

# Naphill and Walters Ash School

Kilnwood, High Wycombe, Buckinghamshire, HP14 4UL

**Inspection dates** 7–8 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' behaviour is good and at times exemplary. Pupils are extremely welcoming to the many new pupils who join the school, many from service families. Parents and carers overwhelmingly agree that their children feel very safe at school.
- Pupils from all backgrounds achieve well. Standards in reading and mathematics are significantly above the national average. Standards in writing are improving.
- Teaching is good and sometimes outstanding and consequently pupils make good progress. Pupils know how to improve because teachers are skilled at telling pupils what to do next in lessons and when they mark work.
- The headteacher, ably supported by other senior and middle leaders, has a very good understanding of how well the school is doing and what actions to take next to make it better.
- Governors are particularly good at finding out for themselves how well the school is doing. They use such information effectively to challenge leaders and hold them to account.
- Pupils enjoy learning and have positive attitudes to learning as a result of the many interesting activities teachers plan for them. Attendance is above average.
- The school uses additional funding from the government particularly effectively to support pupils and their families, including those entitled to free school meals or from service families. These pupils achieve well and know there is 'always someone looking out for me'.

### It is not yet an outstanding school because

- Pupils do not reach the same levels in writing as they do in reading and mathematics. They do not always use the skills they have learnt in English when writing in other subjects.
- Not enough teaching is outstanding. Some teachers or additional adults are not as skilled when teaching aspects of English as others and do not move on pupils' progress as quickly.
- When teachers are talking to the whole class they sometimes miss opportunities to challenge pupils of different abilities. In some lessons pupils who show they can do the work are not always moved on quickly to harder things. This can slow their progress.

## Information about this inspection

- Inspectors observed 20 lessons or part lessons, taught by 15 teachers, and were accompanied by the headteacher and deputy headteacher for the vast majority of these. Some supply teachers were also observed as the school was holding first aid training for some staff during the inspection.
- They held meetings with pupils, staff, school leaders, three members of the governing body and two representatives of the local authority.
- In considering reading within the school, groups of pupils reading with adults were observed. In addition, inspectors listened to pupils in several different year groups read individually.
- Inspectors observed the school's work and looked at documentation such as policies, including those relating to safeguarding, data on pupils' progress, attendance figures, the school's development planning and records of checks carried out by leaders on the quality of teaching. They scrutinised work in pupils' books and reading journals and looked at the school's website.
- The inspectors took account of the 38 responses to the online Parent View survey as well as talking to parents and carers informally during the inspection and reviewing the school's own parental surveys. They also considered the views of staff.

## Inspection team

Jacqueline Marshall, Lead inspector	Additional Inspector
Jim McVeigh	Additional Inspector
David King	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average primary school. It serves the two villages and local area as well as many families stationed nearby at RAF High Wycombe.
- The large majority of pupils come from a White British background. Others are from a range of minority ethnic groups.
- The proportion of pupils receiving the pupil premium is above average. The pupil premium is extra money given to schools by the government to support, amongst others, pupils known to be eligible to receive free school meals and those from service families.
- A higher proportion of pupils than usual join or leave the school at other than the expected times, many from service families.
- The proportion of pupils who are disabled or have special educational needs and receive support at school action is below average, as is the proportion being supported by school action plus or who have a statement of special educational needs.
- The school exceeds the government's current floor target, which sets the minimum expectations for pupils' attainment and progress.
- The school manages a pre-school facility situated in the school grounds. This was subject to a separate inspection in the autumn term and was not part of this inspection. None of the school's pupils are receiving alternative provision (none are taught elsewhere).

### What does the school need to do to improve further?

- Secure even better progress and raise standards, especially in writing, by ensuring that:
  - pupils know they are expected to use and practice the writing skills they have learnt in their literacy lessons whenever they write in any subject
  - best practice and expertise in teaching English is more widely shared so pupils in classes and groups are taught by teachers and additional adults who are equally confident and skilled.
- Increase the proportion of teaching that is outstanding so that pupils make even better progress by making sure pupils are:
  - actively engaged and involved in work appropriate to their ability at all times and especially when teachers are talking to the whole class
  - quickly moved on to more challenging work once they have demonstrated their understanding of what is being taught.

