School report

Holyport CofE Primary School

Stroud Farm Road, Holyport, Maidenhead, Berkshire SL6 2LP

Inspection dates 30 April–1 May 2019

Overall effectiveness	**Good**
Effectiveness of leadership and management	**Good**
Quality of teaching, learning and assessment	**Good**
Personal development, behaviour and welfare	**Outstanding**
Outcomes for pupils	**Good**
Early years provision	**Good**
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Since joining the school three years ago, the headteacher has made significant improvements to the education and care of the pupils.
- Leaders make this a very special place to learn and work. Everyone is valued and respected and works as part of a team.
- Middle leaders are very passionate about carrying out their roles effectively. They embrace opportunities to support pupils and staff. Further work is required to develop leaders' monitoring and evaluation skills so that they can check the impact of the curriculum on pupils' progress effectively.
- Governance is very strong. Governors carry out their roles professionally and are meticulous in checking that leaders are carrying out their responsibilities effectively.
- Teaching is effective because of strong leadership. The headteacher regularly monitors and evaluates the impact of teaching on learning. Along with her deputy, she is systematic in the support and challenge she provides, and expects the best from teachers.
- As a result of strong teaching pupils make good progress. They catch up quickly if they have fallen behind.
- Occasionally pupils are not sufficiently challenged to achieve the higher standards of which they are capable. Leaders are committed to raising standards even further so that all groups of pupils achieve consistently well.
- Pupils feel very safe at school and show a high level of care and respect for each other. The commitment to pupils' welfare is outstanding.
- A number of pupils have leadership responsibilities, enabling them to make very positive contributions to school life.
- Pupils' behaviour is impeccable. Effective strategies to promote good behaviour encourage pupils to be self-reflective and to think about the results of their actions on others.
- The curriculum has been thoughtfully developed. There are excellent opportunities for pupils to develop knowledge and skills across a wide range of subjects.
- Children in the Nursery and Reception classes benefit from high levels of care and support. They make strong progress from their different starting points.
- Parents are overwhelmingly in support of the school. They sought inspectors out to share their reflections on how much the school has improved since the arrival of the current headteacher.

Full report

What does the school need to do to improve further?

- Ensure that all teaching supports pupils to make consistently strong progress across the curriculum.
- Further develop the role of middle leaders so that they accurately and incisively evaluate the impact that practice across the curriculum has upon pupils' outcomes.

Inspection judgements

Effectiveness of leadership and management	Good

- Since the inspection of the predecessor school, the school has gone from strength to strength. This is due to the determined and clear-thinking headteacher. Consequently, the headteacher enjoys very high levels of respect and approval from staff, pupils, governors and parents alike. One parent said: 'This school has transformed since the headteacher arrived.'
- The headteacher is committed to developing leaders across the school. She has skilfully developed her team since her arrival. With her governors and senior leaders, she constantly works to improve the school, while addressing the significant additional challenge provided by the school's decreasing budget.
- Leaders are extremely diligent in their work and are not afraid to question and challenge one another. They are well supported in their endeavours by high-quality professional development and challenge, particularly that provided by the trust.
- Leaders of English and mathematics ensure that staff are well supported to deliver a curriculum that is fit for purpose. Their work in embedding strong practice across the school is having a positive impact on pupils' outcomes.
- The curriculum is very effectively designed, providing opportunities for learning in core and foundation subjects, while developing pupils' love of scientific discovery and the arts. Leaders are supporting the implementation of the curriculum well. Senior leaders are working to ensure that leaders at all levels have the skills and the time to monitor and evaluate effectively what is working well and where there could be more challenge for pupils.
- The curriculum is supported well by a range of visits and other activities. For example, pupils visited a mosque and a gurdwara. During the inspection, pupils in Year 5 and Year 6 led an assembly about a Sikh festival, which supported pupils' spiritual and moral development effectively. Spiritual development is closely linked to the Christian ethos of the school. Diversity is celebrated and embraced and pupils from all backgrounds are treated equally and with kindness and respect.
- Leaders have strengthened the support for pupils with special educational needs and/or disabilities (SEND). Leaders make sure that the extra help pupils receive is making a difference. The accurate identification of pupils' needs and effective monitoring of the impact of support mean that these pupils enjoy school and make good progress.
- Additional sports funding is used extremely effectively. It is used to give pupils access to a wide range of sporting opportunities and activities throughout the school day and after school. The school employs a 'PE Team' whose members bring a very high level of expertise to the school. This contributes directly towards improving pupils' progress as well as their physical and emotional health and well-being.
- The school's breakfast and after-school clubs are well led and managed. They provide safe and nurturing environments that support pupils' social development.

