

Roundwood Primary School

Inspection report

Unique Reference Number	110228
Local Authority	Buckinghamshire
Inspection number	378063
Inspection dates	1–2 December 2011
Reporting inspector	Marion Wallace

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Peter Smith
Headteacher	Allan East
Date of previous school inspection	18–19 June 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 teachers in 20 lessons and held meetings with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at its improvement plan and those for subjects, the minutes of governing body meetings, assessment information and curriculum planning. In addition, they carried out a scrutiny of pupils' work and analysed 69 questionnaires received from parents and carers and questionnaires from all staff and older pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The provision and progress made by pupils in mathematics at Key Stage 2.
- The progress of more-able pupils.
- The provision made for individual pupils with special educational needs and/or disabilities and the progress they make, given that outcomes have been variable within this group.
- The consistency in teaching and learning throughout the school and the effectiveness of transition from one site to another.

Information about the school

Roundwood is a small primary school situated on two sites two miles apart in the villages of Gawcott and Tingewick. In 2007 the infant schools in Tingewick and Gawcott amalgamated to become Roundwood Primary School. 2010 was the first year with Year 6 pupils. Most pupils are White British, a very small minority are from minority ethnic groups and a few are Romany or Gypsy. The percentage of pupils who speak English as an additional language is below average and no pupils are in the early stages of learning English. The percentage of pupils with special educational needs and/or disabilities is below average, although the proportion with a statement of special educational needs is above average. Their main needs relate to learning and physical difficulties. The proportion of pupils known to be eligible for free school meals is average. Early Years Foundation Stage provision is in the Reception class. The headteacher has been in post since September 2011. There is a pre-school on the Tingewick school site. This provision is not managed by the governing body and is inspected separately.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Roundwood is a good school. Pupils achieve well in both their academic and personal development. Parents, carers and pupils appreciate the good quality care and exciting learning opportunities. One parental comment summed up the views of the vast majority: 'We are delighted our children attend such a friendly, caring school where they are encouraged to enjoy learning. The children love going to school and they make good progress.' Pupils were equally positive. One pupil spoke for many when saying, 'School is fun, we like learning and the way the teachers teach us, work is interesting.'

These are the key strengths of the school.

- Children settle into the Reception class extremely well and make good progress in all areas of learning because induction for parents and carers and their children is effective.
- Good teaching enables pupils to make good progress as they move through the school. Many parents commented on the dedicated staff.
- Attainment in English, mathematics and science is above average. Pupils achieve very well in music and information and communication technology (ICT).
- Relationships between pupils and adults are strong and the school ethos is supportive; consequently, pupils make good gains in their personal development.
- Pupils have an excellent understanding of how to keep themselves safe and how to lead healthy lifestyles. Older pupils plan and lead whole-school 'Wake and Shake' lunchtime activity sessions extremely well.
- The vast majority of pupils enjoy coming to school and this is reflected in rising attendance levels.
- Pupils' behaviour around the school is exemplary and pupils are polite and highly considerate in lessons.
- Care, guidance and support are strong, so pupils are enthusiastic learners who have a mature attitude to their work. The school supports vulnerable pupils very well.
- Pupils enjoy the curriculum. Provision for music is a particular strength. Parents and carers appreciate specialist teaching and the good opportunities for pupils to sing in the school choir and play musical instruments such as the African drums.
- The headteacher and senior management team are good role models who lead the school effectively and have a clear vision for its future improvement. They

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- are appropriately supported by the governing body.
- Good links with parents and carers support pupils' learning well. Parents particularly appreciate the informative newsletters and the improved communication this year.
- Well-developed links with the local community and external agencies contribute effectively to pupils' learning and their well-being.

These are the key areas for improvement which remain.

- Promotion of community cohesion is strong within the school and local community; it is less well developed at national and global level. Pupils' understanding of diversity in United Kingdom is not as strong as other areas of their cultural development.
- The challenge to extend more-able pupils is not always consistent and teachers sometimes miss opportunities to stretch pupils to achieve well.

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 and strong, shared vision underpin its good capacity to continue moving forward.

What does the school need to do to improve further?

- Improve the school's promotion of community cohesion by enhancing the current provision and pupils' understanding of others with differing backgrounds and beliefs by developing links with contrasting schools elsewhere in the United Kingdom.
- Ensure all teachers challenge more-able pupils consistently in every aspect of their work.

Outcomes for individuals and groups of pupils

2

From starting points that are broadly at the levels expected for their age, children make good progress throughout the school. By the time they leave their attainment is above average in English, mathematics and science. Lessons are well planned and good relationships contribute to a positive climate for learning. Pupils are provided with good opportunities to solve problems and to think for themselves. Literacy, numeracy and information and communication technology skills are used well in other subjects. These good outcomes contribute well to pupils' future economic well-being.

