

# Twyford St Mary's Church of England Primary School

School Road, Twyford, Winchester, SO21 1QQ

**Inspection dates** 23–24 October 2013

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

- Senior leaders and those responsible for subjects and aspects are not yet doing enough to check up on the quality of teaching and learning in the classroom or to support the headteacher in managing the school.
- Although most pupils behave well, the school has not been sufficiently successful in ensuring that pupils with identified behavioural problems do not disrupt the learning of others.
- The headteacher and governors do not always communicate well enough with parents and carers. As a result parents and carers have not been confident that their concerns are listened to.

### The school has the following strengths

- Teaching is typically good; pupils enjoy their learning and make good progress.
- Attainment is above average at the end of Year 6 in reading, writing and mathematics. Pupils make good progress and achieve well.
- The curriculum engages pupils' interest and supports their learning well. Pupils speak enthusiastically about the many school trips linked to their topics which they enjoy.
- Determined leadership by the headteacher has ensured that standards and the quality of teaching have been maintained during a time of significant staffing disruption.
- There is a good sense of community in the school, and pupils feel very safe and confident of adult support should they need it.

## Information about this inspection

- The inspector observed 14 lessons or part-lessons, of which one was a joint observation with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and five other governors, the headteacher and other senior staff. Additionally, a telephone conversation was held with a local authority officer.
- The inspector took account of the 41 responses to the online Parent View survey. The inspector also spoke to several parents and carers when they brought their children to school. The inspector took account of the 19 staff questionnaires.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, the sports premium action plan and documents relating to safeguarding.
- The inspector listened to pupils from Year 2 and Year 6 read.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Twyford St Mary is a smaller-than-average sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The very large majority of pupils are White British.
- The proportion of pupils eligible for additional funding through the pupil premium (additional funding for pupils in local authority care, from armed forces families, or those known to be eligible for free school meals) is below average.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Pupils are taught in six classes, two of which are mixed-age classes for Years 4/5 pupils.
- The school has experienced a range of staffing difficulties since the previous inspection. A new deputy headteacher was appointed in September 2012.

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

- Ensure that there are effective mechanisms in place to support pupils with identified behavioural problems so that they do not disrupt the learning of others.
- Improve leadership and management by:
  - ensuring that the headteacher and governors work with parents and carers to listen to their concerns and make sure that parents and carers can be confident that their concerns are fully considered
  - developing the roles of senior leaders and those responsible for subjects and aspects so that they are increasingly involved in checking the work of teachers in the classroom and supporting the headteacher in managing the school.
- Raise the quality of teaching from good to outstanding by ensuring teachers:
  - always ask questions which challenge pupils' ideas and deepen their understanding
  - provide more opportunities for pupils to work at their own pace and complete tasks

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils is good

- Attainment at the end of Year 6 has been above average for several years. It was above average in English and mathematics for pupils in Year 6 in 2013 with a small minority of pupils achieving the higher Level 6 in their mathematics (the expected level for 15-year-olds). Their progress was good. Pupils currently in Year 6 are also achieving well.
- Progress is almost always good across the rest of the school, although there are minor variations in some year groups. These are mainly the result of disruption to staffing. The headteacher has been successful in ensuring that the impact on pupils' learning has been kept to a minimum.
- The school carefully checks data on pupils' progress and makes sure that those not making enough progress are supported effectively to help them catch up. This helps to ensure equality of opportunity and discourages any discrimination.
- Children start in Reception with skills and abilities that are mainly typical for their age, and sometimes below, particularly in their reading and writing. They enjoy their learning and make good progress due to warm supportive relationships, a stimulating learning environment and careful monitoring of their progress.
- Pupils who are disabled or who have special educational needs make similar progress to other pupils. This is because their individual needs are assessed well and they get small-group and individual support well targeted at their needs. This ensures they make good progress.
- The very small proportion of pupils who are supported through the pupil premium funding mainly perform well. The school makes good use of the funding to provide support that improves pupils' progress in English and mathematics as well as boosting self-esteem where needed. Provisional data for Year 6 in the 2013 tests show that although their attainment in English and mathematics is about one third of a National Curriculum level behind their peers, they have made good progress in these subjects from Year 2.
- Pupils achieve well in reading as a result of regular well-planned guided reading sessions that are used well to develop key skills. New books and increased involvement of parents and carers, who are informed of their children's reading targets, are helping to ensure pupils make good progress.
- Pupils' writing skills are developed well and pupils are given very clear guidance about what makes for a good piece of written work. Effective marking and regular assessments ensure pupils make good progress. Good use is made of topics to provide opportunities for different forms of writing. For example, pupils wrote about 'a day in the life of a Victorian child' in Year 6 and wrote a report relating to the Ancient Greeks in the Years 4/5 class.

