further.

Rigorous leadership and management of teaching have ensured that the large majority of teaching is good or better. Effective monitoring and evaluation of teaching and effective professional development have enhanced teaching. There is a strong sense of purpose and the school deploys its resources well, particularly to

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provide extra support and intervention for pupils and families who need the extra support. The school's evaluation of its own performance is rigorous. Tracking of progress over time is thorough, and senior leaders quickly identify any dips, and develop sensible strategies and interventions to promote improvement. Appropriate developmental areas to improve further the effectiveness of the school are clearly identified in the school improvement plan. Good progress has already been made in raising standards in reading and mathematics. The governing body ably supports staff and challenges the school well to ensure school improvement initiatives are successful. The governing body monitors and evaluates the work of the school effectively and is well organised.

The Early Years Foundation Stage and the Additionally Resourced Provision are both well led and managed, with good induction arrangements and good links with parents and carers. The school makes very good use of the outdoor learning environment.

The curriculum provides well for pupils' spiritual, moral, social and cultural development. The good range of learning opportunities provides pupils with rich and memorable experiences and, consequently, the school meets its aim to provide, 'Creative, successful learning for all'. Links between subjects are planned carefully and pupils have good opportunities to use their literacy, numeracy, and information and communication technology skills in other subject areas. Pupils in Years 3 and 4 talked enthusiastically about their creative week which culminated in a production of *'The Three Musketeers'*.

All safeguarding procedures and checks on adults meet statutory requirements, and the governing body monitors the site and procedures rigorously. Child protection, risk assessment and safeguarding procedures also meet current statutory requirements.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



26 March 2012

Dear Pupils

### **Inspection of Princes Risborough Primary School, HP27 9HY**

Thank you all very much for welcoming us to your school. We thoroughly enjoyed talking with you and your teachers. We will remember your polite, considerate and good behaviour. You all enjoyed assembly and we noticed how enthusiastically you all sang your song, 'We can make a difference'. You and your parents and carers told us that Princes Risborough Primary is a good school, and we agree.

These are the things we found that your school does well.

- You make good progress in the Nursery and Reception classes and carry on doing the same through the school because teaching is good.
- You all enjoy learning and your teachers give you interesting things to do.
- Your behaviour is good, and you are sensible and know how to keep very safe.
- There are good opportunities for you to take on responsibilities, help others and contribute to helping your school improve even more.
- Those of you who are in the Additionally Resourced Provision make good progress.
- Your headteacher, senior teachers and governing body lead the school well. All the staff work effectively together as a team to make sure that Princes Risborough Primary School is an extremely safe and secure, fun place to learn.

There are two things we have identified for staff and the governing body to improve.

- Ensure that your handwriting and spelling improve and match the quality of your lively writing.
- Ensure the few of you who do not attend regularly enough are helped to come to school every day unless you are ill.

You, too, can help your school get even better by continuing to work really hard, especially at your handwriting and spelling.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future.

Yours sincerely

Marion Wallace  
Lead inspector

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