

# Weston Turville Church of England School

School Approach, Weston Turville, Aylesbury, HP22 5RW

## Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching requires improvement because introductions to lessons are often too long, and pupils do not have enough time to do work for themselves. At times, all pupils have the same work to do. This is too easy for some, and too hard for others.
- The pace of lessons is not always fast enough to keep pupils interested. Teachers' marking does not always show pupils how to improve their work and pupils are not given enough opportunities to correct their work.
- As a result, pupils do not make consistently good progress. Progress in writing is slower than in other subjects and too few pupils reach the higher National Curriculum levels in writing by the end of Years 2 and 6.
- Leadership and management require improvement because school leaders do not check on pupils' progress regularly enough with teachers.
- School leaders do not check that the money provided from the government's pupil premium funding is used effectively enough to help the pupils who are eligible for it to make faster progress.
- Subject leaders do not have enough opportunities to help other teachers improve their teaching.

### The school has the following strengths

- Pupils read with enthusiasm. Most make good progress in this subject by the time they leave the school.
- Pupils behave well and feel safe in school. They get on well together and are considerate of others because of the good example they are set by the adults in school.
- Pupils enjoy the topics that teachers plan and the activities they can take part in outside lessons.
- School governors are aware of shortcomings in pupils' achievement and the quality of teaching and are taking steps to improve these areas.

## Information about this inspection

- Inspectors observed 10 lessons, of which two were joint observations with the headteacher. In addition, inspectors observed small groups of pupils at work and made short visits to classrooms. They also visited an act of collective worship and observed break times.
- Meetings were held with a group of pupils, members of the governing body, a representative of the local authority, and school staff including middle leaders.
- Inspectors took account of the 56 responses to the online questionnaire (Parent View) in planning the inspection and they met parents and carers informally around the school. Three parents made personal contact with the lead inspector.
- The inspection team observed the school’s work and looked at a number of documents, including the school’s development planning, information on the management of teachers’ performance, minutes of meetings of the governing body, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors listened to pupils read and observed the teaching of reading. They also undertook a detailed scrutiny of a sample of pupils’ books.

## Inspection team

Lynn Alexander, Lead inspector

Additional Inspector

Barbara Breed

Additional Inspector

## Full report

### Information about this school

- Weston Turville Church of England School is smaller than the average sized primary school.
- The proportion of pupils supported through school action is broadly average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- Most pupils are White British. There are a few pupils from other ethnic groups, but very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (extra money given to schools by the government) is well below average.
- The school does not use any alternative off-site provision for pupils.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' achievement and progress.

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

- Improve the quality of teaching so that all pupils learn at a faster rate and so that a greater proportion of pupils achieve the higher National Curriculum levels, especially in writing, by the end of Years 2 and 6, by ensuring that:
  - all learning activities are matched to pupils' abilities
  - introductions to lessons do not last too long and that pupils have enough time to get on with their work
  - teachers' marking gives pupils guidance on what to do to improve their work, and that pupils have the opportunity to carry out any corrections
  - lessons move at a faster pace, particularly in the teaching of phonics (the sounds that letters make).
- Improve the leadership in and management of the school by:
  - making sure that pupils' progress in each class is tracked and analysed more regularly so that any dips in progress can be tackled promptly
  - ensuring that school leaders monitor the impact of the pupil premium on the achievement of eligible pupils
  - ensuring that all teachers understand the rate of progress that pupils are expected to make and that they set appropriate targets to help their pupils achieve this
  - involving middle leaders more in supporting other teachers and in monitoring the quality of teaching and evaluating its impact on pupils' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Not enough pupils achieve the higher levels at the end of Key Stage 1 or Key Stage 2 in writing based on their starting points.
- Pupils achieve broadly average standards by the time they leave Year 6. Standards in mathematics have improved at the end of Key Stage 2 since the previous inspection and boys do particularly well at the highest levels.
- By the time they leave the school at the end of Year 6, pupils achieve their best results in reading and there is a sustained trend of improvement in reading at the higher level in Year 6 tests. However, younger pupils who read to inspectors clearly enjoyed reading although they were not always confident in breaking down and building up words. This is because the teaching of phonics (the sounds that letters make) is not precise or rapid enough. The proportion of pupils in Year 1 who met the required standard in the phonics screening check in 2012 was average.
- The skills of children when they join the Early Years Foundation Stage differ year on year. However, their progress is broadly average when compared to their starting points, and a small proportion of children make good progress.
- Information about pupils' progress is not collected or analysed regularly enough by teachers or senior leaders. As a result, any dips in progress are not dealt with quickly enough.
- Attainment at the end of Key Stage 1 has been broadly average over time, and this is because teachers' expectations of pupils are not high enough, particularly of the most able.
- The small proportion of pupils who are eligible for the pupil premium do not all make fast enough progress. The average point score for the attainment of these pupils is below that of other pupils in the school. This is because school leaders do not check that the extra support provided for them is always meeting their needs.
- Pupils who are disabled and those who have special educational needs make broadly average progress compared with other pupils, although they make faster progress in Key Stage 2 than in Key Stage 1. They do better in reading than they do in writing and mathematics.

