

The Disraeli School

Inspection report

Unique Reference Number	131852
Local Authority	Buckinghamshire
Inspection number	341235
Inspection dates	25–26 May 2010
Reporting inspector	Barbara Atcheson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	494
Appropriate authority	The governing body
Chair	Anne Beaton
Headteacher	Jatinder Virk
Date of previous school inspection	10 May 2007
School address	The Pastures High Wycombe HP13 5JS
Telephone number	01494 445177
Fax number	01494 528796
Email address	office@disraeli.bucks.sch.uk

Age group	3–11
Inspection dates	25–26 May 2010
Inspection number	341235

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 29 lessons and observed 13 teachers. Inspectors also held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies, governors' minutes, planning documents, pupils' work and questionnaires returned from pupils, staff and 176 parents and carers. The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the school's work to accelerate progress and raise attainment in mathematics
- the quality of teaching and learning and whether pupils are challenged sufficiently to make good progress
- the effectiveness of leaders at all levels in raising achievement and sustaining improvement.

Information about the school

This primary school is larger than average. Just over one third of the pupils are White British and another third of Asian British heritage. The remainder are from a wide variety of minority ethnic groups. Around one third of pupils are learning to speak English as an additional language. The proportion of pupils eligible for free school meals is above average. More than one third of the pupils have special educational needs and/or disabilities. Their needs mainly relate to speech, language and communication difficulties, emotional and social difficulties or autism. The school is a local authority designated resource base for pupils on the autistic spectrum and for those with language difficulties. Children enter the Early Years Foundation Stage into a Nursery and two Reception classes. There is a Children's Centre on the site, where there is a breakfast- and after-school club and wrap-around care for children from the Nursery. The school has recently been awarded the Silver Quality Mark in Science and Basic Skills, Investors in Families and Artsmark Gold.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features such as the care, guidance and support that pupils receive which are exceptional and, accordingly, pupils behave well, have good relationships with adults and other pupils and respect each other's achievements. The headteacher's inspirational leadership enthuses others to have high aspirations for themselves and their pupils. Significant improvements in the quality of teaching and learning and changes to the curriculum have led to an upturn in the rate of pupils' progress and level of attainment. As a result, the decline in attainment at the end of Year 6 has been halted and pupils make good progress. From a low starting point, pupils leave Year 6 with average attainment. The school's outstanding work in helping parents to become partners in their children's learning has underpinned recent improvements. The school's performance is monitored and evaluated systematically and used carefully to make effective plans for improvement. The drive and commitment of the whole staff, together with the keen support of the governing body, shows the school's good capacity for continued improvement

This is a good school. It has some outstanding features such as the care, guidance and support that pupils receive which are exceptional and, accordingly, pupils behave well, have good relationships with adults and other pupils and respect each other's achievements. The headteacher's inspirational leadership enthuses others to have high aspirations for themselves and their pupils. Significant improvements in the quality of teaching and learning and changes to the curriculum have led to an upturn in the rate of pupils' progress and level of attainment. As a result, the decline in attainment at the end of Year 6 has been halted and pupils make good progress. From a low starting point, pupils leave Year 6 with average attainment. The school's outstanding work in helping parents to become partners in their children's learning has underpinned recent improvements. The school's performance is monitored and evaluated systematically and used carefully to make effective plans for improvement. The drive and commitment of the whole staff, together with the keen support of the governing body, shows the school's good capacity for continued improvement. The school's effective programme of staff development has ensured that teaching is good overall. However, pupils are sometimes too reliant on their teachers and are not given sufficient opportunities to think things out for themselves. The quality of marking is uneven and teachers do not always give pupils clear guidance on how to improve.

What does the school need to do to improve further?

- By April 2011, accelerate progress and raise attainment in Years 1 and 2 by

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

ensuring that:

- all teachers use real-life experiences to extend and improve pupils' writing
- all lessons are challenging and meet the needs of all pupils, particularly the more able.
- By April 2011, increase the opportunities for all pupils to become independent learners by ensuring that:
 - all teachers' marking gives pupils clear guidance on how to improve their work
 - all teachers provide pupils with opportunities to work things out for themselves.

Outcomes for individuals and groups of pupils**2**

A key factor in the success of all pupils, including White British and Asian British pupils, is their obvious enjoyment of learning, particularly where they play an active role. For example, in a Year 6 numeracy lesson the teacher's enthusiasm and high expectations meant that the pace of learning was fast. Pupils enjoyed questions which really made them think before explaining how they calculated different percentages of a quantity. Pupils with special educational needs and/or disabilities also make good progress because their learning is well tailored to meet their needs and they benefit from the school's good support. Pupils from the designated resource base are successfully integrated into the main school. They make good progress because teachers skilfully structure their learning. For example, a group of Year 3 pupils with language and communication difficulties worked enthusiastically in a collaborative way, to use their knowledge of letter sounds to generate ideas and ensure that words rhymed. Pupils who are learning to speak English as an additional language benefit from accurately targeted support which helps them to achieve as well as their classmates.

