

# Prestwood Junior School

Clare Road, Prestwood, Great Missenden, Buckinghamshire, HP16 0NR

**Inspection dates** 14–15 January 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- Prestwood Junior is an important part of the local community. Pupils enjoy coming to school and have very positive attitudes towards learning. Their attendance is good and they say that they feel safe. Their behaviour in classrooms and around the school is excellent.
- Pupils make at least good progress in all subjects and are well prepared for secondary school. They leave at the end of Year 6 with above average standards in writing and well above in reading and mathematics.
- The quality of teaching is consistently good and sometimes outstanding. Teachers have strong subject knowledge and high expectations of what pupils can achieve. They are enthusiastic, make learning fun and have established very positive relationships with pupils.
- Disabled pupils and those who have special educational needs make good progress due to well-targeted and effective support in class or in small groups. Disadvantaged pupils achieve as well as their peers.
- The newly appointed headteacher has quickly established the trust and respect of staff and governors. There is a strong sense of team work amongst all staff, who are good role models for pupils.
- The school is led and managed effectively. Governors provide a good balance of support and challenge and hold leaders to account. Leaders have accurately identified what needs to improve. There is a clear and effective focus on improving the quality of teaching and raising pupils' standards.
- Arrangements for teachers' appraisal are managed well and linked to good opportunities for staff training and development.
- Teachers with subject responsibilities are having a good impact on maintaining high standards in their subjects.
- Pupils experience a broad range of subjects, enhanced by a very good range of clubs and educational trips. The school promotes pupils' spiritual, moral, social and cultural development well and teaches them about British values.

### It is not yet an outstanding school because

- Pupils' attainment and progress in writing is not as good as it is in reading and mathematics.
- Teachers' feedback to pupils on their written work does not always make it clear how pupils can improve and it is not always acted upon by pupils.

## Information about this inspection

- Inspectors observed pupils in all year groups engaged in a range of learning activities in different subjects. Several observations took place alongside the headteacher.
- Inspectors looked at pupils’ written work in all classes and, in a sample, alongside the headteacher.
- The inspectors spoke to two groups of pupils and with other pupils in lessons and around the school. They listened to pupils reading and talked to them about their reading habits.
- Meetings were held with school staff, the Chair of the Governing Body and five other governors. The lead inspector met with the school’s local authority improvement adviser.
- Inspectors took account of the 59 responses to Ofsted’s online parent questionnaire, Parent View, and responses to parent questionnaires undertaken by the school. Inspectors also held informal discussions with a few parents at the start of the school day.
- Inspectors looked at a number of school documents, including: the school’s own evaluation of its performance and its improvement plan; information about pupils’ progress and the support given to disadvantaged pupils, disabled pupils and those who have special educational needs; evidence about the quality of teaching; minutes of the governing body; records relating to behaviour, safeguarding and attendance.
- Inspectors also took account of the 31 responses to the staff questionnaire.

## Inspection team

Helena McVeigh, Lead inspector

Additional Inspector

Joy Squibb

Additional Inspector

## Full report

### Information about this school

- Prestwood Junior School is slightly smaller than the average-sized primary school. There are two forms in each year group from Year 3 to Year 6.
- The proportion of pupils from minority ethnic groups is, at around a fifth, just below the national average. There are small numbers of pupils from a wide range of different ethnic backgrounds. The largest ethnic group is White British, representing over three quarters of all pupils.
- A small proportion of pupils – much lower than the national average – speak English as an additional language. None are at an early stage of speaking English.
- Approximately 10% of pupils are eligible for the pupil premium (extra government funding for pupils known to be eligible for free school meals or in local authority care), which is below the national average. There were only two eligible pupils in Year 6 in 2014.
- The proportion of disabled pupils or those who have special educational needs is, at 13.7%, below the national average.
- The school provides extended services for pupils before and after school, including a breakfast club.
- The headteacher has only been in post since the start of this term, January 2015. The school had an acting headteacher in the autumn term.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Improve the quality of teaching even further by:
  - ensuring that teachers' feedback to pupils on written work gives a clear indication of how to improve, drawing on the excellent practice that exists in some classes
  - making sure that pupils take heed of teachers' comments and respond to them.
- Improve progress in writing by:
  - ensuring that pupils have more opportunities to write at length in English and other subjects.

