

# Padbury Church of England School

Main Street, Padbury, Buckingham, MK18 2AP

**Inspection dates** 12–13 November 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		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment is well above average at the end of Key Stage 1, and well above expectations in Year 4, because pupils make good progress from their different starting points.
- Children get off to a good start in Reception because they are given stimulating work to do.
- Teaching is consistently good, with some outstanding teaching in Key Stage 1. Teachers share their ideas and support one another in becoming even better.
- Pupils have extremely positive attitudes to learning. Their behaviour is outstanding, both in class and around the school, and pupils say they feel very safe.
- The excellent leadership of the headteacher inspires the whole school community to do the best it can.
- There is a very strong team of staff, together with an effective governing body; they have worked together to improve teaching and raise achievement successfully.

### It is not yet an outstanding school because

- Teachers do not consistently check that pupils have responded to their helpful marking and acted upon it.
- Within school, despite all pupils doing extremely well, girls tend to outperform boys in mathematics.

## Information about this inspection

- The inspector observed 12 lessons or parts of lessons, including some joint observations with the headteacher.
- The inspector heard pupils read and, with the headteacher, looked closely at samples 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 a group of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Vice Chair of the Governing Body and three other governors, and a representative from the Buckinghamshire Learning Trust.
- The inspector considered 40 responses to the online questionnaire, Parent View, and spoke with several parents and carers outside the school.
- The inspector considered the 13 staff questionnaires that were completed.

## Inspection team

Nick Butt, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is a smaller-than-average-sized primary school. It has grown rapidly in recent years.
- Reception children are taught with Year 1 pupils. There is also one mixed-age class in Key Stage 2. Year 2 are taught as a single year group.
- Most pupils come 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 those from service families) is very low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is very low. The proportion supported at school action plus, or with a statement of special educational needs, is also very low.
- The school will become an all-through primary in September 2014 when the present Year 5 pupils stay on to become its first Year 6 cohort.
- The headteacher was appointed in September 2010.
- The school shares its site with a privately-run pre-school, which is inspected separately.

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

- Raise achievement to outstanding by:
  - making sure that teachers check pupils have responded to their helpful marking in books and acted upon it
  - investigating how the teaching of word problems can improve the performance of boys in mathematics.

## Inspection judgements

### The achievement of pupils

is good

- Over Key Stage 1, pupils achieve well because the teaching is at least good, and often outstanding in Year 2. Standards were well above average in 2013, by the end of Year 2, and a greater proportion of pupils than nationally reached the higher levels of attainment.
- The attainment of children when they join the school varies because cohorts are very small. The present Reception children have typical skills and abilities generally. Last year's Reception children were a stronger cohort.
- Children make good progress in Reception because they are given stimulating and purposeful activities that promote their developing skills, and benefit from being in the same class as the Year 1 pupils. It gives them something to aspire to.
- Pupils continue to make good progress in Key Stage 2. In 2013, attainment was well above national expectations in reading, writing and mathematics in Years 3 and 4. This was confirmed by lesson observations, scrutiny of work and hearing pupils read.
- The numbers of disabled pupils and those who have special educational needs are very small, as are the numbers of pupils known to be eligible for the pupil premium. It is not possible to comment on their progress without identifying them. The school does provide effective, targeted support where necessary.
- Despite all pupils achieving well and standards being well above average, the school has identified that, relatively speaking within school, girls often outperform the boys, especially in mathematics. Leaders are investigating possible reasons for this, including the fact that girls often join the school with higher attainment than boys and girls being more comfortable with reading and understanding word problems.
- The school is focusing on helping boys to get better at word problems to see if this makes a difference. Early indications are that this is boosting their confidence in applying their mathematical knowledge and understanding in practical ways.
- Pupils excel in learning phonics (the sounds that letters make) through consistently high quality daily teaching sessions. As a result, the proportion of Year 1 pupils reaching the required standard in the national phonics reading check was well above average in 2012 and 2013.
- When reading, pupils are able to choose from a wide variety of books at the right level for them and benefit from regular sessions to develop more complex reading skills such as inference and deduction. Older pupils share with enthusiasm the authors they enjoy as the school successfully fosters a love of reading.
- Pupils achieve well in writing because of the expertise and energy of the subject leader who shares best practice with all staff. Pupils have many opportunities to write at length in subjects other than English and are taught from the outset how to join their letters in a neat cursive script.
- More-able pupils make good progress because they are given work that challenges them and moves them on swiftly in their learning.