Pupils enjoy writing; they take a pride in their work and presentation is good. Excellent teaching in Year 6 enabled pupils to understand the style and implications of writing formal letters. They were challenged to write a letter from the head of leisure to a member of the public who had complained about too many children using the park and too many dogs without leads. They all learnt to use language and punctuation effectively. More-able pupils were challenged successfully to use

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semicolons to enrich their writing. One pupil wrote, 'Dog owners should be able to take their dogs to the park to exercise them; exercise is crucial.' Similarly, Year 2 pupils made good progress writing a Caribbean poem, showing good understanding of rhythm and rhyme. One more-able pupil wrote, 'One by one, one by one. Waves are crashing in the sun. Three by three, three by three. Boats are sailing in the sea.' Pupils with special educational needs and/or disabilities make the same good progress as their peers because they are well supported by teaching assistants, and most teachers target questions skilfully to enable them to fully contribute to the learning in the lesson.

The progress pupils make in mathematics at Key Stage 2 is good. More-able pupils made excellent progress in both a Year 4 and a 5 mathematics lesson because expectations and pace were extremely clear and pupils rose to the expectations. Year 4 pupils made excellent progress using their mathematical knowledge solving real-life problems. In the satisfactory lessons pupils did not make good gains in their learning because the pace was less swift and expectations were not as clear.

Pupils' spiritual, moral, social and cultural development is good. Pupils show strong ability to reflect about issues facing them. Even though they have limited factual knowledge of other cultures they strongly uphold values such as tolerance and kindness to others, whatever their background. They thoroughly enjoy arts subjects and reach very high standards in singing and music. Pupils show real concern for the environment and suggest what could be done to make the world a better place. Older pupils show good levels of responsibility as 'Playground Monitors' as they look after playground equipment. Pupils learn to make a positive contribution to their school and local and global community by raising money for charities. However, their depth of understanding of other cultures is hindered because opportunities to link with schools in different locations within the United Kingdom are less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of lessons observed during the inspection were good. A few were satisfactory or outstanding. In the better lessons teachers use assessment information well to plan interesting work. Teachers use questions effectively to check pupils' knowledge and understanding and pupils enjoy well-planned opportunities to evaluate their own learning and that of others. Older pupils know what level they are working at and most can identify what they have to do to improve. Pupils with additional needs are well supported by teaching assistants in class and small groups so they make good progress. Inspectors found that more-able pupils were challenged extremely well in lessons where teaching was good or better, but in satisfactory lessons such opportunities were often missed and progress dips. Although marking overall is good, teachers do not always identify the next steps clearly enough.

A strong personal and social education assists pupils' good personal development, especially their social and moral development. Pupils enjoy the curriculum and this contributes to their enthusiasm for learning. The curriculum is well planned but is not always closely matched to the needs of the more able pupils in some classes. Literacy, numeracy and information and communication technology skills are used well to support learning in other subjects. Year 6 pupils used literacy skills well to write Queen Victoria's diary notes. One pupil wrote, 'Today was the saddest day of my life. God was very cruel. My beloved Albert was taken away from me.' Pupils' good quality tapestry work showed a well-developed understanding of the skills involved to create the Bayeux Tapestry. Specialist teaching in music is extremely well organised and this contributes significantly to the high standards achieved. Curriculum enrichment is very good and the wide range of visits, clubs and activities are popular and well attended.

The school's caring ethos results in happy pupils who enjoy school life. All adults are good at ensuring children and their families get the best from learning. The school works effectively with external agencies to support pupils with special educational needs and/or disabilities. Induction and transition arrangements for children entering the school in the Early Years Foundation Stage and when moving from one school site to another and on to other schools are good. The school gives sensitive support to its pupils with special educational needs and/or disabilities and those whose circumstances make them vulnerable. Good links with families who do not always ensure good levels of attendance are contributing to the improving attendance levels.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Although he has only been in post since September the headteacher has made an impressive start. Parents and carers, staff and pupils say they all feel the school is developing very well under his superb leadership. His enthusiasm is reflected in the senior leaders, who together demonstrate strong drive and ambition to take the school forward. The headteacher is experienced and has a clear vision. He has an accurate view of teaching and all leaders have a thorough understanding of the strengths and weaknesses of the school. The school's provision and outcomes for mathematics are rapidly improving. Tracking of progress over time is thorough and senior leaders quickly identify any dips and develop sensible strategies and interventions to promote improvement. All staff are committed to providing each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued well. The school tackles any form of discrimination decisively and deploys its resources well, particularly to provide extra support and intervention for pupils who may face barriers to learning. As a result, although in a few lessons the most able achieve less well than others, there are no significant gaps in the progress made by different groups of pupils.

