

Westcott Church of England School

Inspection report

Unique Reference Number	110442
Local Authority	Buckinghamshire
Inspection number	337500
Inspection dates	11–12 May 2010
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	22
Appropriate authority	The governing body
Chair	Louise Race
Headteacher	Julie Hicky
Date of previous school inspection	12 May 2010
School address	High Street Aylesbury HP18 0PH
Telephone number	01296 651360
Fax number	01296 651360
Email address	office@westcott.bucks.sch.uk

Age group	3–7
Inspection dates	11–12 May 2010
Inspection number	337500

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 one additional inspector. The inspector saw three teachers at work in eight lessons. Meetings were held with governors, parents, staff and pupils. The school's work was observed and pupils' books, information on pupils' progress, safeguarding and other documents were evaluated. Questionnaires from 23 parents and carers and seven members of staff were scrutinised.

The inspector reviewed many aspects of the school's work, looking in detail at the following:

- The learning and progress of more able pupils in Years 1 and 2
- The impact of all leaders, including the governors, on provision and progress
- The impact of outdoor learning in the Early Years Foundation Stage
- How well care, guidance and support ensure that pupils behave well and work together sensibly.

Information about the school

In this small school, the proportion of pupils known to be eligible for free school meals is low. The school has a low number of pupils with special educational needs and/or disabilities. Most pupils come from White British backgrounds. The school has received several awards including the Healthy School Award and Swan Award for sport. Nursery and Reception children are taught together in an Early Years Foundation Stage unit.

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

Pupils enjoy coming to this friendly and successful school. Parents and carers greatly appreciate the benefit of small classes, and the outstanding care, guidance and support that helps to keep children exceptionally safe. They were right when they told the inspector, 'We couldn't be happier with the way Westcott School is supporting our child through these important years,' and, 'There is a real sense of family and community at the school.'

Nursery and Reception children make a good start to their education in the Early Years Foundation Stage when working indoors and outside. Literacy skills are taught especially well, although children do not consistently work purposefully on activities they have chosen for themselves. In Years 1 and 2, teachers plan imaginative activities enabling pupils to become enthusiastic learners and to make good progress. Consequently, pupils' attainment by the end of Year 2 is above average in most years. Writing is slightly less well developed than reading and leaders are seeking to provide more opportunities for pupils to write across the curriculum. Occasionally, during question-and-answer sessions, a few pupils are not involved well enough and at other times more able pupils are not challenged to do their very best. Pupils are polite and well behaved and have an excellent understanding of how to stay healthy. They were proud to tell the inspector that they eat fruit 'because we are a healthy school'.

There are good procedures for self-evaluation that enable the headteacher and governors to know what needs to be done next to improve the school further. Areas where changes are needed are identified and decisive action is taken. This ensures that all pupils achieve well and enjoy learning, and demonstrates the school's good capacity to continue improving. An exceptionally strong partnership between the school and the parents and carers supports learning well.

What does the school need to do to improve further?

- Increase pupils' progress in writing by providing greater opportunities for them to practise what they have learnt across the curriculum.
- Consistently challenge more able pupils in Years 1 and 2, and involve all pupils during question-and-answer sessions.
- Ensure that children in the Nursery and Reception Years are always working purposefully on activities they have chosen for themselves.

Outcomes for individuals and groups of pupils

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

Pupils, including those with special educational needs, make good progress and learn quickly in most lessons. They are articulate, enjoy practical tasks and are keen to learn. For example, in literacy in Years 1 and 2, pupils enjoyed collecting and sharing ideas after an imaginary trip to the seaside. In a mathematics lesson, they gained a good understanding of fractions by halving and quartering apples.

Attainment in writing lags slightly behind reading because some opportunities are missed for pupils to practise what they have learnt. Whilst more able pupils also make good progress overall, there are occasions when they are not challenged enough. Year groups are very small, but pupils achieve well and attain levels that are above average by the time they leave the school. Their good reading, numeracy and personal skills prepare pupils well for the next stage of education and later life.

Pupils are very knowledgeable about how to stay safe and feel extremely safe at school. Whilst attendance is broadly average this does not reflect the pupils' thorough enjoyment of school, but is due to parents taking term-time holidays. The school is taking the right steps to reduce absences. Pupils enjoy taking responsibility for helping each other. For example, the school council helped to design the playground and purchased equipment such as the 'buddy bus stop' and dressing-up clothes for the younger children. Pupils cooperate with each other sensibly when working in small groups or pairs. They behave sensibly and listen well most of the time, as shown in a music lesson where they listened carefully when learning how to write musical notation. Occasionally in other lessons they become quietly inattentive when not fully involved in question-and-answer sessions.

Pupils have good spiritual, moral, social and cultural awareness. They are respectful during prayer time, help each other and appreciate the world around them. They are involved in raising funds for those less fortunate than themselves. However, there are too few opportunities for pupils to meet others from different ethnic backgrounds and consequently their understanding of cultural diversity is less well developed. Pupils demonstrate why the school has achieved the Healthy School Award and Swan Award. They enjoy taking part in physical activities at playtime and through the school's sport partnerships. For example, one pupil said, 'I like playtimes because you get to stretch your legs.' Pupils mostly choose healthy options for their packed lunches and learn to stay safe on the roads through the 'footstep training'. Their emotional well-being is very good because they are cherished and valued as individuals.

