

Twyford Church of England School

Church Street, Twyford, Buckinghamshire, MK18 4EQ

Inspection dates 2—3 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- Pupils of all abilities achieve well from their starting points. By the time they leave the school, many are working at levels well beyond those expected for their age.
- Pupils develop a love of books and they achieve exceptionally well in reading throughout the school.
- Children make a very good start in the Early Years Foundation Stage because of the interesting and exciting activities with which they are provided.
- Pupils achieve well because the quality of teaching is good and often of high quality in the Early Years Foundation Stage and Key Stage 2.
- Pupils are proud of their school and enjoy all that it has to offer. They get on very well together and behave exceptionally well. Pupils feel extremely safe and well cared for.
- The headteacher, supported by other staff, has led the school outstandingly well since the previous inspection to maintain its strengths and improve the quality of teaching.
- The governors are highly committed and have ambitious plans for the school. They check carefully that pupils continue to do well at the school.
- The school is at the heart of its village community and it promotes pupils' social, moral, spiritual and cultural development very effectively.

It is not yet an outstanding school because

- Pupils, especially the more able, do not make the same rapid progress in writing and mathematics in Key Stage 1 as they do in reading.
- The quality of teaching is not yet outstanding because it is not as good in Key Stage 1 as it is in other key stages.
- Some teachers' marking and target setting does not always provide pupils with clear advice about how to improve and, sometimes, they do not have the opportunity to respond.

Information about this inspection

- The inspector observed nine lessons and looked at pupils' books. Most of these activities were carried out jointly with the headteacher.
- The inspector met with two groups of pupils and also listened to some reading.
- Meetings were held with the headteacher, the special educational needs co-ordinator, groups of pupils and the Chair and Vice-Chair of the Governing Body.
- Account was taken of the 19 responses to the on-line survey Parent View, as well as the outcomes of a recent survey of parents conducted by the school.
- Consideration was also given to the views of members of staff expressed in their responses to the Ofsted survey.
- The inspector also considered a range of school documentation, including records of pupils' progress and attainment, improvement plans and information about the safeguarding of children.

Inspection team

Graham Lee, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a first school that is much smaller than the average primary school.
- There are three classes in the school; one caters for children in the Early Years Foundation Stage, one for pupils in Key Stage 1 and the third for pupils in Years 3 and 4.
- Almost all pupils are White British and none speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- Very few pupils, much lower than average, are supported through the pupil premium. This is additional funding provided by the government to support, in this school, pupils entitled to free school meals.
- The headteacher is chair of the federation of small schools in the area and is a local leader in education.

What does the school need to do to improve further?

- Ensure that the quality of teaching is outstanding over time in all key stages, especially Key Stage 1, so that pupils make rapid progress by
 - ensuring that the more able pupils in Key Stage 1 are challenged in writing and mathematics to achieve as well as they do in reading and have sufficient opportunities to develop their own ideas
 - making sure that teachers' marking and target setting always helps pupils to improve their work, especially in mathematics, and that pupils have opportunities to act on the advice.

Inspection judgements

The achievement of pupils is good

- Pupils of all abilities achieve well from their different starting points to reach levels of attainment that are well above the expected levels for their ages in mathematics, writing and, especially, reading by the end of Year 4. In the current Year 4, for example, most pupils are working at the level expected in Year 6 in reading and a significant number are also doing so in writing and mathematics. Consequently, they are very well prepared for the next stage of their education.
- Children join the Nursery with skills and understanding that are wide ranging but broadly as expected for their ages. They quickly become eager and confident learners and make rapid progress in all areas of their learning in the Nursery and Reception classes because of the very effective teaching and support they receive.
- Pupils build on this flying start in Key Stage 1 where they continue to make good progress, especially in reading. As a result, standards of attainment are consistently above average at the end of Year 2. Progress is not as rapid in mathematics and writing, where the more able pupils in particular are not challenged to reach the same higher levels they do in reading.
- In Key Stage 2 pupils make rapid progress because of the highly effective teaching they have received over time. Skilful planning ensures that the needs of all pupils are fully met and that they have every opportunity to become inquisitive and effective learners.
- As the numbers of pupils entitled to free school meals is very small it is difficult to make generalisations about their achievement. Nevertheless in most cases, the school is successful in narrowing the gap for these pupils with others in reading, writing and mathematics through careful use of the pupil premium.
- The needs of disabled pupils and those with special educational needs are analysed very closely and they receive effective, personalised support as a result. Again numbers are quite small few but in general, they make the same good progress as others.
- Pupils achieve extremely well in reading throughout the school. They develop a love of reading and by the time they leave the school they are reading widely for interest and information. Phonics (letters and the sounds they represent) is taught well. The phonics screening check for pupils in Year 1 was used effectively to provide additional support. As a result, most of the pupils who did not do as well as expected in the check have now caught up to where they should be at the end of Year 2.

