

St Mary's C of E Primary

Inspection report

Unique reference number	110439
Local authority	Milton Keynes
Inspection number	395713
Inspection dates	23–24 April, 2012
Lead inspector	Peter Sudworth

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Norman Wilkies
Headteacher	Amanda Dicks
Date of previous school inspection	26 March 2008
School address	Walton Road Wavendon Milton Keynes MK17 8HL
Telephone number	01908 582182
Fax number	01908 584048
Email address	wavendonf@milton-keynes.gov.uk

Age group	4–11
Inspection date(s)	23–24 April 2012 23–24 April, 2012
Inspection number	395713



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
 Textphone: 0161 618 8524
 E: enquiries@ofsted.gov.uk
 W: www.ofsted.gov.uk



Introduction

Inspection team

Peter Sudworth

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 12 lessons or parts of lessons taught by four teachers, had discussions with pupils, staff and two members of the governing body, including the vice-chair, listened to pupils read and examined pupils' work. The inspector observed the school's work, and looked at various documents, such as those relating to safeguarding and progress. The inspector read the parents' and carers' comments on the 48 questionnaires returned and also staff and pupils' responses.

Information about the school

This is a smaller than average school with four classes. Apart from the Reception class, three are of mixed age. The children begin the Reception class in the September following their fourth birthday. The proportion of pupils who have disabilities and special educational needs, and are supported by school action plus or with a statement of special educational needs, is average. The proportions of pupils who speak English as an additional language and from minority ethnic groups is smaller than usually found, despite a significant increase in recent months. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below the national average. The school has gained the Healthy Schools Award, Investors in People and Financial Management in Schools accreditation. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school manages its own breakfast club. The school has had some staffing difficulties in the last two years.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- The school provides a satisfactory education for its pupils. It is not yet good because there is room to make further improvements in pupils' rates of progress in aspects of writing and mathematics, and there are weaknesses in the planning and provision for the children's self-chosen activities in the Early Years Foundation Stage. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Results in end-of-key-stage tests vary, dependent on the make-up of the small year groups, but pupils achieve satisfactorily. Attainment is broadly average.
- Teaching is satisfactory overall. It is recovering after staffing difficulties, but the improvements have still to show through in end-of-key-stage results, although pupils' rates of progress are accelerating. Several good features were seen in teaching.
- Pupils behave well. They concentrate on their tasks. They feel safe and have confidence in the staff. Parents and carers are strongly supportive of the school. One parent wrote, typically, 'We are extremely happy with both our children's development at St Mary's. In particular, the staff are open and willing to discuss any issues/ concerns at any time.' The pupils' own questionnaire responses indicate overwhelmingly that they are happy at school and enjoy school life.
- The headteacher has established a positive ethos in the school and staff work harmoniously together, reflected in the Investors in People Award. There is good teamwork. Arrangements for the management of staff performance meet requirements. The governing body is strongly supportive, takes a genuine interest in the staff and its pupils, and demonstrates compassion and care for them. The curriculum is satisfactory and developing further. Assemblies are well planned and promote effectively pupils' spiritual and moral development.

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

Safeguarding arrangements are secure.

What does the school need to do to improve further?

- Increase pupils' rates of progress in writing by:
 - providing more opportunities for pupils to use and practise different styles of writing in other subjects
 - improving the quality of spelling, especially of frequently used words
 - extending the use of information and communication technology (ICT) in lessons.

- Improve the teaching of mathematics by:
 - improving the planning of mental mathematics across the school
 - helping to apply and embed pupils' numeracy skills by using more examples from everyday life
 - providing more opportunities for handling data
 - making better use of ICT in lessons.

- Improve the quality of provision in the Early Years Foundation Stage by:
 - planning more effectively for the opportunities in learning that children choose for themselves
 - creating a more stimulating outdoor environment.

