

Inspection of Twyford C of E School

Church Street, Twyford, Buckingham, Buckinghamshire MK18 4EU

Inspection dates: 21 and 22 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Twyford is a thriving and caring school at the heart of the village community. A highly positive and supportive ethos permeates the school. Leaders have very high expectations for pupils' conduct and behaviour. Consequently, pupils' behaviour is excellent. There are strong and respectful relationships between the pupils and staff. Pupils are incredibly polite and well mannered. They say that bullying is not an issue. If it did happen, pupils know adults would immediately deal with it. They feel safe in school.

Pupils are immensely happy to attend the school. One pupil told an inspector that he is so proud to attend the school that he always wears his school jumper when he visits a nearby supermarket.

Leaders set high expectations for the pupils. Pupils achieve well because they are given the correct support and guidance. They are thoroughly engaged in their learning. The learning environment celebrates pupils' achievements.

At breaktimes, pupils play exceptionally well together. They appreciate their newly installed sensory garden. It provides a large, calm space alongside the playground. Pupils have great opportunities to take part in many events to enrich their life experiences. Some pupils have extra responsibilities, for example as librarians and eco-warriors. They undertake these roles with great pride.

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

Leaders have designed an ambitious and engaging curriculum. Leaders ensure that teaching inspires and motivates all pupils. During a visit to a computing lesson, for example, pupils were highly immersed in their learning. They carefully reviewed feedback from their peers on their recent work. This helped them to carefully recode the electronic games that they had built.

The curriculum is sequenced carefully and learning is broken down into small steps. In English, mathematics and science, effective systems are in place to check what pupils know and remember. Teachers assess pupils' understanding throughout the lessons to clarify misconceptions. Staff support pupils effectively by offering them the correct help. However, this is less developed in the foundation subjects. Leaders recognise that they need to decide the most efficient way to check what pupils have learned across all other subjects.

Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders quickly identify pupils with SEND. Teachers adjust the curriculum and provide a broad range of effective support. This helps pupils with SEND to access the same learning as their classmates and not feel different.

The teaching of reading is a strength of the school. Leaders ensure that early reading and phonics teaching takes high priority. Pupils use their phonics knowledge

with great determination to sound out unfamiliar words. If any pupils struggle, staff quickly ensure that they receive extra support to help them catch up.

Children get off to a good start in the early years. They experience rich language opportunities, which include singing, hearing stories and sharing nursery rhymes. There are rich opportunities for children to learn about mathematics and number through play. There is a wealth of well-chosen activities, including puzzles and different counting materials. In the well-designed outdoor area, children have many opportunities to undertake carefully planned activities. For instance, during the inspection a group of children thoroughly enjoying digging in the garden pit with a member of staff. The adult skilfully extended children's vocabulary as they discussed the worms and snails that they discovered.

The personal development of pupils is highly commendable. Leaders have ensured that pupils have rich and well-planned experiences beyond the classroom and understand the importance of having strong morals and character. Leaders skilfully promote tolerance, respect, diversity and protected characteristics. Pupils raise money for worthy charities to support those less fortunate than themselves. They are keen to explore environmental issues, and through their own choice contacted the local Member of Parliament. They wanted to find out more about the local environmental impact of the railway construction work on the edge of the village.

From the youngest age, children are taught how to look after themselves and the importance of cooperating and being kind to each other. Nursery staff instil in children the need to eat, drink, stay healthy and develop strong social skills. At lunchtime, for example, adults sit with small groups of children to model expectations. Children enjoy each other's company, through chatting with their friends and the adult.

The headteacher provides strong leadership, supported well by the assistant headteacher. Governors have a clear understanding of their roles and responsibilities. They are hugely committed to this village school. Staff are proud to work at the school and they appreciate the high level of support from leaders.

Safeguarding

The arrangements for safeguarding are effective.

The school has a culture of vigilance to help pupils to keep safe and to receive help swiftly. Leaders liaise effectively with other agencies to ensure pupils and their families are supported. Appropriate checks take place to ensure that all adults are safe to work in school. Staff and governors receive regular and updated training.

Pupils learn about safeguarding throughout the curriculum. Pupils know how to keep themselves safe when using the internet. One pupil told an inspector, 'Think before you click.' Risk assessments are clear and well written to help ensure that pupils remain safe in school and on school visits.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' use of assessment in the foundation subjects lacks precision. As a result, teachers do not have a secure understanding of how well pupils are learning the curriculum in these subjects. Leaders should refine their use of assessment in the foundation subjects so that staff can accurately identify gaps in knowledge to help them plan subsequent learning.

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.

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	110437
Local authority	Buckinghamshire
Inspection number	10242176
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair of governing body	Andrea Hodges
Headteacher	Judith Bloomfield
Website	www.twyfordschool.org.uk
Date of previous inspection	14 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.
- The school admits three-year-old children to the Nursery provision.
- The school offers wraparound care after school, led by an outside provider.
- This school is a voluntary controlled Church of England school in the Diocese of Oxford. Its most recent section 48 inspection took place in January 2019. The school's provision was judged to be good.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During this inspection, the inspectors met with the headteacher and assistant headteacher. The lead inspector spoke with members of the governing body, including the chair of governors.
- The lead inspector spoke with a representative from the local authority and the diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing and history. For each deep dive, the 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 inspectors also examined curriculum plans and spoke to leaders about some other subjects.
- Responses to Ofsted Parent View, Ofsted's online survey for parents, and parents' free-text comments were considered. The inspectors also considered the responses to Ofsted's online survey for staff and the online pupil survey.
- To evaluate the effectiveness of the safeguarding arrangements in the school, the inspectors spoke to members of staff and pupils. The lead inspector met with the designated safeguarding lead to discuss the school's policies and procedures. During these meetings, records were scrutinised, including those relating to the safer recruitment of staff.

Inspection team

Darren Aisthorpe, lead inspector	Ofsted Inspector
Lorraine Greco	Ofsted Inspector

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