The quality of teaching is good is good

- The quality of teaching is consistently good and sometimes of high quality in the Early Years Foundation Stage and Key Stage 2. As a result, pupils make good, and sometimes outstanding, progress.
- Teachers have high expectations of their pupils' work and behaviour. They use data well to set work for pupils at the right level. This often involves quite complex planning in order to meet individual needs across the mixed age classes with a wide range of abilities. This was evident, for example, in a mathematics lesson in Key Stage 2 on comparing different amounts. Pupils were working on a range of activities with the most able comparing fractions, decimals and percentages, whilst the less able worked on activities related to place value, with a range of tasks in between. There was a real buzz of learning and all pupils made rapid progress.
- Just occasionally this match is not quite right in writing and mathematics for the most able pupils in Key Stage 1 and they do not make the progress of which they are capable.
- In the Early Years Foundation Stage the teacher and staff team provide children with a range of interesting activities which really capture their imagination. There is a good balance of activities led by the adults to develop children's early reading, writing and number skills and opportunities for children to explore the world around them through play. The well resourced outside area is used well to develop children's interests in all areas of their learning.

- Themes are often used effectively as a starting point for learning. For example, in the Early Years Foundation Stage, a book on shells was used as a starting point for a range of interesting activities related to water. In Key Stage 1, the theme of Rain Forests was being used to develop imagery and poetry.
- Teachers generally use questions very effectively to probe pupils' thinking and develop their ideas. They give pupils opportunities to discuss their ideas with their friends to consolidate their understanding. Just occasionally, some teachers do not allow enough time for pupils, especially the more able, to develop their own ideas.
- The way that teachers check pupils' progress and understanding through the 'traffic light system' on a regular basis is a strong feature of the teaching that enables teachers to adjust plans for the wide range of abilities in their classes.
- Teachers mark pupils' work diligently and regularly using a system which is helpful and understood by pupils. Points for development, however, vary in the extent to which they help pupils to improve, especially in mathematics. Also they do not always get the opportunity to respond to the comments. Similarly, whilst pupils are very clear about how their targets in literacy help them to improve, they are less sure about this in mathematics.
- Teaching assistants make a good contribution to the quality of teaching, especially for the few disabled pupils and those with special educational needs. This enables this group to make the most of their learning and to make as much progress as their peers.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding, as it was at the previous inspection. Pupils are unfailingly polite and courteous. They behave extremely well in lessons, around the school and on the playground.
- In lessons, pupils' attitudes to learning are highly positive. They are very responsive to their teachers, collaborate well in pairs and groups and are eager to learn.
- Pupils say that incidents of bullying are almost unheard of. They are clear about the different kinds of bullying and how to protect themselves from them. Pupils say that they feel very safe in school and have confidence in the adults around them.
- All staff set a good example to pupils and foster good relationships extremely well. The 'family atmosphere' in the school creates a harmonious community where all get on well together. Discrimination of any kind is not tolerated.
- Pupils are proud of their school and enjoy all that it has to offer. This is reflected in their attendance, which is above average. Pupils take and take on a range of responsibilities, as school councillors for example, willingly and diligently.

The leadership and management are outstanding

- Leadership and management have developed well since the previous inspection and are now outstanding. The headteacher leads by example and has high expectations of everybody. High levels of attainment and behaviour have been maintained and there has been a determined and successful drive to develop the quality of teaching. This indicates that the school has strong capacity to continue to improve.
- Consistently good and better teaching has been achieved through regular checks and support and training for teachers. This is allied to rigorous systems for performance management, which links pay rewards clearly to teachers' performance. Regular progress meetings ensure that teachers are held to account for the progress of their pupils.
- The school uses data about pupils' performance very effectively to identify potential underachievement at an early stage. This illustrates the school's successful commitment to equality of opportunity. It also contributes effectively to the school's realistic evaluation of its strengths and weaknesses which feeds into effective plans for improvement.
- The headteacher is supported very well by her staff. Realistic leadership roles for a small school

have been developed so that everybody plays a part in school improvement.

- The school is at the heart of its church and village community and works very well in partnership with parents. As a result, parents are overwhelmingly positive about all aspects of school life.
- The school ensures that pupils are kept safe and well protected and the arrangements for the safeguarding of children fully meet statutory requirements.
- The curriculum is very effective in meeting pupils' academic needs through careful planning across the mixed age classes. As a result, pupils achieve well in the development of basic skills in reading, writing and mathematics.
- Pupils' social, moral, spiritual and cultural development is also promoted very successfully through the school's curriculum, the example of staff and the many opportunities they have for reflection and take part in a range of visits, productions and other activities. During the inspection, for example, pupils were performing musical pieces to their parents on a variety of instruments.
- The local authority provides appropriate 'light touch' support to the school through, for example, its recent review of teaching and learning in the school at the request of the headteacher.
- The headteacher provides support to other school leaders in the area. The school also benefits from working closely with other local small schools, for example through joint training on areas of mutual interest.

The governance of the school:

- Governors are knowledgeable and experienced and have ambitious plans for the school, for example in developing it to an all through primary school next year. They are well aware of the school's strengths and weaknesses and have a good understanding of how it is performing in relation to national expectations through a good understanding of national and in-school data. They are very supportive of the school but also challenge the headteacher about its performance and set challenging targets for her to improve it further. They are also well aware of the quality of teaching in the school and how teachers' performance is linked to pay. The governors manage resources very effectively and know, for example, how pupil premium funding is spent and the impact it has. Governors undergo a wide range of training to enhance their effectiveness in their roles.

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

Unique reference number	110437
Local authority	Buckinghamshire
Inspection number	412711

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	3—9
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Russell Wood
Headteacher	Judith Foster
Date of previous school inspection	22-23 September 2008
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