

The Disraeli School and Children's Centre

The Pastures, High Wycombe, HP13 5JS

Inspection dates 26–27 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is exceptionally well led. The headteacher has high expectations for all pupils and staff. She is well supported by governors and senior leaders who all have an accurate view of the strengths and areas for further development.
- From very low starting points, pupils make good progress during their time at the school.
- Teaching is consistently good and improving. There is a strong relationship between staff and pupils and this helps them to learn well.
- Behaviour and safety are both outstanding. Pupils behave exceptionally well. They are extremely polite and courteous to each other and visitors in the school. As a result pupils feel safe and secure.
- Pupils' spiritual, moral, social and cultural development is at the heart of the school's ethos and makes a strong contribution to their positive attitude to school, as well as each other.
- The early years provision is good. The teaching and provision are well managed. Children quickly settle into the routines because of the care and support they receive.
- Parents are overwhelmingly supportive of the school and are very pleased with the education their children receive. One parent said 'we feel extremely fortunate and privileged that our children are attending Disraeli School.'
- Senior and middle leaders work effectively together. They make regular checks on the quality of teaching and the progress that pupils are making.
- Governors know the school well. They provide a good balance of both challenge and support to senior leaders. They share the commitment of the headteacher that all pupils will experience a good education.

It is not yet an outstanding school because

- Achievement is not outstanding because the standards pupils achieve are not yet high enough in reading, writing and mathematics.
- Pupils do not always have the opportunity to respond to teachers' comments in order to improve their work.
- On occasions, teachers do not always use the information about pupils' progress when planning their lessons.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 28 part-lessons, many jointly observed with senior leaders. In addition, inspectors observed small groups of pupils taught by learning support assistants.
- Inspectors heard pupils from Years 2 and 6 read and they also held meetings with two groups of pupils, including the school council.
- Meetings were held with senior leaders, staff and five governors including the Chair of the Governing Body. In addition, the lead inspector had telephone conversations with two consultants who have worked with the school either as part of the support from the local authority or independently.
- Inspectors looked at a range of documents, including the school's data on pupils' current progress, planning and monitoring documents. They also considered records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school's arrangements for spending, including the additional funding for sports and the pupil premium.
- The inspectors took account of parental communications with them and the 53 responses to the online Parent View questionnaire. The inspectors also had informal discussions with parents at the start of the school day.
- They analysed questionnaires completed by 94 members of staff.

Inspection team

Sarah Jones, Lead inspector	Additional Inspector
Kate Robertson	Additional Inspector
Bimla Thakur	Additional Inspector

Full report

Information about this school

- The school is larger than the average-size primary school.
- There is a larger than average proportion of pupils from ethnic backgrounds other than White British. The proportion of pupils who speak English as an additional language is more than double the national average.
- The school is growing in size with a number of pupils joining the school at other than the usual times.
- Extensive building work is taking place to accommodate the growing number of pupils.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of pupils eligible for the pupil premium (additional government funding which supports pupils known to be eligible for free school meals and those in care) is just below the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Early years provision consists of part-time Nursery provision for three-year-olds and three full-time Reception classes.
- The school has a 13 place resource base to support pupils' social and communication skills.
- The school is part of the Bucks Teaching School Alliance. This is a group of seven primary schools that work together to help raise standards and improve experiences for pupils.
- The headteacher is a Local Leader in Education.
- The school provides a breakfast club which is managed by the governing body. The school also provides a number of after-school clubs which include sporting activities such as golf and gymnastics.
- The school holds the Primary Science Mark, Food for Life (silver award) and Wycombe Advertising Video for Enterprise (WAVE) award.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding and in turn accelerate pupils' progress by making sure that:
 - all teachers use information on pupils' progress to challenge pupils of all abilities, so that every pupil makes rapid progress in every lesson
 - pupils regularly make amendments and improvements to their work following on from teachers' feedback.

