

# Westcott Church of England School

High Street, Westcott, Aylesbury, HP18 0PH

**Inspection dates** 24–25 April 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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their starting points and standards are above average by the end of Key Stage 1, especially in reading and mathematics.
- Teaching is consistently good, with some outstanding elements in the Early Years Foundation Stage.
- Teaching assistants are experienced and skilful in supporting pupils who need extra help.
- Pupils behave extremely well both in class and around the school. They have a very good understanding of how to keep safe.
- The headteacher, subject leaders and governors work together well to make sure that the school continues to improve. They have had a positive impact on improving teaching and increasing achievement, especially in reading.
- The school has been successful in strengthening its links with the church and its local community.
- The school makes good use of its outdoor space, for example through 'forest schools'.
- Parents and carers are very positive about the work of the school and their children's progress and safety.

### It is not yet an outstanding school because:

- Pupils are not always clear what they have to do to improve their writing or given sufficient challenge, especially when writing in subjects other than English.
- Pupils' handwriting is sometimes untidy.
- Leaders do not always follow up points for development promptly when checking the quality of teaching.
- At times there is not enough emphasis on checking how well year groups, as well as individuals, are doing.

## Information about this inspection

- The inspector observed 10 lessons or parts of lessons, some of which were joint observations with the headteacher.
- The inspector heard pupils read, attended two assemblies and looked closely at examples of pupils' work.
- The inspector looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, evidence of the school's partnership work and information for families.
- Meetings were held with pupils chosen at random. Discussions were held with the headteacher, subject leaders, the Chair of the Governing Body and another governor, and a representative from the local authority.
- The inspector took account of the 25 responses to the online questionnaire (Parent View) and two written communications, and spoke with several parents and carers outside school.
- The inspector considered seven staff questionnaires.

## Inspection team

Nick Butt, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent or carer in the armed services) is low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- There are no floor standards because the school has no Year 6 pupils.
- The headteacher has been appointed since the last inspection.
- In September 2012 the school changed its status from voluntary controlled to voluntary aided.
- From September 2012 the school retained its former Year 2 pupils, who stayed on as Year 3. These pupils will progress to become Year 6 in September 2015 as the school becomes an all-through primary.

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

- Increase achievement in writing, especially in Year 2, by:
  - making sure pupils know exactly what they have to do to improve their work
  - having the same high expectations of pupils' writing in other subjects as in English
  - improving the quality and presentation of pupils' handwriting.
- Increase the effectiveness of leadership and management by:
  - following up points for development when checking the quality of teaching
  - using the new tracking system to gain an overview of how well year groups are doing as well as individuals.

## Inspection judgements

### The achievement of pupils is good

- Children achieve well in the Nursery and Reception because of consistently good teaching and a stimulating range of activities both inside and out that capture their imagination. For example, children enjoyed using rope and a basket to play out scenes from a well-loved story, 'The Lighthouse Keeper's Lunch'.
- Children join the school with a wide range of attainment that varies with small year groups but is typically as expected; it is a little below in language and personal and social development. They settle quickly and grow in confidence as resources are used very well to help them find things out for themselves.
- In last year's Year 1 phonics screening check, pupils' performance was below average. The school identified that some pupils were confused by the nonsense words used in the check, and has given pupils plenty of experience of reading them. A much greater proportion of pupils are on course to pass the check this year.
- Over time, standards have been consistently above average in reading, writing and mathematics and pupils achieve well. Current attainment is above expectations in Year 3 and the present Year 2 pupils are on course to attain above-average standards in reading and mathematics.
- Performance in writing is not quite so strong because sometimes pupils are not clear about what they have to do to improve their work. Expectations of pupils' writing are not always as high in other subjects as they are in their English books.
- Pupils enjoy reading and read regularly at home. They are confident tackling new words as they have a good understanding of phonics (the sounds that letters make). Older pupils talk enthusiastically about the books they like.
- The school provides good support for the few pupils known to be eligible for the pupil premium, both in their learning and in enabling them to benefit from trips. There are no gaps in attainment currently in school between these pupils and the others.
- Disabled pupils and those who have special educational needs make good progress because they are given support that is tailored to their individual requirements.

