

Inspection of a good school: Drayton Parslow Village School

Main Road, Drayton Parslow, Milton Keynes, Buckinghamshire MK17 0JR

Inspection dates:

30 March 2022

Outcome

Drayton Parslow Village School continues to be a good school.

What is it like to attend this school?

Drayton Parslow is a vibrant, welcoming and friendly place. Pupils are safe and feel secure because a committed team of staff work well together with a clear purpose. Pupils are taught about trying hard and being resilient. They are proud of the way they get along and are kind to each other. Pupils are eager to please. They want to show themselves at their best, especially to visitors.

Pupils told inspectors that bullying is very rare. They know that staff are always available to help and deal with any worries they may have. Pupils also listen to each other well and share their ideas maturely. They understand the importance of 'doing your best' because staff set high expectations of behaviour and achievement. Pupils rise to the challenges set.

Pupils spoke with enthusiasm about the wide range of clubs to enjoy such as cooking, design technology and football. They also look forward to trips, for example visiting Windsor Castle or Hampton Court, as part of curriculum enrichment. Gaining first-hand experiences is central to the school's well-considered approach to learning.

Parents are overwhelmingly positive about this school. They appreciate the dedication of staff and the inclusive offer. One parent said, 'They bring learning to life.'

What does the school do well and what does it need to do better?

Leaders have ensured that the curriculum is broad and ambitious for all pupils. Pupils achieve well from early years through to the end of Year 2. Leaders deliberately structure the curriculum so that what children learn in Reception Year prepares children effectively for what they are taught in key stage 1. Mathematics typifies how pupils learn securely because of the clear links between concepts within and across year groups. However, there are missed opportunities to improve learning further. The school's use of assessment is not refined well enough to enable pupils to connect their knowledge to

larger ideas. In both history and mathematics, pupils miss chances to deepen their understanding because the teaching is not precise enough.

Staff are quick to identify when pupils need some extra help and make sure this is put into place. However, leaders are continuing to refine their approach for identifying and supporting pupils with special educational needs and/or disabilities (SEND). Leaders are aware that pupils with SEND would benefit from more precise, specific support to help them achieve even more. Currently, the adaptations made to the curriculum are not always consistent or fully effective. This prevents pupils building their knowledge securely enough.

The teaching of reading is given high priority and begins immediately when children join the school. Training and ongoing support ensure that staff have expertise when teaching phonics. Staff interact skilfully with pupils to develop, assess and enhance their reading skills. Tailored support is quickly given to any pupils who require additional help. Books closely match the sounds pupils are learning in lessons so they can practise purposefully. Over time, pupils grow into fluent and confident readers, discovering genuine satisfaction from reading and discussing books. Across the school, reading is taught well.

Pupils behave very well because staff model high expectations consistently and praise positive choices. Pupils choose to behave so they can focus on their learning. Attendance of pupils, including for those who are disadvantaged, has remained high because of strong oversight and support provided by the school, including throughout the pandemic. Attitudes to learning are strong and pupils are proud to show how well they are doing. Children in the early years settle in well and follow the clear routines. They learn to be responsible and independent as positive preparation for Year 1.

Leaders prioritise pupils' personal development. Pupils have many opportunities to develop their interests beyond what they study. Clubs, special events and visits enrich experiences for all pupils, who appreciate and enjoy the variety. High-quality pastoral support is readily available to help pupils develop healthy minds, look after themselves and have age-appropriate understanding of healthy relationships. Pupils learn about diversity and develop tolerance of those with different beliefs or views to them. Central to this is celebrating individuality and learning about respect. This links with teaching of the school's embedded values, considering how to look after each other and how to be a good friend.

Governors understand the school's strengths and priorities very well. They challenge appropriately and support leaders to achieve their ambitious goals. Governors also make sure that leaders manage staff workload extremely well. Staff are incredibly positive about how they are supported in creating and maintaining a healthy work-life balance. Leaders expertly balance staff well-being with a relentless focus on improving the school further.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to accurately identify any potential issues promptly. They understand the school's rigorous processes and use them effectively. Leaders' record-keeping is comprehensive and well organised. Leaders ensure that they share relevant information with the other schools and professionals in the community. Governors purposefully monitor and challenge the school's safeguarding work. For example, they make sure the right checks are in place when staff are recruited. Leaders secure any necessary additional support for pupils and their families swiftly, working effectively with external agencies. Leaders keep issues under constant review. Pupils learn about how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils with SEND do not consistently achieve the best possible outcomes. This means that pupils do not routinely recall what they have learned over time and apply this in new or challenging ways. Leaders should ensure that pupils with SEND benefit from more precise, specific support. Equally, leaders need to ensure that adaptations to the curriculum are consistently applied and reviewed to check effectiveness.
- Assessment within some subjects, for example in history, is not precise enough. As a result, pupils miss opportunities to connect knowledge and deepen their understanding. Teachers are also not always clear in knowing how secure pupils are in their learning to assist in producing the next steps in learning. Leaders should check the effectiveness of assessments to ensure that pupils embed knowledge and use it fluently to connect to larger ideas.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	110222
Local authority	Buckinghamshire
Inspection number	10227864
Type of school	Primary
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair of governing body	Alison Terry
Executive co-Headteachers	David May Carol-Anne McCollum
Website	www.threeschools.org
Date of previous inspection	19 April 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of a federation, including Mursley Church of England School, Swanbourne Church of England School and Kingfishers' Pre-school.
- The school has two executive co-headteachers who also work in other schools within the federation. This school also has an assistant headteacher.
- There is an after-school and breakfast club run off site and managed by the school.
- The school does not currently use any alternative provision.

Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the two co-executive headteachers and the special needs coordinator. The lead inspector met with two governors, including the chair

of governors. The lead inspector held a separate meeting with a representative from the local authority.

- Inspectors carried out deep dives in reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation including the school's record of recruitment checks. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with pupils and staff.
- Inspectors took account of parents' responses to Ofsted's survey, Parent View, and parents' written comments.
- Inspectors gathered pupils' views throughout the day, including during lesson visits as well as at playtimes.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff survey.

Inspection team

Gareth Flemington, lead inspector

Her Majesty's Inspector

Matthew Haynes

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022