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	2
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The enthusiastic teachers plan interesting, practical activities that engage the pupils' interest well and help them to enjoy learning. For example, pupils enjoy accompanying their own singing when practising songs for a community concert. Close relationships in the small classes enable members of staff to manage behaviour well and learning is quick in most lessons. Occasionally, when working together as a class, there is a slight drop in pace because some pupils are not involved in answering questions. Tasks are explained to pupils, although this information is not always specific enough to help more able pupils to know precisely what is expected of them. Effective assessment procedures are firmly in place and are used to set individual targets.

Links between subjects are being developed well and the school is looking at ways of ensuring that the curriculum provides greater opportunities for pupils to write across the curriculum. Visitors are used well to bring pupils new experiences and the creative arts, especially music, are promoted very well. For example, during the inspection, pupils were taught various Indian dances by a visitor. These activities contribute well to the pupils' personal development and enjoyment of school.

Members of staff provide excellent care, guidance and support for all pupils, enabling them to become confident and happy individuals.

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

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 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 headteacher has a clear understanding of strengths and weaknesses in provision and this information is used effectively to embed ambition and to drive improvement. Teaching and learning are monitored well and good support is given to help teachers extend their skills. The school is good at promoting equal opportunities and tackling discrimination. For example, the needs of more able pupils is a recent focus to ensure that they always do as well as they could. Assessment information is being used more rigorously to help prevent dips in progress and to nip any underachievement in the bud. The headteacher has a heavy workload and has suitable plans to delegate more responsibility as the teaching team becomes more experienced.

Governors are supportive and know the school well. They are increasing their role in challenging the school. At the time of the inspection, the school's safeguarding arrangements were found to be outstanding. Procedures for keeping pupils safe and making them feel safe are very thorough and all parents who responded to the inspection questionnaire were very pleased with this aspect of the school's work. The partnership between the school and parents is exceptionally strong. Leaders have good relationships with external agencies, enabling them to provide good support for pupils who are finding life difficult. Whilst the school promotes community cohesion well, pupils' awareness of cultural diversity is not as extensive as others aspects of spiritual, moral, social and cultural development. The school provides good opportunities for pupils to learn more from visitors and there are good plans to extend pupils' understanding further by forging links with schools in contrasting locations.

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
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	1

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 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

Most children join the school working within the levels expected for their age. They make good progress in the Nursery and Reception years and attainment is slightly above average by the time children enter Year 1. Attainment is highest in literacy because members of staff are particularly good at promoting good speaking and listening by asking challenging questions. Interesting role-play areas, such as the 'space shop', encourage children to learn how to work together and share fairly. Children enjoy the good mix of adult-led sessions and activities that they have chosen for themselves. For example, children enjoyed making space aliens from a selection of materials and helping to weigh ingredients when cooking. Occasionally a few 'free choice' activities do not provide enough purposeful play and when this happens children's interest is not maintained well enough.

Provision for outdoor learning has improved since the last inspection and leaders are working together well to ensure that all activities provide a good level of challenge. Music is taught exceptionally well and children sing tunefully and keep time with the music. Children are well behaved, although Nursery children sometimes fidget when they have been sitting still for too long with the Reception children. Exceptionally close links with parents and carers enable children to settle quickly into school life. Assessment of individual children is thorough, although not enough use is being made of all the information collected to compare progress between areas of learning.

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

Views of parents and carers

There was a very high response to the parents' questionnaire. Nearly all parents and carers are delighted with the work of the school. They are particularly pleased that their children are happy and are kept safe. They praise the caring, family atmosphere and its positive impact on pupils' confidence. The inspection team agrees with parents' and carers' positive views.

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

A very few parents and carers who replied to the Ofsted questionnaire expressed concerns over the way they are informed about their children's progress and how well the school deals with their suggestions and concerns. The school provides ample opportunities for parents and carers to find out how well their children are doing. They already provide an open invitation to parents and carers to discuss any concerns and are increasing the information available on the school website.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westcott Church of England School 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 28 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	91	2	9	0	0	0	0
The school keeps my child safe	21	91	2	9	0	0	0	0
The school informs me about my child's progress	15	65	7	30	1	4	0	0
My child is making enough progress at this school	19	83	4	17	0	0	0	0
The teaching is good at this school	20	87	3	13	0	0	0	0
The school helps me to support my child's learning	16	70	6	26	1	4	0	0
The school helps my child to have a healthy lifestyle	20	87	3	13	0	0	0	0
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)	17	74	4	17	0	0	0	0
The school meets my child's particular needs	21	91	1	4	1	4	0	0
The school deals effectively with unacceptable behaviour	17	74	6	26	0	0	0	0
The school takes account of my suggestions and concerns	16	70	5	22	0	0	1	4
The school is led and managed effectively	19	83	4	17	0	0	0	0
Overall, I am happy with my child's experience at this school	21	91	2	9	0	0	0	0

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.



13 May 2010

Dear Children

Inspection of Westcott Church of England School, Aylesbury HP18 0PH

I enjoyed coming to see your lovely school. Thank you for being so helpful during my visit. I am pleased to say that your school is doing a good job.

- You enjoy school, learn quickly and do well.
- You are right when you say 'the grown-ups help us'.
- Your headteacher and other leaders know what needs to be done to make the school even better.
- You behave well and are polite and friendly.

These are the things we have asked your school to do next to make it even better

- Help you to do even better writing by giving you more chances to practise what you have learnt.
- Make sure that those of you who can learn quickly are always expected to do your best work.
- Check that those of you in the Nursery and Reception always work hard on the activities you have chosen for yourselves.

Thank you once again for talking with me about your school and showing me your work. I was very impressed with your good ideas to make the playground more interesting. You could help your teachers further by making sure you always do your best writing.

Yours sincerely

Alison Cartlidge

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.