### The quality of teaching is good

- Teaching is particularly strong in the Early Years Foundation Stage and Year 1. Imaginative and purposeful activities linked to the topic involve pupils fully and give them plenty of opportunities to explore. For example, reception children set up a 'juice bar' in the role-play area and were squeezing oranges and tomatoes by themselves to make one another refreshing holiday drinks.
- Good questioning assesses what pupils already understand and extends their thinking. Pupils enjoyed discussing the difference between Roald Dahl's 'revolting' rendering of the Cinderella story and the traditional tale.
- Reading is taught well throughout the school and ability groups make sure pupils are set work at the right level whatever their age. Younger children quickly learn the sounds that letters make and older ones read widely.
- Teaching is conducted at a brisk pace and pupils are actively involved in learning. They are encouraged to use a variety of methods to solve problems, for example when finding change from £1.
- Disabled pupils and those who have special educational needs benefit from good teaching, whether from teachers or teaching assistants. An individual programme of support helps them to make the same good progress as their peers.
- Just occasionally, the work set is not sufficiently challenging in subjects other than English. While marking is generally good, pupils are not always given clear guidance on how to improve their work. Pupils' handwriting is often untidy and the teacher sometimes accepts work that is not well

presented.

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

- Pupils are extremely keen to learn and take an active part in lessons. Pupils and their parents and carers and staff are very positive about behaviour and pupils' safety.
- Pupils are polite and friendly, and the older ones look after the younger children. They play with consideration on the relatively small playground.
- Pupils say that there is no bullying in the school. They know about different types of bullying such as name-calling. They are confident that if they have any worries they can go to an adult to help them.
- Pupils have an excellent understanding of safety, including on the internet. They know that all visitors must wear a coloured badge and will refer to staff any visitors not wearing a badge.
- Staff manage behaviour extremely well and are very consistent in their approach. Pupils know about the school's 'golden rules' and the rewards and consequences attached to them.
- Pupils feel they have a say on matters of importance to them, and raise money to help others. They have recently been supporting a family from the local area featured on the news whose child needs medical treatment abroad.

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

- The headteacher, working closely with governors, parents and carers, the diocese, the local authority and the village, is being successful in realising the school community's vision for an all-through primary school. This process has forged strong relationships between all parties and the school is very much at the heart of its community.
- Careful monitoring by the headteacher has resulted in useful feedback to teachers about marking and improving teaching. However, this is not always followed up quickly enough to make sure changes have been made.
- Leaders have an accurate view of the school's strengths and areas to develop, which are reflected in improvement plans. Leaders make sure that all pupils are fully included and have equal opportunities, and that discrimination of any kind is not tolerated.
- The school uses the national 'Teachers' Standards' for managing the performance of staff and makes sure that teachers' targets are linked to the performance of pupils. Regular meetings to check on the progress of pupils pick up any at risk of falling behind so that support can be given in a timely way.
- The new tracking system is helping leaders to follow the progress of individuals closely, but they do not focus enough on how whole year groups are doing to gain a complete overview of the school's performance.
- The wide range of subjects and topics interests pupils and covers all the requirements of the National Curriculum. It promotes pupils' spiritual, moral, social and cultural development well, especially through close links with the church. During the inspection, a service held in the church celebrated 20 years service of one of the teaching assistants and gave pupils the opportunity to say thank you in their own unique way.
- The school makes good use of its grounds through the development of 'forest schools' and other projects such as a spiritual garden.
- The school enriches pupils' experiences through a wide range of clubs, visits and visitors and through the sports partnership and links with the secondary school. Pupils enjoyed learning about the painting of David Hockney from one of the secondary school art teachers.
- A very large proportion of parents and carers responded to Parent View and all said they would recommend the school to others. They appreciate the headteacher's willingness to listen to their views and to consult about any important changes, such as a new homework policy for Year 3 pupils.

■ The local authority provides effective light touch support to this good school.

■ **The governance of the school:**

- Governors know the school well and understand about the quality of teaching and the performance of pupils and how this compares with other similar schools. They are involved in managing the performance of the headteacher and are kept well informed about how other staff are doing. They know what is being done to reward good teaching and to tackle any underperformance.
- Governors ask searching questions of the headteacher and take a longer-term view. For example, they are appointing a Key Stage 2 specialist to complement the headteacher's early years expertise as the school takes on older year groups.
- Governors know how the pupil premium is being spent and the impact it is having. They make sure that safeguarding arrangements meet all requirements.

## 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>	110442
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	412615

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>	Voluntary aided
<b>Age range of pupils</b>	3–8
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Race
<b>Headteacher</b>	Barry Grace
<b>Date of previous school inspection</b>	11–12 May 2010
<b>Telephone number</b>	01296 651360
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