Main report

Achievement of pupils

Achievement is satisfactory with rates of progress accelerating. Overall, children enter school with developmental skills expected for their age. Small numbers in each year cohort mean that overall results vary significantly from year to year. Children make satisfactory progress in the Reception class in the different areas of learning with attainment varying from average to above average. The current lack of equipment for climbing restricts pupils' full opportunities for physical development.

Elsewhere in the school also, overall attainment varies from year to year. Progress is typically satisfactory. Pupils enjoy reading and have good strategies for tackling unknown words. Younger pupils understand the purpose of an index and the glossary. Year 3/4 pupils prepared themselves well for a book review session when they each shared with a partner a book that they had recently read, doing so with real enthusiasm. Standards in reading are broadly average by the end of Year 2 and Year 6. Pupils generally write effectively for different purposes, although their

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

progress in writing is not as good as in reading, and handwriting at Year 6 is sometimes unjoined. Pupils do not always develop their writing skills well enough in different subjects. Pupils' skills in mental mathematics are adequate. The school is aware that these can still be speeded up with greater attention to this aspect of mathematics.

Pupils' speaking skills are usually at least adequately developed and all pupils listen well to one another and to their teachers, for example, in the frequent opportunities to share an idea or to work out an answer. Year 5/6 pupils talked meaningfully in pairs about the ingredients for successful diary writing in an English lesson before later bringing their ideas together as a class. Pupils with disabilities and those with special educational needs make similar rates of progress to other pupils. This is because they are identified quickly and the intervention programmes enable them to build up their skills in accord with their abilities. There are no differences over time for different groups in the progress they make. Parents and carers are happy with the progress that their children make.

Quality of teaching

Teaching is typically satisfactory, but improving, and during the inspection, some good teaching was observed. However, it is not yet consistently good across the school and so the inspector does not fully endorse the parents' and carers' views that it is good. Teaching assistants are deployed effectively. Their work with groups supports the teachers' good efforts to match the work to different needs and ages in the mixed-age classes. For example, phonics (the sounds letters make) teaching is matched well to different abilities through this arrangement. A few more-able Reception children moved up to Year 1/2 for this particular work so they were being appropriately challenged.

Individual help, small group work and appropriate intervention programmes for the teaching of pupils with disabilities and those with special educational needs are well organised and profit their progress. The teaching of reading is well organised. However, lesson observations and scrutiny of work reveal that opportunities to practise a range of writing styles for different purposes and audiences in a range of subjects are not always fully exploited. In mathematics, pupils' books and discussions reflect too few examples of work with data or opportunities to apply their skills in real-life situations; this restricts their progress in aspects of their numeracy skills. Younger children do not always form their numbers correctly.

Staff manage the pupils well and have good relationship with them. They plan lessons effectively and match the work well to pupils' different needs. Staff make good use of learning resources, such as number lines in mathematics. They also present their lessons well through a visual approach using electronic screens. The good preparation in this medium adds pace to the learning. In a Year 5/6 mathematics lesson, the projected image of a calculator helped the class to fully understand the function of the keys. In the same class, in an English lesson, there was good moral content as a pupil played the role of Pandora as inspiration for diary

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

writing and pupils debated whether they should open the box or not.

Marking is generally good with recognition of the positive aspects of their work and also pointers for improvement, although staff do not always provide enough guidance to help pupils to learn frequently used words which they commonly misspell. The use of 'marking ladders' in writing enables the pupils to judge their own success against the criteria for writing in different genre. Pupils' progress is tracked well. Overall, teachers make satisfactory use of English and mathematics in other subjects. Reception children enjoyed using programmable toys and made good progress working out the purpose of the control keys to program their movements. However, ICT is not used as widely in English and mathematics lessons as it might be to develop computer and subject-specific skills such as presenting and interpreting data, despite some good use for research purposes.

Aspects of work in the Reception class are taught well, such as mathematics, but the environment is not as stimulating as it might be, for example the detail in the role-play area to encourage simulated play. The organisation of the outside area in the Early Years Foundation Stage is not always fully exploited so that the children can be totally absorbed.