Inspection judgements

The leadership and management are good

- The headteacher has created a strong team of staff and there is a strong culture for learning with all pupils wanting to be successful in their learning. All staff are supportive of the headteacher's aims and work together effectively as a team.
 - The headteacher is well supported by an effective leadership team. Teachers in charge of subjects, of early years, and of the provision for disabled pupils and those who have special educational needs make a positive impact on both the quality of teaching and the progress individual pupils are making.
 - The expectations for staff are clearly communicated and teachers are aware of their accountability for individual pupils' progress. Regular and rigorous checks by both senior and middle leaders ensure that any weaknesses are quickly identified and rectified.
 - Middle leaders and subject leaders have a good understanding of the strengths and areas for development in their areas of responsibility. They are involved in the analysis of pupils' progress to help support pupils' next steps in their learning. However, the targets for progress of different groups of pupils are not always high enough to ensure pupils make rapid progress.
 - The range of subjects pupils study is well matched to pupils' learning needs and interests. For example, there are opportunities for pupils to develop their entrepreneurial skills in mini-enterprise projects, when they have the opportunity to work with local businesses.
 - School leaders and staff strongly promote pupils' spiritual, social, moral and cultural development through topic work and assemblies. Pupils are taught to respect and appreciate others from different backgrounds. They have a good understanding of different faiths, for example Christianity and Buddhism. Pupils have enjoyed getting involved with the local Caribbean carnival and Black History Month. They are well prepared for life in modern Britain.
 - Pupils spoke with enthusiasm about their 'MESSC days' (moral, emotional, spiritual, social and cultural). They like the opportunity they have to work with pupils of different ages and develop an understanding of different topics, for example the safety topic. This includes personal safety when using computers and smart phones and an awareness of both medicines and drugs.
 - The school clearly demonstrates that pupils have equality of opportunity and tackles any discrimination well. This can be seen by the good progress all pupils make regardless of their ability and starting points.
 - The pupil premium funding is used effectively to improve the achievement of disadvantaged pupils by providing individual pupils and small groups of pupils with additional support and by purchasing resources to support their learning.
 - To support changes in the curriculum and the new approach to assessing pupils' work the headteacher is working alongside the other leaders in the Bucks Teaching School Alliance to consider alternative ways to assess progress.
 - Systems for managing the performance of teachers are robust. There are challenging targets as part of the school's drive to improve. There are links to whole-school priorities and individual staff responsibilities, as well as staff pay when addressing any underperformance.
 - The school uses the government's additional sports premium funding effectively. A sports coach works alongside staff to develop their expertise in teaching physical education. This ensures that pupils are taught skills more effectively and there are opportunities for them to participate in a wider range of sports, such as local football, hockey and multi-sport tournaments. As a result, pupils are developing healthier lifestyles.
 - The school values good partnerships with parents and families. Those parents spoken to have a very high opinion of the school and the support and information they receive on how to help their child at home.
 - The local authority and external consultants have provided effective support to the school and this has made a good contribution to the improvements that have been made.
 - Safeguarding and child protection procedures are rigorous and meet requirements.
- **The governance of the school:**
- The governing body has a clear idea of the school's strengths and areas for further development. Governors have recently completed a skills audit to ensure that they bring a range of expertise to the school and are aware of the school's priorities. Governors have attended training on the analysis of school data, to ensure they have good understanding of the data on pupils' achievement with an awareness of the importance of both challenge and support to make sure the improvement continues.

- Governors make sure that the school finances are managed well. For example, they ensure that the school is using both the pupil premium and additional sports funding to improve pupils' overall achievement. Some governors have observed teaching and they have a good insight of the quality of teaching. They have a clear understanding of teachers' performance and implementation of the national 'Teachers' Standards' in relation to tackling any underperformance. Statutory requirements such as safeguarding are fully in place and effective.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Good levels of respect are shown to other pupils and adults.
- Pupils behave well in lessons and they enjoy their learning. They are enthusiastic and this supports the progress they make in lessons.
- Pupils are proud of their school, they wear their uniforms with pride and are very pleased to talk about how they have achieved the badges they have responsibilities for. For example, school council members spoke about fund raising for additional equipment and members of the learning council spoke about their enjoyment of meeting new members of staff when they come along for interview. Older pupils also enjoy their responsibility of working with younger pupils. Their experiences prepare them well for the next stage in their education.
- Parents, pupils and staff are overwhelmingly supportive about the behaviour and safety within the school. School records indicate that there are very few incidents of poor behaviour and when they do occur they are effectively dealt with.
- The attendance of pupils continues to be above average. The school has clear systems in place to monitor and address any poor attendance.
- There have been no permanent exclusions in the last three years.
- The school's breakfast club and after-school club keep pupils safe at the start and end of the school day. Pupils enjoy the activities that are on offer, for example drama, gymnastics and golf.

Safety

- The school's work to keep pupils safe and secure is outstanding. This judgement is supported overwhelmingly by the parents who spoke to inspectors as well as those who responded to Parent View.
- Pupils say they feel very safe at the school and that everyone cares for each other.
- The child protection systems are thorough, with links to external partners to support pupils who are more vulnerable. Staff receive regular training and updates to ensure they are clear about their responsibilities in protecting children.
- Pupils have a good understanding of the different forms of bullying, including cyber bullying, and are unreservedly confident that should there be an issue this would be rectified immediately.
- Parents are very confident in the care that the school provides.

The quality of teaching

is good

- Teaching is consistently good throughout the school. As a result pupils, including disabled pupils and those who have special educational needs, disadvantaged pupils and the most able make good progress in reading, writing and mathematics.
- Teachers and learning support assistants have secure subject knowledge and they use this well to support pupils with clear explanations on how to develop their work.
- There is a high ratio of adults to pupils to help support the wide variety of needs within different groups. The learning support assistants are well deployed and support pupils well.
- Teachers and learning support assistants question pupils effectively to check or probe pupils' understanding.
- Work in pupils' books, and feedback from pupils and parents confirm that the quality of teaching is good.
- The joint planning within year groups helps to create a cohesive approach to the learning in each year group. This helps support pupils when they move from one group to another for mathematics and English.
- Pupils value the relationship they have with their teachers. They appreciate that teachers make lessons fun and enjoyable and say they like working with each other and this helps them to learn.