Governance of the school

- Since the predecessor school was inspected, governors have made significant improvements to their practice. They have a very open and constructive relationship with leaders and have been key players in the school's journey of improvement.
- Governors have invested time in improving their knowledge and skills to ensure that they carry out their roles effectively. Their commitment to self-improvement is evident through their strategic plan, which forms part of the school development plan and keeps everyone on track. The plan shows that governors understand and fulfil their statutory duties well.
- Governors are absolutely committed to getting the best for every pupil and know the school's strengths and weaknesses well. Their analysis of the headteacher's detailed reports enables them to ask challenging questions to understand the difference that leaders' actions have made.
- Governors keenly debate issues with leaders. This is very much an equal partnership. Not only do governors hold the headteacher to account, but the headteacher is rigorous in checking that governors are fulfilling their commitments.
- Governors are committed to spending time in school when they can. They keep concise and informative notes of their visits to share at meetings of the governing body.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a strong safeguarding culture, which places pupils at the heart of its work. Leaders care passionately about every pupil and do everything to ensure that pupils are safe, both in and out of school.
- Checks completed on the suitability of staff to work with children are in place. Leaders ensure that all staff receive regular and appropriate training that reflects recent developments in making sure that pupils are kept safe. Staff are trained to identify any signs of abuse.
- Staff are clear about the procedures to follow if they have a concern about a pupil's safety. They follow these precisely. Leaders maintain detailed safeguarding records that show a clear chronology of actions and outcomes. All records are securely stored.
- Governors understand and fulfil their statutory duties relating to safeguarding and pupils' welfare. They carry out a very detailed safeguarding audit alongside regular termly checks to be absolutely certain that the school's systems and procedures keep all pupils safe.
- Pupils learn to keep themselves safe, including when using the internet. Teachers ensure that pupils develop a strong understanding of how to keep safe beyond the school environment.
- Parents support the view that their children are kept safe in school, and almost every parent that responded to Ofsted's online questionnaire, Parent View, said that they believe their child is well looked after.

Quality of teaching, learning and assessment — Good

- School monitoring records and inspection evidence show that teaching is consistently good across the school over time.
- Teachers are very proficient at meeting pupils' needs in mixed-year classes. Pupils develop their knowledge and skills and understanding well. They are given the chance to learn from their older classmates as well as to gain fluency in skills through practice.
- Leaders ensure that there is a strong learning ethos across the school. The school's motto, 'Love Learning, Love Life – in all its fullness' is central to pupils' work. Pupils work hard, love to learn something new, are willing to take risks and want to do well.
- Pupils enjoy the variety of learning opportunities they receive, because they are progressively taught the knowledge and skills they need in real-life contexts. For example, pupils talk eloquently about the layers that make up the ocean and about the creatures that live in those layers. They enthusiastically work on a collage creating the various shades of blue to represent the different zones. These activities support pupils to learn in depth.
- Pupils learn well in mathematics because the teaching is good and activities are planned effectively. Pupils say that they enjoy the opportunities and methods the school has introduced to enable them to deepen their knowledge. For example, in a key stage 1 class, pupils enjoyed using their reasoning skills to double numbers. They quickly understood the concept and by the end of the lesson were ready to share their examples of different number sentences and patterns. Pupils were able to clearly explain a range of mathematical methods that enabled them to solve the problems posed.
- Teachers successfully foster an enjoyment of reading. They introduce interesting books to the class and provide a range of effective ways to encourage pupils to read enthusiastically. Pupils say that they enjoy reading a wide range of texts. There is a good range of opportunities for pupils to apply their reading skills in different subjects to explore and investigate information.
- The vast majority of pupils who spoke to inspectors, or who responded to the pupil survey, agreed that teachers help them to do their best. They also agreed that they enjoy learning at the school and that teachers listen to what they have to say in lessons. Some pupils find that the challenges set for them do not stretch them sufficiently well.
- Progress in writing is at least good. Pupils in Year 6 relished the challenge of writing to one of the fictional characters in their class text. Pupils showed good knowledge of how to write in the persuasive voice while recalling how they improved their arguments in a previous piece of work. This careful sequencing of tasks, planned by the teacher, helped pupils to improve their writing. Adults checked in on pupils' learning as the lesson progressed. Through skilful observations and prompts, they helped pupils to think about how they could make their writing even better. This immediate feedback promoted reflection and opportunities for pupils to improve on their work.