### The quality of teaching

### requires improvement

- Too little teaching is good or better, and as a result pupils do not make fast enough progress as they move through the school, particularly in writing at the higher levels.
- Teachers do not always have high enough expectations of pupils. They tell pupils the success criteria for the lesson and older pupils know the targets they are working towards. However, teachers do not always give enough direction to pupils of different abilities about what they are expected to do.
- Pupils are often all given the same work to do. Consequently, some find it too difficult, and it is not challenging enough for others. For example, in an English lesson, all pupils were given the same planning sheet for their writing. Some could not read the questions, and the teacher stopped the class from working to explain. The more able pupils did not need this help and their writing was interrupted.
- When different tasks are provided for disabled pupils and those with special educational needs the tasks do not always provide sufficient opportunities for pupils to improve their skills in reading, writing and mathematics. For example, some pupils were asked to organise pictures into a sequence and opportunities were missed for them to do any writing.
- Teachers' marking of pupils' work is detailed and supportive. However, marking does not always help pupils to know what they need to do to improve their work and there are not enough opportunities for them to correct it.
- Where teaching is good, teachers make sure that they ask pupils questions that make them

think, and pupils respond with enthusiasm. In good teaching, teachers spend time with groups of pupils and individual pupils to check on their understanding. However, this approach is not consistent across the school and as a result, opportunities are missed to deal with pupils' misconceptions and to extend their learning. Also, teachers sometimes talk for too long at the start of lessons and pupils do not have enough time to do written tasks.

- The school's approach to reading promotes the partnership between home and school through the good use of reading logs. As a result, pupils read widely and with enthusiasm.
- There are positive relationships between teachers, teaching assistants and pupils. The support provided for pupils by teaching assistants is linked to the quality of teaching. Where teaching is good, teaching assistants provide effective support for small groups of pupils or individuals.
- Pupils are enthusiastic and are keen to learn. Classroom displays show that they take pride in their work and that many do research at home.

### **The behaviour and safety of pupils** are good

- Pupils are thoughtful, polite and courteous to each other and to adults. The school keeps them safe and they feel safe. They behave well in the playgrounds and when moving around the school, and do not need to be reminded to do so.
- The school provides opportunities for pupils to think about and discuss behaviour, such as 'how to resolve conflict', and pupils are keen to express their views and listen to others.
- Pupils think that behaviour is usually good in their school. They are aware that in some lessons, a few pupils can be 'silly', but they say that adults deal with this quickly.
- Pupils' attitudes to learning in lessons are closely linked to the quality of teaching. When teaching is good, pupils show perseverance in their work. However, when the work they are given is too easy, or too hard, some pupils lose concentration.
- Pupils spoke to inspectors knowledgeably about all forms of bullying. They say that if there is any bullying, adults always deal with it. The older pupils understand about internet safety.
- Attendance is average. The school ensures that a close check is kept on the reasons for absence of the very small proportion of pupils who do not attend regularly.
- Most parents and carers who responded to Parent View indicated that they think the school makes sure pupils behave well and that it deals effectively with any bullying, and inspectors agree.

### **The leadership and management** require improvement

- Senior leaders do not check often enough on the progress that all pupils are making, including those eligible for the pupil premium. As a result, although the school cares for all pupils well and works in close partnership with other agencies to promote equality of opportunity and tackle any discrimination, opportunities are sometimes missed to take action promptly if pupils are not doing well enough.
- The headteacher regularly monitors teaching and provides advice to teachers on how to improve. However, there is not enough follow up to check that this advice is being implemented.
- The school's development plan is based on accurate assessment of what needs to improve, for example pupils' achievement in writing. Teachers' performance management objectives are closely linked to these priorities. However, teachers are not fully involved in monitoring pupils' progress and they are not always aware if pupils are making as much progress as they should.
- Subject leaders have good understanding of the school's strengths and areas for development. They welcome opportunities to support and challenge their colleagues, but there is not enough time provided for them to develop their roles fully.
- Since the previous inspection, the school has demonstrated sufficient capacity to improve

because most pupils' achievement in mathematics has improved by the time they leave the school, although there is still room for improvement in Key Stage 1. Senior leaders have also sought advice and support from the local authority in order to improve the teaching of writing and science. As a result, changes have been made to the teaching of writing but it is too early to measure the impact of this on pupils' progress.

- Most parents and carers have a positive view of the school. However, a small minority raised concerns about the progress their children were making.
  - The school successfully promotes pupils' spiritual, moral, social and cultural development through a well-balanced curriculum based on interesting topics. For example, pupils discussed with great interest extracts from a first-hand account from the past. Pupils enjoy the wide range of activities outside lessons such as music, art and sport. Adults provide a good example to pupils in the positive way that they respond to them.
  - All statutory requirements regarding safeguarding are met.
  - The local authority has taken a light touch approach to the school. However, it has supported school leaders at their request, for example in their actions to improve the teaching of writing and science.
  - **The governance of the school:**
    - Governors have a clear understanding of pupils' achievement compared with schools nationally, and of the standard of teaching. They compare the school's performance closely with national data and have also developed their own tracking systems to help evaluate the school's performance. As a result, they commissioned external support from the local authority in order to address weaknesses in the teaching of writing.
    - Governors undertake training and understand the performance management systems, including the link between pay and performance. They hold the headteacher to account for the performance of pupils.
    - Governors visit the school regularly and fulfil all their statutory duties. They take an active role in strategic decisions, for example in deciding the priorities for the school development plan, staffing and in the use of the pupil premium. However, they recognise they have not yet fully evaluated the impact of the pupil premium on pupils' achievement.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	110422
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	403118

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Ferris
<b>Headteacher</b>	Karen Brooks
<b>Date of previous school inspection</b>	6 February 2008
<b>Telephone number</b>	01296 613436
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