## Inspection judgements

### The achievement of pupils is good

- Across the school pupils are clear about their learning, talk with confidence and share their ideas willingly with one another. They really enjoy lessons, especially those where they are actively involved, demonstrating a high level of enthusiasm and concentration even when at times the level of challenge in the work could be greater.
- Pupils of all ages talk eagerly about their learning and discuss whether they have met the success criteria for the lesson. They are fully involved in what they need to do to improve and pay careful attention to comments teachers make when marking work during lessons and in their books. For example, Year 2 pupils evaluated each other's work to check whether they had included connectives and 'power' words (adjectives) to 'make our writing more interesting'.
- Effective systems for checking pupil progress ensure all pupils, including those with disabilities and those with special educational needs, achieve as well as their peers making and exceeding expected progress. Along with those supported by the pupil premium funding, these pupils achieve well because the work that is planned for them, whether in small groups, individually or in lessons, is closely tailored to their needs.
- Pupils make good progress, although progress over time in writing remains slower than in reading and mathematics. School leaders have been successful in making sure the quality of teaching across the school is typically good or better. As a result, pupils across the school, not just in Key Stage 2, now achieve well. However, progress, especially in writing, is more rapid in those sessions where the subject knowledge of the teachers and additional adults is most secure.
- Since the last inspection, attainment in Key Stage 1 has risen, particularly in reading and mathematics. By the end of Key Stage 2, standards reached are significantly above average. This includes those pupils receiving the additional pupil premium funding, whose scores have overtaken their peers nationally, successfully closing the gap in their attainment.
- Attainment is strongest in reading and mathematics, where an increasing number of pupils reach the higher Level 5, with a few achieving Level 6. However, the proportion of pupils reaching the higher levels in writing is lower, matching national expectations. Work in pupils' books and progress information show that writers of all abilities, including the most able, make the same good progress. This is as a result of rigorous checks of pupils' progress and teachers ensuring all pupils know how to improve their work.

### The quality of teaching is good

- Interesting activities and positive relationships between staff and pupils keep the pupils focused and support learning well. They help to foster pupils' eagerness to work and their positive attitudes to learning. Parents and carers of pupils who have recently moved to the school, including from service families, commented positively on how quickly the school got to know their children and provide support so that they achieve well.
- Leaders use checks on teachers' performance effectively so teaching is consistently good, and at times outstanding. These regular checks help staff know what they are working on to improve their skills. However, some inconsistencies remain, especially when teaching writing, and opportunities are missed to share best practice between staff to support the few less confident teachers and additional adults. This hinders pupils' progress.
- Pupils from all ability groups enjoy reading, successfully drawing from a range of strategies to help them when they come across a new word. Teachers and other staff regularly remind pupils how to use these skills as they read in other subjects, helping them to develop as confident readers.
- Where pupils make the best progress, teachers use questioning effectively to explore the knowledge and understanding of pupils. Talk partners are often well used to involve pupils in

discussing the questions raised by teachers. Occasionally, teachers spend too long talking to the whole class without taking account of the different abilities of pupils. As a result progress slows for some while others struggle to keep up.

- Teachers make good use of information from regular checks to plan lessons so that pupils build on what they already know and can do. This helps them to make good progress. In the best lessons teachers use assessment very effectively to give additional challenge where needed as pupils demonstrate their understanding. However, this is not always the case and sometimes opportunities for pupils to make even better progress by the teacher adapting an activity during the lesson are missed.
- Effective marking during the lesson and in their books ensures pupils receive good advice on how to improve. Pupils are skilled at checking their own and each other's work. They know their writing targets and are keen to achieve them.
- Links between subjects to make learning meaningful and interesting are planned by teachers. During Art Week, Year 5 pupils explored a Manet painting from the perspective of the characters within the painting to write a descriptive passage. The teacher's high expectations encouraged them to improve their writing and achieve well.
- Writing in subjects other than English such as science or geography is not always of such a high standard. Pupils do not always practice and use skills they have been learning in English, and expectations about the quality of their writing are not always shared, hindering their progress.

