

# Holyport CofE (Aided) Primary School

## Inspection report

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<b>Unique Reference Number</b>	109953
<b>Local Authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	325064
<b>Inspection date</b>	19 January 2009
<b>Reporting inspector</b>	Mike Thompson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	286
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Seymour
<b>Headteacher</b>	Mrs Hester Wooller
<b>Date of previous school inspection</b>	7 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Stroud Farm Road Holyport Maidenhead SL6 2LP

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<b>Age group</b>	3–11
<b>Inspection date</b>	19 January 2009
<b>Inspection number</b>	325064

**Telephone number**

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**Age group** 3–11

**Inspection date** 19 January 2009

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## Introduction

Two Additional Inspectors carried out this inspection. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- To what extent is the school able to demonstrate the good progress and above average standards claimed?
- How good is the school at identifying potential underachievement at an early stage and responding to it?

The inspectors gathered evidence from performance data, observations of teaching, the work produced by pupils, and observations of the pupils at play and at lunch. Parents' questionnaires and discussions with pupils, representatives of the governing body, and some members of staff also contributed to the judgements. The inspectors did not investigate other aspects of the school's work in detail. Where the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, these have been included where appropriate in this report.

## Description of the school

This is a larger than average village primary school. The school population is slowly changing in nature and has become a little more culturally diverse since the last inspection. Nevertheless, a very large majority of its pupils are of White British heritage. The proportion of pupils eligible for free school meals is very low. The proportion with learning difficulties and/or disabilities is broadly average. Most of these pupils have moderate learning difficulties or problems with speech, language and communication. The mobility of pupils is slightly higher than normally found. The school's provision for the Early Years Foundation Stage (EYFS) comprises the Nursery (Foundation 1) and Reception (Foundation 2) classes, which work together in a new EYFS unit. The school has the Activemark accreditation for its commitment to physical education and sport, and the National Healthy School Award.

The school has an after-school club, which is privately run. This was not inspected.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Holyport CofE Primary is a good school. It is effective because it has good leadership, management and teaching, and a well-planned curriculum. Securely underpinning all of the school's work is the high-quality provision for promoting the personal development of pupils.

The school enjoys a well-deserved reputation within its local community for the education it provides. 'I am very pleased with the school and the progress my children are making' and, 'My child loves coming to school, and is thriving on the good teaching and knowledge gained' typify the many positive comments received from parents.

Throughout the school, pupils achieve well and make good progress. Those with learning difficulties and/or disabilities make good progress because their specific learning needs are carefully analysed and, in lessons, skilled teaching assistants give them good-quality help. The school's systems for assessing the needs of all pupils are robust, and enable the above average turnover of pupils to be managed well. Pupils who are new to the school settle in quickly and are given the help that they need. These include a very small but increasing number for whom English is a second language.

In most years, standards in English, mathematics and science at the end of Year 6 have been above, and sometimes well above, the national average. Within this positive picture, there has been some unevenness in the standards of writing, but this has been due to specific circumstances relating to the group of pupils tested rather than shortcomings in the school's provision. The school's current assessment data were examined by inspectors and validated through a scrutiny of pupils' work and observations of teaching. This shows that progress continues to be good and the school is on course to sustain its record of above average performance in English, mathematics and science.

The driving force behind the school's success is the clear direction provided by the headteacher. With the good support of an effective team of staff and governors, she has improved the school in many ways since she arrived in April 2006. Many parents commented appreciatively on her style of leadership and noted their sadness at hearing that she will be leaving at the end of the present term. An important legacy of her leadership, which leaves the school well placed to improve in the future, is the improvement made in the management skills of the senior and middle leaders. In particular, they are more skilled in the analysis of data; consequently there is an increased focus on the impact of provision on pupils' achievement. The headteacher is also improving the systems used for tracking pupils' progress. This improvement makes it easier for staff to identify potential underachievement at an early stage and take remedial action. The governing body is well led and has provided the school with stability during recent periods of change in staffing.

The inspection confirmed the school's view that the quality of teaching is most often good. Teachers know their pupils well and relate well to them. In lessons, the good dialogue between teachers and their pupils, based on the teachers' questioning skills, often makes a significant difference to the quality of learning. Teachers manage their pupils well, and have well-established routines that help the smooth running of lessons. They are generally good at providing challenges for pupils of different levels of ability. However, teachers do not always make clear enough precisely what they are looking for in their pupils' written work and sometimes spend too long on their introductions to lessons. In these instances, the pace of learning slows.

