

# Weston Turville Church of England School

School Approach, Aylesbury, HP22 5RW

## Inspection dates

27–28 January 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- Parents and carers are very positive about the school, as shown by two who said, 'We are impressed with the education our children have received and are more impressed because their learning journey has been based on a foundation of nurture and care for them as individuals.'
- Achievement is good throughout the school. There have been considerable improvements at the end of Year 6, particularly relating to pupils' progress.
- The headteacher and her leadership team are ably supported by a very effective governing body. They are fully committed to providing a high standard of education for all pupils. Their actions have been effective in improving teaching and achievement significantly since the last inspection.
- Pupils in all year groups make good progress in reading, writing and mathematics because teaching is consistently good and some is outstanding.
- Teachers have good knowledge of the subjects they teach. The teaching of early skills in reading is particularly good.
- Governors are highly committed to the school and hold the headteacher robustly to account for the school's performance.
- Pupils' behaviour is good. They say they feel safe in the school and their parents and carers agree. Pupils have positive attitudes to learning and show respect for each other and adults at all times. One pupil said that the school is 'like our second family'.
- Children make good progress in the Reception class because adults provide an interesting and well-planned range of activities.
- The school actively promotes its values which are directly linked to British values. These underpin all that the school does.

### It is not yet an outstanding school because:

- Teachers' feedback and marking do not always show pupils how to improve their work. Teachers do not consistently check that pupils act upon the advice they are given.
- Senior leaders are not yet taking a full role in driving whole-school improvement and being accountable for their actions.

## Information about this inspection

- The inspectors observed 14 lessons or part lessons, five of which were seen together with the headteacher.
- Discussions were held with pupils, the headteacher, senior and subject leaders, members of the governing body and a representative of the local authority. Inspectors talked informally to pupils at lunchtime and break times, and observed them in assemblies and around the school. They also listened to them read.
- In addition, inspectors looked at pupils' books and a range of documents, including the school's evaluation of its performance and its 'raising achievement plan'. They also scrutinised information on pupils' progress, checks on teachers' effectiveness, reports from the local authority, and records relating to attendance, behaviour and safeguarding.
- The inspectors considered parents' and carers' views of the school through informal discussions before and after school together with two letters received from parents or carers. They also took account of the 99 responses to the Ofsted online questionnaire, Parent View. The inspectors considered the views of 13 staff who completed the staff questionnaire.

## Inspection team

Gay Whent, Lead inspector

Additional Inspector

Paul Whitcombe

Additional Inspector

## Full report

### Information about this school

- Weston Turville Church of England School is smaller than the average-sized primary school.
- There have been several changes in staffing since the last inspection.
- There are seven classes including a Reception class. The reception children attend full time.
- 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 disadvantaged pupils who are supported by the pupil premium is below average. This is additional government funding to support pupils who are known to be eligible for free school meals and looked after children. There are currently very few looked after children at the school. In 2014 there were only a small number in Year 6.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

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

- Ensure that pupils are given clear feedback that shows them what to do to improve their work and check that pupils act upon the advice they are given.
- Ensure that senior leaders take a full role in promoting improvement across the whole school and are accountable for the impact of their actions.