## Inspection judgements

### The leadership and management are good

- The school is led and managed effectively by the new leadership team and governing body. The headteacher has, in a very short time, identified what needs to improve. She is well supported by her deputy and has already gained the respect and trust of other staff members. The evaluation of priorities for improvement is accurate and reflects a determination to overcome areas of relative weakness. Leaders make good use of the information on pupils' progress and attainment to identify pupils who need additional help, known as UPP (underperforming pupils). Leaders have tried a number of different approaches to raise standards in writing, with some success. They appreciate that even more needs to be done.
- Teachers with responsibilities for subjects or areas (such as special educational needs) play an important role in maintaining high standards. They monitor teaching and learning through observations and interviews with pupils. They also prepare useful action plans for improvement.
- School leaders, including the governors, have established a culture in which high standards of behaviour, and care for the welfare and safety of children are paramount. Adults are excellent role models for pupils and this has had a clear impact on the way pupils behave in lessons and around the school. The school is very effective in tackling discrimination and in ensuring equality of opportunity. Good relationships are a strong feature of the school. All aspects of safeguarding are managed very effectively and meet statutory requirements.
- There is a strong focus on continual improvement in terms of the quality of teaching and how it impacts on pupils' standards. Teachers are keen to learn and take advantage of training opportunities to keep skills up to date and to learn from others. The sense of team work is palpable.
- Leaders have been rigorous in monitoring the quality of teaching and learning through classroom observations, walks around the school and looking at pupils' work. Any underperformance has been tackled promptly through a support programme and training opportunities. Teachers regularly observe each other teaching. The quality of teaching has continued to improve.
- Teachers' performance is managed effectively through well-organised appraisal meetings. Teachers are given clear targets based on whole-school priorities and individual needs. There is a good link with training and development. Salary increases are linked to the achievement of targets, including teaching quality and pupils' progress.
- Pupils experience a good range of subjects and lunchtime and after-school clubs. Learning in school is enhanced by educational visits and trips. Pupils described learning about rainforests during a trip to Kew Gardens which resulted in creative writing back at school. Teachers are preparing well for the new National Curriculum and planning interesting topics for pupils.
- The school plans well for pupils' spiritual, moral and cultural development and promotion of British values. These aspects are threaded effectively through subjects, assemblies and the life of the school. Pupils are given a range of leadership opportunities, such as house captains and vice captains, school council and 'ECO' champions. They learn about different faiths and cultures and can talk about these respectfully and knowledgeably. Pupils enjoy art and music lessons where they learn about different cultural traditions. They have several opportunities to experience democracy through voting and to learn about moral values and the rule of law.
- Disadvantaged pupils are supported well through well-focused use of the pupil premium funds for extra help, if necessary, and other opportunities such as trips, clubs and school equipment.
- The primary sports fund is used effectively to promote greater participation in physical activity and sport. It provides for specialist sports coaches, training for staff to enhance their skills and after-school clubs and competitions. The numbers of pupils participating in physical activity is increasing. The school also encourages pupils to walk to school; they are rewarded with badges.
- The school has taken advantage of good support from the local authority through, for example, the link officer visits. There are also good opportunities to work with other schools through liaison groups organised by the local authority.
- The school communicates effectively with parents and the new headteacher is introducing a parent council so that they can be more involved. The end-of-year report to parents is very detailed and includes helpful information about pupils' progress in all subjects, with targets for improvement and opportunity for the parents to respond. Pupils are given the option of a healthy breakfast in the morning and snack after school. There is also space for them to complete homework and/or participate in activities.
- The school is an important part of the local community. It receives support from local supermarkets and businesses and pupils attended the village church at Christmas for a carol service.

### ■ The governance of the school:

- The governing body has played an important role in maintaining the school's high standards over the past few years when there have been three different headteachers. Governors have a good range of appropriate expertise which they use to good effect to help the school, for example skills in finance, human resources and statistics.
- Governors are well aware of what needs to improve and have a good understanding of the data. They hold leaders to account through searching questions and have a good knowledge of the school, including the quality of teaching and how underperformance has been tackled.
- Several governors are regular visitors to the school and they each have a link with a subject and/or year group. All statutory responsibilities are met. They have been aware of the relative weakness in writing that was identified at the last inspection and have regularly challenged the school about this. They believe that recent approaches to improving writing are starting to have a positive impact.
- Governors were instrumental in helping to devise the new appraisal policy and they manage the headteacher's performance effectively. They ensure that finances are managed prudently, including the use of the pupil premium and sports funds, for the benefit of pupils. They have had to make tough decisions about finances in the past, but managed to maintain a high morale amongst staff.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour in lessons and around the school is excellent. Their manners are impeccable. They are polite and courteous at all times and show respect for each other and for adults. They help each other in lessons and listen respectfully when their peers or an adult are talking. Pupils, staff, parents and governors comment positively on pupils' excellent behaviour.
- Pupils enjoy coming to school and this is reflected in the consistently above-average attendance. The school promotes good attendance well through, for example, certificates for individuals and 'houses'. School leaders work hard to improve the attendance of the small numbers of pupils who have missed several sessions of school.
- Pupils have a very positive attitude to learning. They appreciate that their good attitudes and behaviour have a positive impact on their learning. They tackle individual and small-group tasks with enthusiasm. They work hard and take pride in their achievements. They enjoy being given challenges and solving problems. This was seen to good effect in several lessons. For example, all pupils persevered when trying to set up electric circuits that did not always work as expected. Pupils are also swift to help their classmates if they see that they are struggling. There are a small number of pupils who present challenging behaviour at times, due to their particular special needs. These pupils are dealt with unobtrusively and effectively by staff and pupils. The leaders maintain very good contact with parents about concerns and actions taken by the school.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they feel safe in school and parents and staff agree. Staff are vigilant about pupils' welfare and safety, with a good level of supervision at break and lunchtimes. The grounds and school are maintained to a very high standard of cleanliness and safety.
- Leaders ensure that pupils have a very good understanding of the different types of bullying, including cyber-bullying. Pupils say that there is very little bullying in the school and if it occurs it is mainly name calling. They explain that staff, including lunchtime supervisors, deal with it swiftly and effectively. Teachers have provided 'worry and sorry' boxes which they always respond to each week. Pupils appreciate this opportunity to post concerns in the boxes.
- All aspects of safeguarding are dealt with very carefully and meet requirements. There are appropriate checks on all visitors and arrangements for external visits.

