

# Datchet St Mary's Church of England Primary School

The Green, Datchet, Berkshire, SL3 9EJ

**Inspection dates** 26–27 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils have not made good progress in reading, writing and mathematics. Consequently, achievement at the end of Year 6 declined in 2013.
- Teaching does not provide enough challenge to ensure that all pupils make good progress.
- Teachers do not always ensure that pupils respond to their feedback or act on advice given. As a result pupils do not reflect upon their work and make corrections in order to learn from their mistakes.
- Until recently, leaders at all levels, including governors, have not ensured pupil progress information is tracked frequently enough. As a result the school has not responded quickly enough to ensure all pupils make the progress of which they are capable.
- Pupils become restless if they do not have enough work to do. They become fidgety and show a lack of concentration. As a result, their learning slows.

### The school has the following strengths

- Teaching is improving and progress is starting to improve.
- Disabled pupils and those with special educational needs receive good support.
- Pupils feel safe. Parents agree that their children are safe at school.
- In the Early Years Foundation Stage, children settle in quickly and make good progress.
- Attendance rates are rising and are now similar to the national average for primary schools.

## Information about this inspection

- The school converted to an academy school in January 2012. When its predecessor school of the same name was last inspected by Ofsted in 2007, it was judged to be outstanding.
- The inspectors observed 15 lessons or part lessons, two of which were joint observations with a member of the senior leadership team.
- Inspectors listened to pupils read and looked at samples of their work.
- Year 6 pupils were out of school on a residential trip, and Year 5 pupils were out on a day trip during the inspection.
- The inspectors scrutinised the 46 responses to Parent View, and spoke to parents at the start of the school day.
- Questionnaires completed by 26 staff were analysed.
- Meetings took place with staff, pupils, governors and a local authority representative.
- The inspectors observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and its development plan. They also looked at records of behaviour and attendance, and safeguarding documents.

## Inspection team

Emma Merva, Lead inspector

Additional Inspector

Olson Davis

Additional Inspector

Kusum Trikha

Additional Inspector

## Full report

### Information about this school

- Datchet St Mary's Church of England Primary is an average-sized primary school.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals, and looked after children) is below average. There are currently no children of service families in school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The largest groups of pupils are from White British and Indian heritages.
- The school has a breakfast club.
- A below average proportion of pupils speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.
- The school is currently undergoing a period of building works.

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

- Improve the quality of teaching so that it is at least consistently good by:
  - making sure that all pupils are provided with work that is appropriately matched to meet their differing abilities
  - ensuring that pupils are expected to respond to teachers' feedback, improve their work and make corrections
  - making sure that all pupils are given a wide variety of activities which are challenging, to keep them interested in lessons, and to enable them to make the progress of which they are capable.
- Increase the effectiveness of leadership and management by:
  - ensuring that the school has sufficient capacity at senior leadership level to secure improvement effectively
  - providing good quality training for middle and senior leaders to enable them to become more effective in their roles, in particular to help them to raise achievement across the school.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Standards in reading, writing and mathematics have fluctuated over the last few years. Attainment was above average in 2012 but dipped the following year, and was broadly average in 2013. The school's own data indicate that this year, although standards are starting to rise again, they will be broadly average by the end of Year 6.
- Currently, the proportion of pupils making expected progress, including those from White British and Indian heritages, is broadly in line with national expectations. This is confirmed by the work seen in pupils' books which show that more pupils, including the most able and those that need additional help, are now making better progress than before. However, the proportion exceeding the progress expected is below that found nationally and not enough pupils are making consistently good enough progress overall.
- Children enter the Early Years Foundation Stage with skills and abilities broadly in line with those expected for their age. They make good progress as a result of well-organised systems and routines. The school's records indicate that a greater proportion of children in 2014 are in line to enter Year 1 with a good level of educational development.
- This good level of progress does not continue in Key Stage 1, standards being only broadly average by the end of Year 2 in 2013. Recent assessment information indicates that this picture is unchanged this year.
- The teaching of phonics (letters and the sounds they make) is systematic. Pupils frequently use their phonics skills to work out the pronunciation of unfamiliar words. However, in 2012 and 2013 too few pupils reached the required standard in the Year 1 phonics check. Standards in reading are broadly average, at the end of both Year 2 and Year 6.
- Disabled pupils and those who have special educational needs make the same progress as their classmates. This is because of the additional support provided in lessons which helps them to understand the work and keep up with their learning.
- Pupils supported by additional funding make similar progress to that of their peers. At the end of Key Stage 2 their attainment was in line with their peers in all subjects.

