



# Holyport CofE (Aided) Primary School

## Inspection Report

**Unique Reference Number** 109953  
**LEA** Windsor and Maidenhead LEA  
**Inspection number** 278318  
**Inspection dates** 7 March 2006 to 8 March 2006  
**Reporting inspector** Carmen Rodney HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Stroud Farm Road
<b>School category</b>	Voluntary aided		Holyport
<b>Age range of pupils</b>	3 to 11		Maidenhead SL6 2LP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01628627743
<b>Number on roll</b>	286	<b>Fax number</b>	01628671774
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Seymour
<b>Date of previous inspection</b>	19 June 2000	<b>Headteacher</b>	Mrs Catherine Barnett

Age group	Inspection dates	Inspection number
3 to 11	7 March 2006 - 8 March 2006	278318

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Holyport CofE (Aided) Primary School is bigger than average. Most pupils are from white British background. Less than 20% of the pupils come from a diverse range of cultural and religious heritages with 7.5% speaking English a second language. The proportion of pupils entitled to free school meals is well below average. One in ten of the pupils have learning difficulties.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Holyport School provides its pupils with a good education and gives good value for money. Its evaluation of its effectiveness, while accurate, is far too modest. Recently, the school has been beset by difficulties following a high turnover of staff. This affected the stability and effectiveness of its provision. Despite the difficulties, under the guidance of the new headteacher and governing body, the staff have worked tirelessly to regain lost ground. There is a strong determination to take the school forward. This is being achieved under the good leadership and management of the headteacher who is ably supported by a committed team. As a result, provision in the Foundation Stage (FS) is good, children achieve well and pupils' academic progress is well above the national average. However, the school is aware that the more able pupils in Key Stage 1 could do better. There are new and effective assessment systems to monitor pupils' progress, but these are not fully embedded. There is a good balance between the pupils' personal development and academic needs with notable strengths in their care, guidance and support. The teaching is good and the mixed age classes work well but some parents are concerned about this arrangement. The school has rightly identified this for review, particularly in the FS. Although the school has many strengths, a small, but significant number of parents are unhappy with the recent turmoil and the impact on their children's education. The improvements to date, though good, are not fully recognised or effectively shared with the parents. The school acknowledges the importance of working with parents and inspectors confirm that there is more to do to win the full support of all parents. There has been good improvement since the last inspection. The new headteacher, senior and middle managers and the governors have shown they have the commitment and ability to bring about further improvement.

### **What the school should do to improve further**

- \* develop the new assessment plans to ensure that the pupils' progress is monitored consistently and all are achieving their potential;
- \* develop partnership work and clear lines of communication with all parents
- \* implement the school development plan and particularly the review on mixed aged grouping in the Foundation Stage.

## **Achievement and standards**

### **Grade: 2**

The pupils make a good start in the Foundation Stage with most reaching standards that are higher than those expected for five year olds. The pupils' progress by the end of Key Stages 1 and 2 has varied over the last three years from satisfactory to good. The difference may be explained by a number of factors: the school did not have clear leadership and management for sometime; and there was high staff turnover which affected learning for all ability groups and led to some underachievement. The 2005 national test results exceeded the school's targets. Pupils' good achievements were best in Key Stage 2 and placed the school in the top 20% nationally. Results over the last three years in both key stages have improved, particularly in English and

mathematics. Standards have risen because the school now has a settled staff and, as a result, good quality teaching. The school has not been complacent and has used a good range of available data to set targets for specific groups of pupils. The school acknowledges that boys' results were slightly lower than girls, the more able could do better particularly in writing in Key Stage 1, and in science in Key Stage 2. Nevertheless, the pupils are achieving well overall. The achievement of minority ethnic pupils and for those who have a learning difficulty is similar to that of their peers.

## **Personal development and well-being**

### **Grade: 2**

The pupils' spiritual, moral, social and cultural development is particularly good; their response, in praying, singing and generally participating in an assembly show that they appreciate the Christian ethos that prevails here. The school population is becoming more diverse culturally, and pupils relate to one another positively. The school deals effectively if disagreements occur. Occasionally, pupils with specific behavioural difficulties become over-boisterous but outbursts are efficiently managed by vigilant staff. Pupils behave well and have positive attitudes to learning. Their attendance is good and they enjoy what the school provides for them to do. They appreciate the opportunities they now have to eat healthily, drink water regularly and get plenty of exercise during and after school. Some of the pupils interviewed showed a particular relish in listing the vegetables grown by the school gardening club, and describing how good they tasted. They believe they are shown how to stay safe, and are aware of being involved in the immediate village community and the wider world. Lent appeals raise money for 'Send a Cow' and 'Water Aid'. They are aware of the importance of money and basic resources; their own economic well being is enhanced, for example, by working with others in teams, gaining work experience in Year 6 and when applying mathematical skills. However, a school council is only just being organised.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good with some significant strengths. The school now has a strong and stable team of committed and talented teachers and teaching assistants who work together very effectively. This is having a positive impact on standards and achievement. Pupils really enjoy their learning. This is evident from pupil and parent feedback and is a real strength of the school. A direct result of this is that pupils are strongly motivated and behave very well in lessons. Teachers use a wide variety of teaching styles to make lessons interesting, well paced and successful. Separate work is routinely set for the more able pupils, but occasionally, it is not sufficiently challenging. Relationships are also very good. Teaching assistants give skilled and valuable support particularly for pupils learning English and those with learning difficulties. Through increasingly effective self-evaluation, the school has accurately identified where improvements in teaching are needed. Better resources for reception