## The quality of teaching is good

- Teachers have high expectations of pupils' behaviour. Relationships are purposeful and respectful. There

is a good use of humour and lessons are often fun for pupils.

- Teachers are enthusiastic and have strong subject knowledge. They are very good role models for pupils in their use of correct subject terminology. They provide good opportunities for pupils to respond at length using full sentences and correct English. As a result, pupils' speaking skills are well developed; they respond articulately and politely in class.
- Questioning is used effectively by teachers and teaching assistants to encourage pupils to think hard and to explain how they worked something out in mathematics, for example. Pupils enjoy coming to the board to show and explain how they found a solution to a problem.
- Teachers use a good range of teaching approaches to motivate pupils and to respond to pupils' different learning needs. They make the learning relevant to real life and make good use of practical work, problems, interesting stories and video clips, for example. Homework is provided regularly for pupils and is well linked to classwork and includes good opportunities for research.
- The most able pupils find work appropriately challenging. They say that they have extra challenges if they complete work. Parents commented positively on the programme for gifted and talented pupils that involves working on projects with pupils from other schools.
- Teachers know their pupils well. They assess pupils' progress regularly in lessons and re-visit ideas when they realise that pupils have not understood. They check pupils' written work regularly and give them feedback. However, the quality of the feedback varies across the school and does not always provide pupils with a clear steer for how to improve. Some teachers include good challenging questions and suggestions for improvement, but these are not always responded to by pupils. There is some excellent practice in the school to learn from.
- Disabled pupils and those with special educational needs receive effective support. The coordinator for special needs works closely with the link governor. She meets regularly with parents and class teachers to review pupils' progress. Individual programmes are firmly based on each pupil's particular needs. These strategies have helped these pupils make good progress, particularly in reading.

### The achievement of pupils

is good

- Pupils join the school with attainment that is well above average overall. Around half of each year group start with above average attainment. The school has established good links with the infant school from which most pupils come. Teachers from both schools meet to look at pupils' work and agree on their assessments.
- The school has maintained a generally rising trend in pupils' results at the end of Year 6. The proportions of pupils attaining the expected Level 4 and the above-expected Level 5 were well above average in reading, mathematics and grammar, punctuation and spelling. Results are particularly impressive in reading, where 100% of pupils reached Level 4 and 84% reached Level 5. Results in writing have risen over the years, with a slight drop in 2013. They were above average in 2014, but not as high as in reading and mathematics.
- Pupils make at least good progress in all subjects. The proportions making and exceeding expected progress were in line with the national averages for reading and mathematics in 2014. They were less good in writing. Current information about pupils' attainment and progress and work in books show that pupils in all year groups are making good and sustained progress in reading, writing and mathematics.
- Pupils' reading is a strength. The school provides many opportunities for pupils to read and makes good use of the library. Volunteers spend time reading with children who do not read at home. Pupils' confidence improves enormously with this support and they particularly like reading to Ralph, the trained therapy dog.
- The most able pupils achieve well. Work in books and teachers' assessments show that they make good progress over time. They attain above average results in national tests. All of the most able pupils made at least expected progress in reading and mathematics and most did so in writing. In 2014, eight pupils attained Level 6 in mathematics, which is the expected standard for the end of Year 9.
- Disabled pupils and those who have special educational needs make good progress across the school. There are very few disadvantaged pupils in each year group, which makes year-on-year comparisons unreliable. The general trend is for the gap to be closing rapidly, with disadvantaged pupils outperforming their peers in some years. Attainment of the two disadvantaged Year 6 pupils in 2014 was above that of non-pupil premium pupils nationally in mathematics, reading and spelling, grammar and punctuation, by just under a term in each case. They attained below their peers in school by around two terms in reading, writing and mathematics. Their progress was better than that of their in-school classmates and other pupils nationally in all three subjects.

## 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>	110304
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	449322

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>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Hazlehurst
<b>Headteacher</b>	Amanda Cook
<b>Date of previous school inspection</b>	12–13 March 2008
<b>Telephone number</b>	01494 863687
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