### The quality of teaching

### requires improvement

- Teaching requires improvement. Across the school it has not been good enough over time. It does not always match pupils' needs. For example, not all lessons fully engage pupils. Some tasks are too easy and do not always fully challenge pupils to make the progress of which they are capable.
- Some pupils are not given additional work to help them to accelerate their progress. For example, when they finish their learning activities quickly. Consequently, when pupils do not have enough to do, they sometimes lack focus and disturb other pupils. This impedes learning, and contributes to pupils making less progress than they should.
- The school's marking policy is not consistently used by all members of staff. They do not ensure that pupils consistently have 'dedicated improvement and reflection time'. As a result pupils do not always respond to the teachers' marking, correct their work and learn from their mistakes.
- Some exercise books evidencing pupil learning show that teachers' expectations are too low. As a result, some work that has been completed with little pride is too readily accepted, and pupils do not gain enough from their efforts. As the year has progressed standards are improving in some classes and good progress is becoming more common. This is not yet consistent enough to ensure that pupils throughout the school are making good progress in all areas of their learning.
- Homework is set regularly and is contributing towards the drive for higher standards. For example, the weekly mathematics sheets are well marked and help pupils to prepare properly for their next lessons.

- Teachers ensure that their classrooms are friendly places, displaying colourful celebrations of pupils' work. Pupils enjoy warm relationships, both with adults, and with each other.
- Teaching assistants give effective support to pupils with additional needs in lessons, enabling them to make the same progress as their peers.
- Children in the Early Years Foundation Stage receive good teaching. They share equipment and toys well, and enjoy a wide range of subjects including French. This was seen, for example, in one activity where children were able to recall and pronounce different basic French words with confidence and accuracy.

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

### **requires improvement**

- Pupils' behaviour requires improvement. Although misbehaviour is uncommon, some pupils become fidgety in lessons, and their attention sometimes drifts. As a result they do not fully participate in their learning opportunities. A few pupils' attitudes to their work, as seen in the quality of work in their books, are poor.
- The school's work to keep pupils safe and secure is good. Pupils told inspectors that they feel safe and that bullying is rare. Pupils have a good understanding of the different forms of bullying; for example, they are aware of how damaging name-calling can be. If they have any concerns they know there is an adult to go to. Parents who responded to Parent View felt that the school keeps their children safe.
- Pupils are aware of the dangers posed by modern information and communication technology, and have an effective understanding of how to keep safe when using the internet.
- Pupils are respectful to each other and get on well together. They behave well when moving around the school and during breaks and lunchtimes. There is a calm and welcoming atmosphere in the school. Pupils enjoy the responsibilities they are given, for example taking positions on the school council, and supporting younger pupils as buddies. Children in the Early Years Foundation Stage play, take turns and share equipment well together.
- Attendance was below the national average in 2013. It is currently improving and is now broadly average.

### **The leadership and management**

### **requires improvement**

- The new headteacher, with the support of the senior leaders and governors, has recently started to monitor the effectiveness of the school with more rigour. Governors are holding the school to account through a school improvement board which has been set up to address under-achievement across the school. Nevertheless, improvements have not yet had sufficient time to ensure that all pupils make consistently good progress and that historical gaps in achievement are closed. Senior leaders are still new to some of their roles, and appointments to the senior leadership team are not yet complete. Further training and development are needed to enable leaders to fully understand and implement their responsibilities.
- Leaders have started to check and track pupils' achievement more closely; however, this is still not carried out frequently enough.
- Leaders have started to improve the quality of teaching. This is having some impact on pupils' progress, and demonstrates capacity to improve. Good leadership of the Early Years Foundation Stage enables children to get off to a good start with their education.
- Staff are held to account and their performance is carefully managed to ensure that pay awards are linked to their classroom performance and pupils' progress.
- All pupils have an equal opportunity to participate in the school's activities, and there is no discrimination of any sort.
- The majority of parents who responded to Parent View or who spoke to inspectors are pleased with the school. They believe that their children are happy and that they enjoy school. However,

a few parents felt that communication could be improved.

- The school provides a broad and balanced curriculum with interesting topics such as a cookery project and science week. Pupils' learning is extended through a wide range of clubs, trips and visits for pupils to take part in and enjoy. For example, during the inspection Year 6 pupils were away on a residential trip to the Kingswood outdoor pursuits and activity centre.
- Pupils' spiritual, moral, social and cultural educational development is promoted well, through links, for example, with the church, and many musical opportunities for pupils to participate in.
- Primary sports funding is used effectively to provide wider sporting opportunities, such as participation in local competitive competitions and a variety of extra sports opportunities. Pupils benefit from a range of new sports equipment.
- Although the school is now an academy, the local authority still provides link officer support. The school has appropriate links with parents through regular newsletters, the school website and the school's own questionnaire to gather parents' views.
- Safeguarding policies and procedures meet current requirements.
- **The governance of the school:**
  - Governors do not fully understand the school's pupil progress information or how the school is performing in comparison to other schools nationally.. As a result leaders are not held as strongly to account as they could be. They have recently accessed training in pupil performance analysis to address this.
  - Governors have an understanding of how the sports funding is used but have not yet investigated its impact.
  - They have a well thought out strategic vision and have consulted on the school expanding to two forms of entry from September 2014. Governors have a structured programme of visits to view the work of the school. They receive regular updates about how well the school is doing from the headteacher's report and the newly formed school improvement group. Governors make sure that teachers' pay progression is linked to pupils' progress performance. They have received safeguarding training, and carry out their statutory duties to ensure that pupils are kept safe at all times.

## 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>	117788
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	444057

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>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Wyard
<b>Headteacher</b>	Maria Winter
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01753 542982
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