The academic guidance provided for pupils is generally good. Teachers mark pupils' work thoroughly and provide useful pointers to what needs to be improved, although corrections are not always used well enough as a tool for improvement. In lessons, teachers are generally good at explaining new concepts, and give pupils clear targets to achieve. However, practice in setting longer-term targets is inconsistent. The result is that not all pupils were able to explain clearly to an inspector what their targets were. The new system introduced in Years 5 and 6 to help ensure that pupils know precisely what they need to do to improve their skills in writing provides the sharper focus that is a good model for future developments.

The school's ongoing commitment to developing the curriculum contributes to the pupils' good progress by increasing their motivation and enjoyment of learning. Particularly noteworthy is the range of activities provided to enrich pupils' experiences through creative projects. For example, the pupils take part in an annual Shakespeare Festival, experience poetry and music workshops, and benefit from visits by an artist in residence. The school's investment in interactive white boards in all classrooms has enabled teachers to make good use of information and communication technology (ICT) to help make learning more interesting for pupils. However, there has not been enough investment in computers in recent years, and the ratio of computers to pupils falls well short of the national norm. Consequently, pupils do not yet have enough opportunities to use ICT as a daily, integral part of their learning across all subjects.

The impact of the school's outstanding pastoral care is evident in the pupils' excellent personal development. Throughout the school, inspectors were impressed by the pupils' consistently high standards of behaviour and social skills. The school's Activemark and Healthy School awards reflect effective provision to promote pupils' excellent awareness of healthy lifestyles. Pupils' knowledge of how to keep safe is outstanding. They are given an excellent grounding in good citizenship and in contributing to the community through taking on responsibilities, such as membership of the school council, or by joining the recently established Eco Club. The school works effectively to promote community cohesion. Within the local and the wider communities, pupils make excellent use of the many opportunities provided for them to make a useful contribution. These range from regular charitable fundraising to public performance. For example, in November 2008, 50 pupils from Key Stage 2 took part in the Barnardo's Young Supporters Concert held in the Royal Albert Hall.

The school is well placed to improve further through its strong commitment to continuous development, and has robust systems to help ensure that this happens.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Some parents commented that they have reservations about the new EYFS unit because they feel that Nursery and Reception children would benefit more from being taught separately instead of sharing the same area. The EYFS inspector's view is that the children get a good start to their education in the unit. Even though the outdoor area was incomplete at the time of the inspection, good outdoor learning was evident. Throughout the unit, teaching reflects a secure understanding of how very young children learn. The unit's greatest strengths lie in the excellent care provided for the children, and their rapid progress in developing their personal and social skills. These skills provide a secure platform for future learning as they move through the school. There are good systems in place for assessing children's development, and teachers use the information gathered effectively when planning the next steps in learning. Themed activities, such as the 'Aliens' focus seen during the inspection, help add extra enjoyment and interest. Teachers make sure that there is a good balance of activities that span all areas of

learning, and that children have many opportunities to make choices and develop their social skills and confidence. The highly practical approach to learning, both indoors and out, effectively promotes all aspects of children's development. However, the good Foundation Stage leader acknowledges that more opportunities need to be provided to help develop children's skills as emergent writers. By the time they move into Year 1, most children achieve the goals expected at this age.

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

- Ensure that practice in setting targets for pupils to achieve is more consistent, and that targets are more sharply focused.
- Ensure that pupils have ready access to computers, and routinely use ICT as an integral part of their daily learning in all subjects.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

30 January 2009

Dear Pupils

Inspection of Holyport CofE (Aided) Primary School, Maidenhead, SL6 2LP

On behalf of the inspectors, I would like to thank you for helping us so much when we came to find out how well you are getting on. We particularly enjoyed visiting your lessons and talking to some of you.

I agree with your parents that you go to a good school.

There is so much I like about your school that I cannot mention everything, so here is a list of the most important things.

- You make good progress. By the time you leave at the end of Year 6, you are better at English, mathematics and science than pupils in many other schools. You should be very proud of all of this.
- You get on very well with each other, and your behaviour is usually excellent.
- You know a lot about how to be healthy and safe.
- You learn well in lessons because they are usually good.
- Your teachers are good at planning lots of interesting things for you to do.
- All of the adults in your school make sure that you are well looked after.
- The people who help run your school, such as your headteacher, do a good job in making sure that you get a good education.

Even in a good school like yours there is always something that could be better. Your headteacher agrees, and wants your school to be really excellent. To do this she has already made lots of improvements. One of the next things that the school needs to do is to make your individual targets clearer and make sure that everyone works towards their targets in the same way. This will mean that you have to put in even more effort, but I'm sure that you are ready for the challenge!

I also noticed that you do not make enough use of computers in your day-to-day work. This is because the school does not have enough computers, and almost all of the ones you do have are in the ICT suite. So, I would particularly like your school to make sure that you use computers more often in your classrooms. I am sure that this will help you to learn even better.

I am sure that you will continue to have great success in the future.

Yours faithfully

Mike Thompson

Lead Inspector