- In some lessons, opportunities are missed to extend pupils' learning fully. On these occasions, pupils are not always well supported to make the strong progress of which they are capable.
- Relationships between staff are strong. Teaching assistants are highly valued and provide very effective support. They work closely with teachers and adopt a similar, positive approach in their interactions with pupils
- Teaching assistants work well to support individual pupils and small groups of pupils. They explain tasks carefully and support appropriately. One pupil said of the teaching assistant: 'She is my helpdesk. I do my writing and if I have a problem she helps me to get it right.'

Personal development, behaviour and welfare — Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are extremely confident and self-assured learners.
- Of note is the way pupils confidently take on a range of roles and responsibilities which are highly sought after and well respected. For example, the 'Emotional Well-Being' team members are trained to be good listeners and look out for pupils who may need help. The 'Primary Young Ambassadors' work hard to promote the positive values of sport. They assist the sports coach in providing a range of fun activities at lunchtime as well as encouraging pupils to lead active and healthy lifestyles.
- Pupils understand all types of bullying, including cyber bullying, and are confident in how to stay safe. They feel that there are no incidents of bullying, but if they have any concerns, they know they would be addressed quickly. The school has very precise guidance about staying safe online, and pupils explained the risks clearly.
- The school's 'Kiss and Drop' initiative is inspired and welcomed by local residents. Pupils are dropped off in the layby outside school in the morning and, after a quick 'goodbye', are safely accompanied into school by staff. This sensibly staggers the arrival of pupils and ensures that everyone is safe and in school on time.
- Almost all parents who completed Parent View and who spoke with inspectors agreed that their children are safe, happy and well looked after. One parent said: 'I am extremely happy with my child's progress during his time at Holyport. He is happy, engaged and bounces into school every day.'
- Leaders ensure that pupils understand how to live healthy and positive lives, both physically and emotionally, and why that is important. Pupils benefit from a wide range of activities during and after the school day. These include a variety of competitive sports and the opportunity to sing in the school's choir. Lunches are always well balanced and help pupils to learn more about nutrition and healthy eating. Packed lunches are served in recyclable hessian bags to help pupils learn to protect the environment.

Behaviour

- The behaviour of pupils is outstanding. Inspectors saw no incidents of poor behaviour. If, on occasion, pupils were not paying attention or doing as requested, they were quickly and calmly brought back to task.
- The school's behaviour policy sets out high expectations and pupils are clear about what is expected of them. Pupils show a great deal of respect for one another and listen well to each other's ideas in lessons.
- Staff across the school promote positive behaviour skilfully and consistently.
- Good behaviour and positive manners are apparent on the playground, in the dining hall, in clubs and as pupils move around the school. Pupils are polite and sensible, showing self-discipline in a range of situations.
- Attendance is at least in line with national averages because pupils enjoy going to school and do not want to miss out on their learning. Leaders help parents and families to understand how important it is to be at school.

Outcomes for pupils — Good

- In 2018 the published outcomes for key stage 2 show a significant improvement from the previous year. By the end of key stage 2, attainment in reading, writing and mathematics was high, with a high number of pupils achieving the higher standards.
- Pupils leaving the school in 2018 made strong progress from their different starting points in all subjects and were well prepared for the next stage of their education.
- Leaders make very good use of the additional funding for disadvantaged pupils. Consequently, last year the attainment of this group at the end of key stage 2 was at least in line with other pupils nationally in reading, writing and mathematics.
- Current pupils, including disadvantaged pupils and those with SEND are making good progress in reading, writing and mathematics because of well-planned support from teachers and teaching assistants. Leaders carefully monitor pupils' progress and have detailed discussions with class teachers to track the progress of individuals.
- Work in the books of current pupils, across the curriculum, shows that a significant number of them are making strong progress. However, in a few classes, teachers do not ensure that pupils are sufficiently challenged to reach the higher standards that they are capable of.
- The teaching of phonics is particularly strong. Outcomes have improved year-on-year and in 2018 all Year 1 and Year 2 pupils achieved the expected standard in the phonics screening check.
- Parents are positive about the education their children receive and feel that the school provides them with useful and timely information about their children's' progress.