### The quality of teaching is good

- The majority of pupils achieve well due to teaching that is mainly good. Teachers plan lessons well with interesting work that engages pupils in their learning.
- There is much evidence of effective marking. Teachers explain carefully what good work will look like, set clear targets and then tell pupils what they need to do next. This means that pupils know what they have done well and what they need to do to make their work better.
- Good opportunities for problem solving in mathematics ensure pupils develop the ability to reason and apply their skills. However, occasionally pupils' have too few opportunities to work at their own pace to communicate their own ideas and develop independence.
- In 2012, Year 1 pupils did not perform well in the phonics screening check. Since then, the English coordinator has provided training for staff and teaching assistants. As a result, teachers now provide effective small group teaching of sounds and letters (phonics) in Reception and Key Stage 1. For example, pupils in Year 2 use their phonic skills well when writing words with a

specific spelling pattern.

- Children in Reception enjoy their learning and are excited and stimulated by the many opportunities for exploration that are provided both indoors and outside. For example, they thoroughly enjoy playing musical instruments, building with large wooden bricks, writing and model making.
- Teaching assistants work well with groups and individuals to support them in their learning. However, even in these small groups, some pupils with identified behavioural issues find it difficult to concentrate.
- Pupils mainly have good attitudes to their work and enjoy their learning. Pupils spoken to say that teachers make lessons fun and give them extra help if they need it. They particularly enjoy the opportunities they get to work together, such as on their Victorian bridge building project
- However, teachers do not always question pupils in a manner that challenges their thinking or deepens their understanding and this slows their progress.
- Additionally, teachers tend to spend too long talking and do not ask enough questions to gather pupils' own ideas, particularly in whole-class introductions, so opportunities are missed to check on their understanding.

### The behaviour and safety of pupils

### requires improvement

- Most pupils behave well in lessons and around the school. They are keen to behave well, because they know that they lose their 'Golden Time' if they misbehave.
- Some pupils with identified behavioural issues find it difficult to conform to the school's expectations. Although the school works with them to improve their behaviour, during the 2012/2013 school year a few pupils disrupted learning in some classes. Parents and carers with children in the affected classes were dissatisfied overall with the school's management of pupils' behaviour and clearly expressed this view on the online Parent View. Although parents and carers are still not wholly content with behaviour management in the school, the views of parents and carers expressed through Parent View now are more positive.
- Previously, the systems in place to support pupils' behaviour have not been sufficiently effective to ensure that pupils with complex behavioural problems did not disrupt the learning of others. However, there is now an improving picture. There are fewer pupils with significant behavioural issues. Support staff and small-group help for those with behavioural issues enable them to manage their behaviour better. Nevertheless, some pupils still find it difficult to maintain their concentration.
- Attendance is above average and most pupils enjoy school.
- Lunchtimes are well managed and school meals are nutritious, which contribute well to pupils' behaviour and well-being. However, some older pupils complain that the portions are too small for them.
- There are clear policies and procedures to ensure the behaviour and safety of pupils. Inspection evidence confirms that there is only one recorded incident of bullying and none of racist incidents. Pupils spoken to say that there is little bullying and the school deals with any incidents well, but parents and carers involved in the 2012/13 online Parent View survey did not think so.
- The school provides a safe and supportive environment for its pupils and ensures that regular risk assessments and health and safety checks are undertaken in order to keep them safe.
- Pupils feel very safe in school and confident to ask for help should they need it. Pupils learn about how to stay safe through, for example, visits from the fire services, lessons in e-safety and through being junior road safety officers.

