

Inspection of Abbey View Primary Academy

Kennedy Avenue, High Wycombe, Buckinghamshire HP11 1BX

Inspection dates: 28 and 29 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal is Madasar Mirza. This school is part of Inspiring Futures Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Mason, and overseen by a board of trustees, chaired by Katherine Sibley-Denne.

What is it like to attend this school?

Pupils flourish at Abbey View. They describe their school as 'diverse and welcoming to all'. They live up to the school's values of determination, aspiration, respect and teamwork (DART), which play a key role in daily life. Relationships between pupils and adults are highly respectful.

Pupils' behaviour is exemplary. They conduct themselves very well around the school. Routines and expectations are established from children's very first days in the early years. Older pupils are role models for younger pupils, demonstrating high levels of self-control. Breaktimes are productive and staff have thought through the social space and equipment carefully. Pupils' high regard for education is evident in their attentiveness and hard work in lessons.

The school's motto, 'learning today...leading tomorrow', is evident in pupils' aspirations. They proudly fulfil many leadership opportunities, such as reading champions or representing their peers on the academy council. They volunteer their time to support their peers.

Leaders go to great lengths to ensure that every pupil has the chance to participate in all the school has to offer. Pupils access a range of enrichment experiences including trips such as visiting Cotswold Wildlife Park. There is a range of clubs and sporting events for pupils to develop their talents and interests.

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

The provision for pupils' personal development is exceptional. They thrive because of the strong sense of community that is fostered by the school. Pupils are proud of their diversity and keen to learn about and celebrate the different views of their peers. Character development is remarkable and very much underpinned by the lived '5Rs' of resilience, resourcefulness, relationships, reflectiveness and risk taking. Pupils are taught about ways to stay safe, including when online. They understand about healthy relationships. As a result, pupils have a deep understanding of modern Britain and the need for tolerance and active engagement in their community. Pastoral support is strong with tailored support for those requiring it, including young carers. Pupils trust any member of staff to help them if they have a problem.

Children get the very best start to their education. The transition from the nursery to the reception class is well planned. The high-quality provision in the whole of the early years is the foundation for the learning to come. The school's mantra - that 'all interactions are a teaching moment' - is evident in the effective guidance and support provided by adults. Children are highly motivated in their play and eager to join in. Early literacy provision is a strength, with children immersed in new vocabulary. For example, children used terms such as 'predators' and could confidently identify them. Children access their well-planned and inspiring learning

environment with high levels of independence. Throughout the provision, children use resources and tools with impressive accuracy during their play.

The school curriculum is both broad and highly ambitious. Right from the start of early years, there are high expectations for what pupils will learn. Leaders have designed the curriculum with precision, identifying the important facts pupils are to learn. Assessment is used well to track pupils' progress across the curriculum and identify where more support is needed. The identification of pupils with special educational needs and/or disabilities (SEND) is accurate. Leaders work closely with teachers to ensure pupils with additional needs are provided with high-quality support. Staff benefit from well-organised training. They value the opportunities to work with other leaders and staff from across the trust. Leaders, including those responsible for governance, review the impact of their curriculum precisely. This enables them to accurately identify the improvements needed to meet their determination for all to succeed.

Reading is a clear priority. Well-trained staff teach phonics systematically. From the very start, children in the nursery learn important listening skills. Pupils in Reception and key stage 1 use their understanding confidently to apply the sounds they know to their reading and writing. From their first days in school, children develop a love of literature. As they move through the school, pupils relish the range of books they read. They engage enthusiastically in the weekly 'book club', welcoming the opportunities to read books from their favourite authors and recommend books to their peers. As a result, pupils read with both fluency and confidence.

Knowledgeable staff provide pupils with activities that help them understand new ideas well. During learning, they provide effective guidance and adapt tasks well to support those pupils with additional needs. This is particularly strong in English and mathematics. In most subjects, the curriculum ensures pupils build on what they already know, developing increasingly sophisticated learning. However, in a small number of subjects other than English and mathematics, opportunities to recap on prior learning needs further refinement. As a result, not all pupils could not consistently recall important facts beyond their recent learning in these areas.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects other than English and mathematics, teaching is not integrating prior knowledge into new learning. As a result, pupils are not consistently securing important facts into their long-term memory. The school needs to strengthen retrieval practice in these subjects, to check that prior

learning has been retained, and so ensure pupils know and remember more over time.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147062
Local authority	Buckinghamshire
Inspection number	10296525
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	Board of trustees
Chair of trust	Katherine Sibley-Denne
CEO of trust	Jon Mason
Principal	Madasar Mirza
Website	http://www.abbeyviewprimaryacademy.org
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- This school opened in September 2019.
- The school's before- and after-school childcare provision is managed by an external provider.
- The school does not currently use alternative providers.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 met with the headteacher and other senior leaders. They also met with members of the academy council, trustees and representatives from the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. 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. Inspectors also had conversations with the subject leads of geography, computing and physical education.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors spoke to the safeguarding leader and scrutinised a wide range of information, including a selection of the school's records. They also spoke to staff and pupils about safeguarding and looked at how pupils learn to keep safe.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Parent View. They also took account of staff responses to Ofsted's online questionnaire.

Inspection team

Laura James, lead inspector

His Majesty's Inspector

Owen McColgan

Ofsted Inspector

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