Early years provision	Good

- Children at Holyport have a securely good start to their education.
- Leaders have the highest aspirations for children and are uncompromising in their drive to improve outcomes even further. The proportion of children reaching a good level of development by the time they leave the Reception class is consistently above the average nationally and continues to rise.
- Relationships are strong and adults and children interact well. Adults use questioning skilfully to find out more about what children have understood and allow enough time for children to formulate their thoughts before speaking. Adults challenge children sensitively in order to develop and extend their ideas and thoughts further. Consequently, children learn to be reflective and investigative learners.
- Staff ensure that classrooms provide a colourful and stimulating learning environment. The outside area is well planned to ensure that children learn by exploration. During the inspection, children were investigating 'growth'. They were busy in their garden planting seeds but were also finding out about how humans grow and were fascinated by the 'baby clinic'. There was lots of discussion about how they could check which babies were the smallest and which were the biggest.
- Children develop their early literacy and numeracy skills well. Through the good teaching they receive, even the youngest children develop a strong awareness of sounds, letters and numbers. By the time they leave the Reception class, most children reach a good level of development in literacy and mathematics.
- Children behave well. They sit and listen carefully to the teacher and usually work with perseverance.
- Leaders have absolute clarity about next steps and are committed to providing more learning at greater depth so that children's vocabulary is broadened further.
- Leaders are successful in ensuring that parents share in their children's learning. They allow time for staff to get to know parents and children before they start school.
- Parents spoke positively about strong communications between early years staff and home.
- Safeguarding in the early years is effective. Leaders and staff follow the school's rigorous policies for keeping children safe. There are no breaches of the statutory welfare requirements.

School details

Unique reference number	142846
Local authority	Windsor and Maidenhead
Inspection number	10088068

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	Board of trustees
Chair	Mr Paul Mew
Headteacher	Mrs Amanda Featherstone
Telephone number	01628 627 743
Website	www.holyportprimaryschool.co.uk/
Email address	office@holyportprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Holyport CofE Primary School converted to join the Oxford Diocesan Schools Trust (ODST) in June 2016. When its predecessor school, Holyport CofE (Aided) Primary School, was last inspected by Ofsted it was judged to require improvement.
- The quality of teaching, learning and assessment has developed strongly since the last inspection. This is in part due to the very high level of guidance, support and challenge provided by ODST.
- The school is designated as having a religious character. The last section 48 inspection took place in February 2019.
- The school is larger than the average-sized primary school. However, the school roll has decreased significantly since the inspection of the predecessor school. Consequently, the school has restructured to include some mixed-aged year groups.
- The headteacher took up her post in September 2016 following a number of changes to

leadership. She managed a significant number of staff changes and has worked over the past two years to develop her current leadership team.

- The proportion of pupils who are disadvantaged and the proportion of pupils with SEND are below the national average.
- Since the inspection of the predecessor school, a new chair of the local governing body has been appointed.
- The early years consists of 10 nursery-aged children who attend on a part-time basis, and a Reception class, where children attend full time.
- The school runs a breakfast and after-school club on site.

Information about this inspection

- The inspectors observed learning across the school. The headteacher visited some lessons jointly with inspectors.
- Inspectors listened to pupils read and reviewed the work in their books.
- Pupils' behaviour in lessons and during breaktimes was observed.
- Inspectors talked to pupils in lessons and around the school. They also held a formal meeting with a group of pupils.
- Inspectors, together with teachers and middle and senior leaders, carried out a scrutiny of pupils' learning in mathematics and writing, and across the broader curriculum.
- Inspectors held discussions with the headteacher, senior leaders, middle leaders, class teachers and the sports coach. In addition to this, they met with members of the local governing body, the ODST school improvement adviser, and those responsible for safeguarding and attendance.
- Inspectors scrutinised a range of documentation, including leaders' evaluation of the school's performance and the school development plan. They also looked at the school's assessment information, minutes of meetings of the local governing board and the school's policies and documentation relating to safeguarding and pupils' attendance.
- Inspectors considered the views of 25 parents gathered during the inspection, in addition to 108 responses to the online questionnaire, Parent View, and 117 free-text comments. Inspectors considered 18 responses to the online staff questionnaire and gathered the views of 21 pupils from the pupil questionnaire as well as during formal and informal meetings.

Inspection team

Sarah Varnom, lead inspector	Ofsted Inspector
Graham Marshall	Ofsted Inspector
Lizzie Jeanes	Ofsted Inspector

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