children in the mixed key stage classes and more integrated working with the very good nursery provision are areas identified for improvement. The improved assessment and tracking system now enables teachers to regularly check on the progress of pupils and set individual learning targets. However, the impact of this is very recent and the school rightly recognises that this is also an area for further development.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a well-balanced curriculum. Pupils say how much they enjoy all aspects of the curriculum especially the 'Golden Days.' They enthuse about the work they have done in humanities and information and communication technology (ICT) such as the Second World War role-play and the work experience activities during the visit to Digital School House. A wide range of enrichment activities, including a residential trip, provides good opportunities for personal and social development, learning within the humanities and challenging adventure. The curriculum is well planned to meet the needs of individual pupils. Pupils learning English and those who have a learning difficulty receive appropriate support to ensure that they can access the curriculum. Gifted and talented pupils have opportunities to work in other schools on challenging work and further work is planned. Appropriate emphasis is paid to pupils' basic skills in numeracy and literacy, with prominence given to improving writing over the last two years. Effective links between subjects have been forged particularly in the humanities. The school pays due regard to the pupils' ability to stay safe and healthy and acquire the skills of citizenship. There are many opportunities for pupils to participate in sports and physical activities. 'They keep us very fit here' was one pupil's comment!

## **Care, guidance and support**

### **Grade: 2**

The school makes good provision for the care, guidance and support of its pupils. Arrangements for risk assessment and child protection are kept under regular review, and there is a detailed programme of personal, social and health education that covers all aspects of behaviour and relationships. Related topics feature in many areas of the curriculum and in Circle Time. The recently acquired Healthy School status reflects the very good provision for healthy eating and exercise, including participation in the fruit and vegetable scheme. The school has introduced an effective system for assessing and tracking the pupils' progress. This is still being established but it is helping pupils to know how well they are doing as teachers set clear targets for what they need to do next. Diagnostic testing helps the school to know the needs of children who are not achieving as well as they might, in the same way that the wider system of care supports those that are particularly vulnerable.

## Leadership and management

### Grade: 2

The school is effectively led and managed. The new headteacher is well supported by vibrant and effective senior and middle managers who have a clear understanding of the school's work. Most are new to the posts but they fulfil their roles well and have achieved much in a short time. They are committed to school improvement and have successfully handled the challenge of raising standards and creating stability after a difficult period of high staff turnover. They work as a cohesive team; their training, planning and careful deliberation have increased the teamwork among all staff. As a result, the school is well placed to take on the set challenges. Senior staff lead the drive for improvement and have worked closely with the Local Authority (LA) to evaluate outcomes rigorously. However, their evaluative skills are still being embedded. The governing body is very supportive and astute. They meet their responsibilities very well, constantly monitoring, evaluating and challenging the school's work, spending and future plans. The mission statement includes the basic principle that 'every child is precious....' As such, the school is inclusive. The senior team knows the next steps needed for further improvement. They take in to account assessment data, reviews and the views of parents and pupils when deciding how best to tackle issues. Nevertheless, a small minority of parents expressed disquiet about the seeming lack of communication, the recent high staff turnover and the impact on all aspects of provision. Inspection evidence confirms that the dissension is not representative of all parents as the majority fully support the school. The school has rightly identified the need to gain the full confidence of all parents as being paramount to its continued success.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. We were very pleased to meet so many of you in lessons and around the school. Your views are very important and we value your help.

Holyport is a good school. Everyone that we met said that they enjoy coming to school and that it is a place where you feel safe, happy and well cared for and given very good support. I am pleased to say that we agree. You told us about the many changes of new teachers but you also said that they are good, and again, we agree with you. The teachers work hard and prepare interesting lessons to make sure that you do well in your tests and those of you in Years 2 and 6 have done very well. Your school is very successful in helping you to grow up and understand how to behave in a responsible way. You told us that you like the curriculum, the healthy food choices, the wide range of clubs and opportunities to take part in sports and activities in the local community and fund raising events for charities. The school council is important and you use it to make decisions and influence change.

Your headteacher, teachers and governors have been working very hard to make you school even better. They want you to do well and we have asked them to work more with your parents and to make the important changes quickly.