### **The behaviour and safety of pupils** are good

- The school's positive promotion of pupils' spiritual, moral, social and cultural development results in pupils working cooperatively. They show considerable support for one another, regardless of age, gender or ethnicity.
- Parents, carers, pupils and staff agree that pupils' behaviour is good and at times exemplary. However, occasionally, when the lesson does not engage pupils, they become less attentive.
- The school works hard to ensure pupils develop a thorough understanding of their own personal safety. For example, Year 3 pupils thoughtfully discussed the importance of using the internet safely before using a program as part of their art project. Similarly, the experiences pupils gain as part of the Forest School help make sure pupils have a good understanding of risk and how to keep safe. The vast majority of parents and carers agree the school keeps the pupils safe.
- Incidences of bullying, such as name-calling and cyber bullying, are rare. The overwhelming majority of parents and carers feel any problems they and their children may have are dealt with positively. Pupils agree, and know who they could turn to for help if they need to. They feel that the system of rewards and consequences works effectively.
- In the past, pupils new to the school, especially from service families, said they felt less safe than their peers. Very effective use of the pupil premium funding to fund family liaison and behaviour support staff has reduced this figure to zero.

### **The leadership and management** are good

- The headteacher, supported extremely effectively by governors, has developed a strong team of senior and middle leaders who share her vision for the school. Together they have created a staff team proud of the school and keen to bring about improvement and make pupils' progress even better.
- Leaders at all levels have concentrated on improving the consistency and quality of teaching. Staff speak positively about the targets that have been set for their performance and how these have helped to raise pupils' achievement.
- Progress in Key Stage 1 has improved since the previous inspection as a result of better teaching of reading and writing and the introduction of a more structured programme for teaching these

skills. Although results have risen, not all pupils make the same progress in writing as they do in other subjects. Leaders have identified the need to share best practice more widely with those staff who are less skilled or confident delivering this.

- Leaders have a particularly clear understanding of the school's strengths and what needs to be improved. They work closely with the local authority. Where areas for development have been identified, the school has sought their expertise and received good quality support to improve the school's effectiveness.
- The school ensures equality of opportunity for all groups of pupils so there is no discrimination. Meetings focusing on pupils' progress make sure all pupils are doing equally well, ensuring pupils who are identified for help, including those receiving the pupil premium, make the same progress as other pupils when measured in average point scores at the end of Year 6.
- **The governance of the school:**
  - Governors are fully involved checking the progress the school makes towards achieving its development priorities. They draw their knowledge of how well the school is doing in relation to other schools nationally through their first-hand experience and a very thorough working knowledge of the pupil progress information. This enables them to challenge as well as support school leaders and hold them to account for pupils' achievement. They have a very clear understanding of the strengths and weakness in teaching and can explain how management of teachers' performance is used to develop teaching further, closely linked to pupils' progress and reflected in the salary structure. Governors have an extremely good grasp of how the pupil premium is used. They can explain how the budget is used to employ additional staff tackling particular issues that arise from having such a large proportion of service families. Using a range of evidence, including pupil progress data and pupil surveys, they check that these strategies are successful. Governors make sure safeguarding arrangements meet statutory requirements. These are well known and implemented by all, ensuring pupils are safe in school. Governors check their own skills and seek training to maintain their effectiveness.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	110393
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	403115

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	380
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judy Whitehouse
<b>Headteacher</b>	Kerenza Gwynn
<b>Date of previous school inspection</b>	6 May 2008
<b>Telephone number</b>	01494 562813
<b>Fax number</b>	01494 562806
<b>Email address</b>	office@nap-walt.bucks.sch.uk



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