The governing body ably supports staff in their work to improve the school. They have recently become more skilled at challenging the school and are beginning to be more proactive in checking for themselves how well the school is doing. All managers work very well together as a team and have been involved in monitoring their areas of responsibility effectively. Close partnerships with the local schools and local authority have a positive impact on pupils' outcomes.

All safeguarding procedures and checks on adults are thorough; governors monitor the site and procedures rigorously. Appropriate developmental areas to improve further the effectiveness of the school are clearly identified in the school improvement plan. The school has audited the way it promotes community cohesion. It is well aware that while pupils have a strong understanding of the immediate area and do a great deal to help the local community, they have few opportunities to mix with people from other cultural backgrounds.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve well in the Reception class in all areas of learning, and overall standards are above average when they enter Year 1. Relationships are strong and consequently children make good progress in their personal, social and emotional development. Behaviour is excellent. Children’s speaking and communication skills develop well because teachers encourage them to respond to individual questions and to talk about their ideas. Children make good progress learning to link sounds to letters and words and to write. More-able children write simple sentences with capital letters and full stops. One child wrote, ‘A big bag of fish and chips.’ Personal aspects of care and welfare are good, and this contributes to a very positive start. Staff provide interesting activities and children have good opportunities to learn both through activities led by adults and those they choose for themselves. Effective teaching, good links with parents and carers and well-planned induction arrangements contribute successfully to children’s enjoyment of school. The outdoor area is being developed well to engage and interest children in learning, but resources to specifically support communication, language and mathematical development outdoors are less well developed. Most activities are fun and challenging. For example, children made good progress developing their awareness of time. More-able pupils enjoyed using stop watches to time and record how long it took each other to run around the cones, while others used sand timers to check how long it took to toast, butter and eat a slice of bread. They learnt that one minute to eat the toast was faster than three minutes to toast and butter it. Children with special educational needs are well supported and make the same progress as their peers. The provision is led and managed well.

These are the grades for the Early Years Foundation Stage

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Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who returned questionnaires are happy with the school and feel it is welcoming and friendly. The very large majority say that their children enjoy attending and that they make good progress. Parents and carers regard the school as caring and supportive and say the staff are approachable. They identified a number of strengths, including the after-school activities, the teachers and senior leaders, music and the care their children receive. Most felt that the school meets individual needs well and they are equally well informed about their child’s progress.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roundwood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	88	8	12	0	0	0	0
The school keeps my child safe	59	86	10	14	0	0	0	0
The school informs me about my child’s progress	48	70	21	30	0	0	0	0
My child is making enough progress at this school	46	67	21	30	1	1	0	0
The teaching is good at this school	54	78	14	20	0	0	0	0
The school helps me to support my child’s learning	51	74	17	25	0	0	0	0
The school helps my child to have a healthy lifestyle	48	70	20	29	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	64	22	32	0	0	0	0
The school meets my child’s particular needs	51	74	17	25	1	1	0	0
The school deals effectively with unacceptable behaviour	41	59	24	35	2	3	0	0
The school takes account of my suggestions and concerns	41	59	27	39	0	0	0	0
The school is led and managed effectively	53	77	14	20	0	0	0	0
Overall, I am happy with my child’s experience at this school	59	86	10	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.

4 December 2011

Dear Pupils



Inspection of Roundwood Primary School, Gawcott MK18 4HY

Thank you all very much for welcoming us to your school. We thoroughly enjoyed talking with you and your teachers. We will remember how polite, considerate and how extremely well you all behaved. Your African drumming and singing is excellent. You and your parents and carers told us that Roundwood is a good school, and we agree. These are the things we found that your school does well.

- You get off to a good start in the Reception class and make good progress through the school because teaching is good. You reach above-average standards by the end of Year 6.
- You all enjoy learning and your attendance is improving.
- Your behaviour is exemplary and you have excellent awareness and knowledge of how to keep yourselves safe.
- You really enjoy and benefit from the many activities, clubs, visits and visitors.
- Your school cares for you a lot and teaches you how to be really healthy and to care for others. You have an excellent knowledge of how to keep yourselves healthy.
- There are good opportunities for you to take responsibility, evaluate your own work, help others and contribute to helping your school improve even more. The Playground Monitors do a great job helping others.
- Your headteacher and senior teachers work well together and lead the school well. All the staff work effectively together as a team to make sure that Roundwood is a safe and secure, fun place to learn.

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

- Make sure that your teachers make links with other schools very different to yours in the United Kingdom and abroad so that you can learn more about different cultures and religions.
- We would like all your teachers to plan more rigorously for those of you who find work easy and need more challenge.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely
Marion Wallace
Lead inspector

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