### The quality of teaching

is good

- Teaching is consistently good, with some outstanding teaching in Key Stage 1. All teachers are very reflective and keen to become even better, so they often share new ideas and try out innovative approaches.
- Strengths of teaching include:
  - making clear to pupils exactly what they are going to learn and inviting them to think how they could succeed in this by the end of the lesson
  - probing questioning that establishes what pupils already know and extends their thinking
  - high expectations of pupils so that they are working hard and given tasks that are not too

easy for them

- encouraging pupils to assess the effectiveness of their own and their classmates' work against specific steps for success
- making links across different subjects. For example, as part of a history topic, Key Stage 2 pupils were asked to rewrite a familiar traditional tale in the style of a Celtic myth, using the features employed by the Celts in their myth-making.
- Children in Reception get off to a good start because there is plenty to interest them, both indoors and outside, and they receive a good balance of adult support and the freedom to find things out for themselves.
- In the best teaching the learning proceeds at a cracking pace and all pupils are totally absorbed in their work. For example, Year 2 pupils were considering why images can be helpful when following instructions. They attempted to make a pop-up book with only written instructions, but soon floundered. Once they saw the pictures supporting the text they knew exactly what to do. This led them to devise their own high-quality instructions to accompany a set of pictures about making cheese on toast.
- Books show that pupils take a real pride in their work and that even the younger children are beginning to join their letters. Pupils across the school make good progress over time, which is particularly evident in their writing books.
- Teachers regularly give pupils helpful advice about how to improve their work, although on occasions they do not make sure that pupils have acted upon it.
- Teaching assistants make a very valuable contribution to pupils' learning. They are trained and briefed well as they support groups or individuals.

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

- Pupils have extremely positive attitudes to learning. They have a real thirst for knowledge and speak with great enthusiasm about what they are finding out. They make an exceptional contribution to their own learning. Their behaviour is exemplary, both in class and around the school.
- Older pupils in particular are caring and considerate towards the younger ones. For example, they help them in the lunch hall. They describe their duties, saying, 'You have to cut up their food and clean up their spillages.'
- Pupils say that bullying is not an issue at Padbury and that everybody is really friendly. They know about different types of bullying such as cyber bullying. Discrimination is not tolerated.
- All parents who responded to Parent View (and most parents did respond to Parent View) said that children are happy and safe. Pupils have a very good awareness of how to keep safe, for example through not giving out their personal details to somebody on the internet.
- Teachers manage behaviour very consistently. Pupils say that they are fair. School records show that there have been no incidents of poor behaviour or racism in recent years.
- Pupils are committed to supporting the wider community. They helped to lay a wreath at the recent service of remembrance for members of the armed forces and take part in the annual flower and produce show. They also raise money for charity through fun activities, such as the competition 'Padbury's Got Talent'.
- Attendance has been consistently high, reflecting pupils' great enjoyment of school.

### **The leadership and management** are outstanding

- Under the inspirational leadership of the headteacher, the school has flourished since its previous inspection. At that time there were only 11 pupils left; but, since then, its growing reputation has increased numbers five fold.
- The headteacher's crystal clear vision for excellence is supported by staff, governors and parents alike. The school combines a caring pastoral heart with incisive academic rigour, which means

that pupils become confident and successful learners, well prepared for the next stage of their education.

- High quality training helps relatively inexperienced staff quickly become good or better and a culture of reflection ensures that all staff are seeking to improve further.
- The headteacher has developed subject leaders extremely well so that they form a very strong team and work together to raise pupils' achievement and improve teaching. Standards are rising rapidly and pupils' progress is accelerating as the school moves to become an all-through primary. All pupils have equality of opportunity to do their very best.
- Teachers are given concise and focused feedback about how to improve, and have numerous opportunities to share best practice. They are set challenging targets through the management of their performance. Pay progression is linked to how well pupils are doing.
- The curriculum is tailored to meet pupils' interests and is well enriched with plenty of clubs, visits and visitors. Opportunities, such as the Forest School, give pupils memorable experiences. The school is spending its primary school sport funding on introducing swimming, staff training and additional equipment. It has plans to measure pupils' participation and the impact on their health and well-being. A wealth of activities in art, drama and music contribute extremely well to pupils' spiritual, moral, social and cultural development.
- Parents take a particular interest in their children's education and help out in a variety of ways. They take great pride in their school being at the centre of its community and have kept it afloat through their support and fundraising. The loyalty and perseverance of parents have enabled the headteacher and other leaders to see their vision come to fulfilment to give Padbury a secure future as an all-through primary school.
- Close links with the church, other local schools, and small schools in Buckinghamshire help the school to be outward looking.
- The school benefits from the support of the Buckingham Learning Trust on behalf of the local authority.
- **The governance of the school:**
  - Governors take a strong strategic lead. They bring a high level of expertise to the school. Their determination has helped the school to succeed and made it an attraction at the heart of the village. They are very knowledgeable about how the school is doing because they make it their business to find out about the data and the quality of teaching. They take a keen interest in the management of teachers' performance, salary progression and how the school would tackle any underperformance. Governors are assigned key aspects of the school's work to overview, such as priorities on the school development plan. Their regular visits enable them to see the school in action and to find out for themselves about its effectiveness. They keep a close eye on the finances to make sure that the school gives good value for money, and fulfil all their statutory obligations, such as those around safeguarding.

## 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>	110413
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	426577

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 controlled
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Jarvis
<b>Headteacher</b>	Karen Duckworth
<b>Date of previous school inspection</b>	8 December 2008
<b>Telephone number</b>	01280 813070
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