### The leadership and management

### requires improvement

- The headteacher has a clear vision for the school, which is to ensure pupils are taught effectively and achieve well and in this she has been effective, in spite of huge staffing disruption. This

shows that there is the capacity for further improvement.

- Although the school has fully addressed the key issue related to improving writing from the previous inspection, the issue relating to improving communication with parents and carers has not been successfully tackled.
- Parents and carers lack confidence in the school regarding the effectiveness of the school in addressing their concerns, both over time and in the more recent past. Although the headteacher and governors write to all parents and carers to keep them informed and seek their views on issues, a significant proportion of parents and carers do not feel that they are genuinely listened to.
- Although all leaders work hard to bring about continuing improvement in their areas of responsibility, some do not yet check up on what goes on in classrooms, nor do they have a strong role in the wider management of the school. This limits their ability to fully drive improvements both in their areas and through a shared responsibility for overall leadership and management of the school.
- Monitoring of teaching and learning, mostly by the headteacher, ensures teaching is mainly of good quality. It includes checks on pupils' books and teachers' planning as well as detailed lesson observations. Appropriate feedback gives staff clear guidance on how to improve their practice.
- The school has a detailed process for setting targets for staff that means they have individual and whole-school priorities linked to improving the quality of their performance and progress of pupils in their class. Leaders make sure they get the support they need to develop their expertise through, for example, a middle managers course.
- The school has carefully planned how it will use extra sports funding. It intends to provide swimming lessons for all Key Stage 2 pupils who cannot swim 25 metres. They have employed a specialist sports coach to provide multi-skills teaching for pupils and training for staff, as well as sporting activities, including tennis, for Year 6 pupils.
- The curriculum is well planned with interesting topics that engage pupils' interest and support their learning well. Pupils' experiences are enhanced through visits, visitors and after-school clubs. Pupils speak enthusiastically about the residential trips that provide opportunities for adventurous activities and team building.
- Pupils' spiritual, moral, social and cultural development is mainly promoted well. Staff make sure that pupils know right from wrong, provide opportunities for them to reflect in assemblies and develop their social skills well through, for example, sporting activities and being school councillors.
- The local authority offers light touch support to the school. Additionally, it has provided professional assistance from the behaviour support team to help the school with the management of behavioural issues.
- The school makes sure parents and carers are well informed through newsletters, curriculum information and reports on their children's progress. The online Parent View for this year reflects some disquiet overall, but particularly in relation to the management of behaviour and communicating effectively with parents and carers regarding their concerns. In spite of this, most parents and carers would now recommend the school to others. This is an improvement compared with the picture in 2012/13.

■ **The governance of the school:**

Governors fulfil their statutory duties well and have a good knowledge of the school including the quality of teaching. They monitor the school's finances carefully, including the use of pupil premium funding. They are now considering the use of the sport funding, with some processes already in place. They have a good knowledge of pupils' rates of progress and how these compare with all pupils nationally, including for pupils known to be eligible for the pupil premium, and know that the school is effective in this regard. Although governors have challenged the school over parental concerns about pupils' behaviour, they have not been sufficiently effective in ensuring that these issues were addressed and that parental confidence in the school would be maintained. Governors undertake training to develop their expertise and keep them informed of local and national initiatives. They are involved in setting targets

for the headteacher and are now more fully involved in the process for staff. Consequently, they have a secure knowledge of how the performance of staff links to increases in salary. They have been instrumental in ensuring a similar process for support staff. They make sure that appropriate safeguarding procedures are in place in order to keep pupils and staff safe.

## 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>	116320
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	429543

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>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bruce Greig
<b>Headteacher</b>	Louise Chapman
<b>Date of previous school inspection</b>	26–27 January 2009
<b>Telephone number</b>	01962 713358
<b>Fax number</b>	01962 714313
<b>Email address</b>	admin@twyford-pri.hants.sch.uk

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