- Pupils have many opportunities to develop their reading, writing and mathematical skills in other subject areas.
- Disabled pupils and those who have special educational needs are well supported in lessons. Adults work effectively alongside pupils in class ensuring they understand the task.
- The needs of the most able pupils are catered for well. Activities are planned to challenge their thinking. For example, in a Year 6 mathematics lesson the most able pupils had the opportunity to work together, to select methods to answer tasks and present their findings to the rest of the group. They clearly enjoyed the challenge and there was a real buzz in the atmosphere.
- Reading skills are taught well. The school has changed the approach to teaching phonics (linking letters and the sounds they make) and this is having an impact on both pupils' knowledge and their confidence.
- Pupils' work is marked regularly with helpful comments on how they can improve their work. On occasions, pupils do not have the opportunity to respond to the comments about what they can do next and so do not improve their work as rapidly as they could.

The achievement of pupils is good

- Pupils enter the early years provision with skills that are much lower than those typical for their age. This is due to some children being at the early stages of learning English and others having low levels of communication and language skills. Good teaching helps pupils to settle into routines quickly and make good progress.
- In order to support pupils, the school has made the decision to group pupils for mathematics and literacy according to their ability and understanding. Support has been targeted towards the progress pupils make in both Key Stages 1 and 2.
- The proportion of pupils that reach the levels typical for their age in reading, writing and mathematics at the end of Key Stage 1 is below the national average. Despite pupils making significant progress from their starting points, the standards at the end of Key Stage 2 remain low.
- Pupils who join the school at different times are well supported. As a result, they settle quickly and make good progress. However, they do not achieve as well as other pupils in the school in relation to their low starting points.
- Disabled pupils and those who have special educational needs make similar progress to their classmates, from their individual starting points. This is because the work is adapted to meet their needs and they are given good support in class.
- Those pupils in the resource base have many complex needs that are well met and this ensures the progress they make is good.
- The progress disadvantaged pupils make from their individual starting points is good and similar to that of their classmates across all year groups in reading, writing and mathematics. They are well supported either in class or in small groups to ensure their needs are met.
- The most able pupils benefit from being set more challenging activities in lessons, especially in mathematics and English. They enjoy the challenges they receive and make good progress. In a Year 6 lesson, pupils were studying the Tempest (Shakespeare) and they particularly enjoyed the chance to develop their language skills, appreciating the impact language can have on a piece of writing.
- Since the previous inspection there has been a gradual increase in the attainment at the end of Key Stage 1 and Key Stage 2 in writing and mathematics. There was a dip in 2014 which the school could explain: the year group had a high proportion of pupils with disabilities and special educational needs. The proportions reaching expected levels by the end of Key Stages 1 and 2 were both below that of pupils nationally. However, there is clear evidence of good or better progress.
- The proportion of pupils achieving the expected standards in the Year 1 screening check on phonics is just below the national average. However, there is evidence of a year-on-year improvement reflecting the changes in teaching to support pupils and develop their confidence in both reading and writing.
- In 2014 national tests, the attainment of disadvantaged pupils by the end of Year 6 was around three terms behind their classmates for mathematics, four terms behind for reading and nearly five terms behind for writing. Compared to other pupils nationally, their attainment was nearly five terms behind for mathematics and writing and six terms behind for reading. There is evidence in school tracking data and pupils' books that by the end of Year 6 the gap will be further reduced in 2015.

The early years provision**is good**

- Most children in the early years provision start with levels in knowledge, skills and understanding that are well below those typical for their age. Within a caring, well-managed environment, children quickly settle and gain in confidence to support their learning when working alongside others.
- The school records show that many children do not achieve the early learning goals for their age by the time they leave Reception. However, from their low starting points they have made good progress and are more confident when moving on to Year 1.
- The leadership and management of the early years setting are effective. The leader has a clear vision for all children and works effectively with adults to ensure children make good progress.
- Children play well together. Due to regular reminders of expectations, behaviour is good.
- Teachers and learning support assistants provide a good level of care and guidance and support children who join the early years part way through the year.
- Teachers track the progress made by children in their learning journeys. Children spoke to inspectors with enthusiasm and confidence about their learning.
- There are good links with the children's centre and this supports the transition to Nursery or Reception classes. Parents have confidence in the support provided. They feel well informed of the progress their children are making and welcome the open-door policy to ask questions as they arise, either at the start or end of the school day.
- There is effective use of both the indoor and outdoor spaces. The planned activities capture children's interest and imagination. Opportunities for children in the Nursery to work alongside children in Reception support their progress and the transition to the next stage of their education.
- Children are well cared for. All safeguarding and welfare requirements are met and activities are risk assessed. As a result, children's physical, emotional and health and safety are well developed.

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

Unique reference number	131852
Local authority	Buckinghamshire
Inspection number	449677

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	545
Appropriate authority	The governing body
Chair	Ann Beaton
Headteacher	Jatinder Virk
Date of previous school inspection	26 May 2010
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