Behaviour and safety of pupils

Behaviour in lessons and around the school is good over time and parents' and carers' views are confirmed. Pupils say there is no bullying in any form. They are aware of different forms of bullying including by electronic means, although they state that they never experience this themselves. They demonstrate good attitudes to their learning and a keen interest in their studies. When called to attention after periods of discussion, they do so quickly. They behave well at playtimes and also in the breakfast club. Pupils express a clear understanding of the school system of rewards and sanctions related to conduct. They make good friends with one another. Pupils enjoy many aspects of school life such as singing. Attendance is above average.

Pupils feel safe in school. They have confidence in the staff and know who to turn to if they have any problems. They demonstrate a good knowledge of road safety and also of other possible dangers, such as internet safety and the dangers of electricity. 'Keep water away from electricity and be aware of plugs and sockets,' they say. They know to be wary of strangers.

Leadership and management

The school's strategic plan is securely focused on raising attainment further, following a dip since the last inspection; it identifies the correct priorities and is reviewed regularly. Governors possess a good range of background skills enabling them to contribute well to meetings and to their assigned responsibilities. It has good financial expertise seen in its national accreditation. Governors' links with subjects and classes and their visits to school enable them to challenge and question

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

effectively. The Chair of the Governing Body maintains regular contact with the school. Arrangements for the breakfast club meet requirements.

The school has taken rigorous action to address the staffing difficulties which affected teaching and progress since the last inspection, and has benefited from local authority help and also its partnership with other schools in the sharing of ideas and expertise, resulting in improvement over time. There is a clear sense of urgency and determination to improve attainment and progress, and the school has the capacity to improve further. Meetings with parents and carers about calculation methods in mathematics are ongoing, reflecting the good links with them. Staff have good opportunities for professional development and the impact of this is seen in the improving picture of teaching quality. Monitoring of teaching and learning is proving effective in the improvements, and enhancing the quality of teaching.

The curriculum is satisfactory. It is broad and balanced. Personal, social and health education and religious education make a good contribution to pupils' spiritual, moral, social and cultural development. Good amounts of time are devoted to the basic skills, although aspects of these and of provision in the Early Years Foundation Stage require improvement. Pupils have satisfactory opportunities to use information and communication technology, although equipment is limited. The school has advanced plans to improve this provision.

Arrangements for child protection meet current requirements and regular training is undertaken. Furthermore, the policies are practical in nature and give good advice to staff about health and safety matters, bullying and assessing risk.

The school ensures equal opportunities for its pupils. There is no evidence of discrimination. Staff are aware which pupils need special help; the school makes good adult support available so that none feels left out and their needs are met. For example, all pupils can take part in the good range of extra-curricular activities. Many of these contribute to pupils' healthy lifestyles and reflected in the Healthy Schools Award.

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).

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.



25 April 2012

Dear Pupils

**Inspection of St Mary's C of E Primary School, Wavendon, Milton Keynes
MK17 8LH**

Thank you for your warm welcome when I visited your school. Thank you also for letting me see your work and talking to me about the school, which provides a satisfactory education for you. The staff work hard to improve the school further. I was impressed with your behaviour. You behave well and take a lot of interest in your work. I was most interested to learn about your contributions to the food bank for people who are really needy. Your parents and carers are pleased that you attend St Mary's.

These are some of the other good things about your school.

- There are lots of staff to help you and you know who to turn to if you have problems.
- You undertake your special responsibilities well.
- You have lots of interesting things to do at lunchtime and after school.
- You have a good understanding of how to keep safe.

There are some things that I have asked the school to do to help you make better progress.

- Provide you with more opportunities to use different kinds of writing in other subjects and to help you with spellings that you need to know.
- Develop your skills further in mathematics such as working things out in your head (mental mathematics), having more opportunities to work with data and using your mathematics skills more in real-life settings.
- Provide children in the Reception class with more interesting things to do when choosing for themselves.

All of you can help by learning your spellings and working hard in mathematics. Thank you once again for all your help.

Yours sincerely

Peter Sudworth
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**