## Inspection judgements

### The leadership and management are good

- The headteacher has been dedicated in creating a culture in which teaching and good behaviour flourish. Since the last inspection she has led a rigorous and determined focus on improving the quality and consistency of teaching. This has had a very positive impact on driving up standards across the whole school. Parents and carers are keen to share how they have noticed that things have improved and are delighted with the impact on their children's education.
- Throughout this drive for improvement, the headteacher has been supported by her deputy, senior leaders and the effective governing body. However, senior leaders acknowledge that there is scope for them to take a more full and active role in driving school improvement and being accountable for their actions.
- The school's views on the quality of its work are accurate and the 'raising achievement plan' is detailed and precise. Plans are checked and evaluated regularly to ensure that improvements are being sustained and that support for teachers is effective.
- Subject and other leaders check the quality of teaching through planning, observing lessons, reviewing data and scrutinising the work that pupils produce in their books. They have worked closely under the headteacher's direction to ensure that the school is now good.
- The school makes very effective use of pupil premium funding to support disadvantaged pupils. This not only provides eligible pupils with additional support in the classroom but also enables them to take part in other activities and attend visits to enrich their learning.
- The strong commitment towards equal opportunities for all pupils is demonstrated in the good progress made by all groups. Everyone in this school community promotes equality of opportunity, fosters good relations and tackles discrimination. A member of staff summed up what the school stands for when she said, 'It is important to everyone that all children develop as well-rounded, secure and inspired children while making progress in all areas.'
- The school has fully implemented the new National Curriculum and offers a good range of subjects and activities. The curriculum supports pupils' academic, spiritual, moral, social and cultural development well. Pupils learn about other religions and cultures through lessons and assemblies and are well prepared for life in modern Britain. The school actively promotes respect and tolerance through its school values. Each half term focuses on a key word which pupils apply as often as they can. In every classroom and in the hall the school's values are on display, using key words and photographs and showing clear links with British values.
- The school's arrangements for safeguarding pupils meet all statutory requirements. They ensure that there is safe recruitment of all staff and that all pupils are kept safe.
- The local authority has provided very effective and appropriate support. This has helped school leaders to make informed and accurate decisions about future improvements.
- The school is making very good use of the primary school sports funding, which is allocated thoughtfully. The school is using the funding to support and enhance the physical education (PE) curriculum with the aim that improvements will last into the future. Specialist teaching has enabled all teachers to improve their planning, the sports they include and also the way in which they teach. This has now enabled as many girls as boys to participate in sports. Reinforcing the importance of a healthy lifestyle is now built into every PE lesson.
- **The governance of the school:**
  - Governors are passionate about their roles and their responsibilities. They are very well informed, particularly about the quality of teaching. They understand about the importance of teachers' performance and are well aware of how underperformance has been tackled. They know how good teaching is recognised and rewarded. Governors are interested in pupils' performance and produce their own tables to show how the school's data compare to national data. Governors readily challenge the performance of the school in relation to achievement and attendance. They have a very good understanding of their strategic role in challenging and supporting the school's leaders. They make sure that they know the school really well through their very regular visits. They are very well trained and use their range of expertise to improve the school in as many ways as possible.

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

- The behaviour of pupils is good. Pupils get on well together and are considerate to others. They are very friendly and polite at all times. The vast majority of parents and carers agree that pupils are well behaved.
- Pupils participate enthusiastically in extra-curricular activities. They enjoy the school's sports facilities and clubs. They look forward enthusiastically to their visit to the local church. On occasion they can be very lively, such as in the dining hall when they are so keen to move on to playground activities that they forget their best intentions to eat quietly.
- Pupils have good attitudes to learning and enjoy coming to school. On a few occasions a small minority of pupils choose to work at a slower pace in their lessons and can be easily distracted, which is why behaviour is not outstanding.
- Pupils agree that behaviour at the school is good. At playtimes pupils of all ages play together well, with older pupils actively encouraging younger children to play a wider range of games in their playground. In an assembly for younger pupils in the school, confidently led by a pupil in Year 6, their behaviour was impeccable. Pupils of all ages move to and from assemblies in a calm and orderly manner.
- Almost all parents and carers agree that their children are happy at the school and well looked after. When older pupils were asked to describe the school in one word they suggested: superior, amazing, helpful, fantastic and fabulous. They believe that the school is a very caring place.
- The school has high expectations of behaviour and these are well established. Pupils follow the school's rules and expectations. Rare incidents of off-task behaviour are managed effectively.
- Pupils' attendance has been improving since the previous inspection and is currently above national figures. Pupils genuinely want to come to school to learn. There have been no exclusions. The school actively engages with parents and carers to ensure that pupils are punctual and attend well.

**Safety**

- The school's work to keep pupils safe and secure is good. Staff unanimously agree that all pupils are kept safe. Nearly all parents and carers who expressed their views also agree. Every member of staff in the school plays an important role in keeping pupils safe, from the caretaker to the headteacher.
- Pupils know how to keep themselves safe, including when they use the internet. Displays throughout the school remind pupils of what to do when they are using a computer. A parents' meeting on e-safety has taken place recently. Pupils say they feel very safe in the school.
- Incidents of bullying are rare. Pupils know what bullying is and the different forms it can take. They know what to do if they are being bullied. Adults listen to what pupils have to say, as shown in very detailed records. Pupils know that concerns are taken seriously because they are valued individually.