Pupils work and play harmoniously, come to school regularly and their behaviour is good. They are polite and have positive attitudes towards learning, but do not always readily take responsibility for their own learning. They say there is very little bullying and know that there will always be someone who will listen to them. Pupils are knowledgeable about how to stay safe and have a good understanding of how to lead a healthy lifestyle. They enjoy a healthy choice at lunchtime and fruit for their break. They are proud to be members of the school council and of the part they played in the local speed check on the road outside.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers work successfully and use a range of strategies to involve pupils in their learning. They use questioning well to extend pupils' learning and deepen their thinking. For example, in a Year 6 lesson where pupils were solving a multi-step calculation related to percentages, the pupils answered the teacher's questions thoughtfully. However, this is not always the case. Sometimes the teachers work so hard that they do the thinking for the pupils. For example, in a Year 3 numeracy lesson the teacher was sometimes too quick to supply the answer rather than probing pupil's understanding and building on their learning step by step. Although much of the teaching in Years 1 and 2 is good, there are missed opportunities to challenge able pupils to think more deeply. Now that the curriculum has been modified, it helps pupils to build systematically on previous learning. This has had a dramatic impact on accelerating progress and raising attainment, but it is still not always sufficiently fine-tuned to help more-able pupils achieve their full potential and to help pupils in Years 1 and 2 develop their writing skills. All pupils benefit from the extremely wide variety of extra-curricular activities such as sports and clubs, drumming and gardening which give them confidence and widen their experience and enjoyment of life.

The high level of care, guidance and support enjoyed by all pupils ensures that every pupil participates fully in all aspects of school life. External support is sought promptly when needed to improve the learning and well-being of the pupils. Parents really appreciate this, together with all the many benefits of the Children's Centre. One parent, expressing the views of many, said, 'As a working parent the wrap-around care is outstanding and enables me to continue to work knowing my children are safe and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

happy.' Parents also value the adult education and activities provided. They say that the Saturday morning session for families is 'fantastic, especially for dads' and the 'Firm up Fridays' for mums is 'brilliant'. They also know that help is always available to support them as partners in their children's learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The dynamic approach of the headteacher has brought about major and rapid improvements. Senior leaders share her enthusiasm and all staff are committed to school improvement. Senior leaders, who are outstanding practitioners, coach teachers and give special support to newly qualified teachers to ensure that teaching is consistently good. However, they are not complacent and realise that attention must now be focused on Years 1 and 2. All teachers are held to account through pupil progress meetings where the school's accurate tracking system highlights any underperformance and enables the school to address the learning needs of all pupils regardless of gender, ability or ethnicity. This reflects the school's strong commitment to equal opportunities. Excellent relationships with parents and carers support pupils' learning in a highly positive way.

Governors are well informed. They challenge and support where necessary and have played important roles in the changes that have taken place. Procedures for safeguarding are good and ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. The school's commitment to promote community cohesion is good and consequently the school is a cohesive community where pupils from different backgrounds play and work happily together, and learn about and respect each other's beliefs. Years 5 and 6 gain valuable experience of life in France through their residential visits. Although much is in place, the school realises there is still work to be done in monitoring the impact on the work of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. This year, despite their low starting points, the majority of children are on track to reach expected levels by the time they enter Year 1. Children settle quickly into the welcoming atmosphere, relationships are caring and children are well looked after. Nursery children whose parents are working are well cared for in the wrap-around care that is available in the Children's Centre. Staff foster positive attitudes to learning and, as a result, children behave well, are confident and sustain their concentration well. Children in the Nursery and Reception enjoy the exciting opportunities that exist for exploration and discovery both in and out of doors. For example, they relished the opportunity to practise pouring water down the water chute. All adults interacted well with children's play, encouraging them and providing good models for their language as they discussed how best to empty the bucket when it is full. Interesting activities help children to understand what life is like in Pakistan. Those who have been there enjoy sharing their experiences about what it is like to be up in the mountains where there is snow. Leadership and management are effectively focused on helping children to make good progress, promoting their welfare and ensuring that partnerships with parents and safeguarding procedures are good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire were positive about all aspects of school life. Evidence from the inspection supports parents' views that children enjoy school, and that care for their health and safety is good. A few indicated that the school did not take account of their suggestions and concerns. Evidence from the inspection shows that the school successfully listens to and works with and for parents and that, as a result, pupils benefit from this outstanding partnership.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Disraeli School and Children's Centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 176 completed questionnaires by the end of the on-site inspection. In total, there are 494 pupils registered at the school

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	126	72	44	25	2	1	1	1
The school keeps my child safe	141	80	32	18	0	0	1	1
The school informs me about my child's progress	110	63	53	30	1	1	2	1
My child is making enough progress at this school	99	56	65	37	3	2	1	1
The teaching is good at this school	117	66	45	26	0	0	2	1
The school helps me to support my child's learning	121	69	47	27	2	1	1	1
The school helps my child to have a healthy lifestyle	114	65	58	33	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	93	53	63	36	0	0	1	1
The school meets my child's particular needs	111	63	61	35	3	2	1	1
The school deals effectively with unacceptable behaviour	109	62	53	30	4	2	2	1
The school takes account of my suggestions and concerns	96	55	68	39	7	4	1	1
The school is led and managed effectively	130	74	43	24	0	0	2	1
Overall, I am happy with my child's experience at this school	134	76	39	22	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Pupils

Inspection of The Disraeli School and Children's Centre, High Wycombe, HP13 5JS.

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us. We saw that your school gives you a good standard of education and there are a lot of things your school does very well. These are the main things that helped us come to this conclusion.

- Children in the Nursery and Reception classes get off to a good start because they enjoy exciting activities and are taught well.
- You really enjoy school, behave well and come to school regularly.
- Teaching is good. Teachers work hard to make learning fun.
- You work hard in lessons and make good progress.
- The school provides very interesting lessons and a wide range of extra activities.
- You have a good understanding of healthy lifestyles and know how to keep safe.
- The teachers look after you very well.
- Your headteacher and her staff have made sure that the school is safe and they are working hard to make learning better for you.

We have asked the school to do two things.

- It should help those of you in Years 1 and 2 to do better, especially in writing, and give harder work to those who find learning easy.
- It should help you to become more independent so that you can work things out for yourself and marking should show clearly what you have to do to improve

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.