**The quality of teaching is good**

- The headteacher's emphasis on rigorously improving teaching and learning has resulted in teaching being consistently good with some that is outstanding. Parents and carers feel that teaching has improved and that teachers now work efficiently; as one teacher said, 'The school works brilliantly as a team to improve the learning of every single child.'
- Staff have attended training and visits to other schools to deepen their knowledge across different subjects. As a result, teachers' subject knowledge is good. This helps teachers to focus on and successfully address any gaps in pupils' understanding. Work in pupils' books shows that this effective teaching is ensuring good progress rates. These are quickening further across all age groups.
- Teachers plan effectively to support all groups of pupils, including disabled pupils and those who have special educational needs. They make sure they understand what they are learning and the skills they are trying to improve. They provide additional help where this is needed. As a result, these pupils make good progress and achieve well.
- Pupils enjoy reading. The school celebrates books in every classroom and in the newly refurbished library. Pupils' reading is moving from strength to strength. Part of this is owing to the high-quality teaching of phonics (letters and the sounds they represent) when children start school.
- Overall, pupils take care when they present their work. Teachers' marking is regular and pupils' efforts and successes are praised. However, teachers' written feedback does not always give pupils enough information about what they need to do to improve their work. Pupils are not always clear about how they should respond to their teachers' comments; for example, some simply write 'ok' rather than taking advice

on board straight away in their next piece of work.

- The impact of teaching on learning and achievement, including in literacy, reading and mathematics, is evident in the pupils' good or better progress. The school's current data are already reflecting this positive trend. A group of four of the most able older pupils were engrossed when working at a much higher level in mathematics than would normally be expected in a primary school. They racked their brains, discussed solutions with their peers and their teacher, and were able to solve a complex problem linking their knowledge about angles and rotation.

### The achievement of pupils

is good

- Pupils in each year group make consistently good progress across all subjects.
- Since the last inspection, raising standards in reading, writing and mathematics has been an important focus for all teachers in the school. All staff meet every half term to review pupils' progress with their headteacher. At this meeting they discuss how they will change the provision for some pupils, particularly those who are at risk of not making rapid enough progress. As a result, higher proportions of pupils are now making good or better progress.
- Children in Reception are making good progress; a much higher number each year are reaching a good level of development.
- Disabled pupils and those who have special educational needs make good progress from their different starting points because teachers and their teaching assistants plan their work at just the right level of difficulty for their needs.
- Disadvantaged pupils make good progress, especially in their reading and mathematics. This is because their needs are accurately identified and effective strategies are put in place to help them learn as well as possible. There were very few disadvantaged pupils in Year 6 in 2014. However, pupils supported through the additional funding make the same or faster progress compared with other pupils in the school and any gaps between their attainment and that of other pupils, both within the school and nationally, are closing rapidly.
- The most able pupils in the school make at least good progress in reading, writing and mathematics. This is because teachers prepare and plan a range of challenging activities for them, which extend their learning effectively. The most able pupils at the end of Year 2 attain higher than other pupils nationally in reading, writing and mathematics. The school actively encourages the most able pupils from older year groups to extend their learning and a higher number than nationally reach the highest levels each year. A sizeable group of 13 able mathematicians apply their thinking to solving algebraic equations with much enthusiasm and enjoyment.

### The early years provision

is good

- Children enter Reception with starting points that are in line with what is typical for their age. Consistently good teaching enables children to make progress quickly in this class. They achieve well. A higher than average proportion reach the early learning goals, which show they have the skills they need for their age.
- They make good progress because staff have high expectations of what they can achieve. Staff use their observations of what children can do to plan exciting and creative activities to move them forward in each area of learning. Reading skills are well taught and children quickly develop the ability to read unfamiliar words. Children are very well prepared for the next stage of their education in Year 1.
- Current checks on children's progress are accurate and rigorous. All the early years staff have a detailed knowledge of individual children and their learning needs. Teaching staff work well together as an effective team.
- Children play and learn happily together. They understand classroom routines, for example as they dress for PE when they change their clothes by themselves. When they prepared for writing in a phonics lesson they selected their whiteboards and pens themselves so that they were ready to write their first sentences. Their behaviour is often excellent, including in assembly.
- Parents and carers are highly supportive of the early years provision and are full of praise. They are very impressed with how their children have settled into school life and are keen to come to school. They are kept well informed about their children's progress and contribute through their comments in the learning journals.
- The early years is well led and managed. Leaders ensure that children work and play in a safe, secure

and purposeful environment where each child is known well. Leaders have a very accurate understanding of the strengths and areas for improvement. A governor is closely involved with plans for the improvement of the outside area and this is helping to ensure that good quality learning takes place both inside and outdoors.

## 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>	453738

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>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Leleux
<b>Headteacher</b>	Karen Brooks
<b>Date of previous school inspection</b>	6–7 February 2013
<b>Telephone number</b>	01296 613436
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