

Buckinghamshire County Council

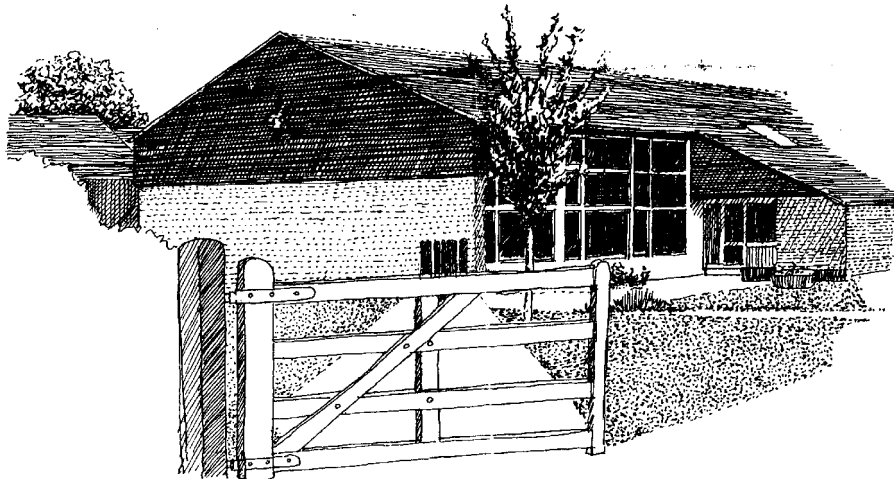
Education Department

Aylesbury Vale Area

**WESTON TURVILLE  
CHURCH OF ENGLAND SCHOOL**

**INFORMATION FOR PARENTS**

**2021 – 2022**



*MISSION STATEMENT:*

*TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS*

Address: **Weston Turville CE School**  
**Weston Turville**  
**Aylesbury**  
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Headteacher: **Ms Karen Brooks**

Chairman of Governors: **Mr Paul Fyfe**

Website: [\*\*www.westonturville.bucks.sch.uk\*\*](http://www.westonturville.bucks.sch.uk)

"Weston Turville is a highly inclusive school which welcomes pupils of all abilities and of all faiths and none. The school has a strong nurturing ethos based on the Christian values of respect, honesty, perseverance, fairness, kindness and trust. As a result, the school is held in high esteem amongst the community."

SIAMS Inspection Report January 2018

"The school is a very happy place. Pupils thrive in a caring community and benefit from effective teaching with a wide range of activities... Parents told me that the school is very inclusive and they are extremely happy that their children come to this school. They receive information about the progress of their children on a regular basis and find the weekly newsletter very informative."

Ofsted Report September 2018

"Staff enjoy their work at the school. During the inspection, many referred to the 'family' that is Weston Turville school. From their responses to the online questionnaire, staff feel valued and respected and are proud to be at the school. They are dedicated to ensuring that all pupils flourish as a result of their teaching and pastoral care. Leaders are passionate about securing improvements for all groups of pupils within their areas of responsibility."

Ofsted Report September 2018

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**Mission statement:**  
**To pursue wisdom within a Christian ethos**

## Our School

All children are individuals with unique characters, talents, experience and potential. At the same time they are members of several communities – home, school, local area, and religious and social groups, as well as the broader communities of country and the world. They use past experience to make judgements about the world around them, live and learn in the present and look to a future full of opportunities.

At Weston Turville CE School we aim to provide our children with a high standard of education which is meaningful to them both as individuals and as members of various communities, and which equips them with the confidence and skills to develop their potential in the present and in the future.

To this end we provide...

- A broad, balanced and challenging curriculum taught to a high standard, and differentiated for the full range of abilities
- A caring, inclusive atmosphere offering equal opportunities to all children, regardless of race, religion, gender or ability
- A secure and stimulating environment, which is modern, attractive and well resourced
- A wide range of extra-curricular activities, whole school initiatives and community events
- A variety of experiences where the children can develop socially and emotionally

We foster self-esteem and confidence in the children by...

- Valuing individuals and recognising their strengths
- Celebrating success
- Having high expectations and consistent boundaries so that achievements are valued
- Giving them the freedom to make mistakes and learn from them
- Encouraging them to challenge themselves
- Helping them to build the skills of decision-making

For the children as members of communities we aim to develop...

- A lasting sense that each person plays a part in a community and should be respected and valued for who they are
- Interest in, understanding and acceptance of, other races and religions
- A strong sense of spiritual and moral values
- Awareness of the importance of personal commitment and its effect on others
- Their strength to challenge what they believe is wrong
- A strong partnership between school, home, church and community
- Respect for the school environment and the resources within it
- Pride in our country and heritage
- Respect for the wider environment, our place within it, and our responsibilities towards it
- Awareness of global issues

We encourage the children as learners by...

- Promoting independence and initiative
- Fostering creativity and individuality
- Developing the ability to listen to different points of view and form an objective opinion
- Providing opportunities for working together so they learn the rules of teamwork and the spirit of co-operation
- Developing clear and confident communication in a range of situations
- Challenging them to think 'outside the box'
- Giving them experience of change so that they learn to be adaptable
- Helping them to choose the best method for learning and finding out about things
- Providing an ethos for continuous improvement
- Promoting competent knowledge and skills in the use of ICT
- Aiming for all children to be literate and numerate to the best of their abilities by the time they leave Year 6
- Preparing the children for secondary school, future employment and being part of the wider community

We aim for the children to be happy, healthy and fulfilled as individuals by...

- Fostering enjoyment and enthusiasm
- Laughing together and expressing emotion – adults and children
- Allowing them to be children and enjoy each stage of their primary school lives, as well as looking forward to what lies ahead
- Promoting a healthy lifestyle, including exercise, diet and rest
- Allowing for appropriate freedom of expression

### Our school values

Children, staff, parents and governors have agreed on six Christian values for the school to live by. These are –

Honesty  
Fairness  
Kindness  
Perseverance  
Trust  
Respect

These link with the **British values** of democracy, individual liberty, rule of law, and mutual respect for, and tolerance of, those of other faiths and those of none.

# Weston Turville CE School

The school was opened in 1839 as a Church of England Controlled Primary School and moved to its present site in 1970. We enjoy spacious, purpose built accommodation, which includes a school hall, dining room, ICT suite and library. The school is situated in attractive grounds that include four playgrounds, a sports field and a four acre Nature Reserve. In January 2003 we were successful in our application to become a Voluntary Aided Church of England School. This allows the Governing Body more scope for leadership of the school.

We cater for boys and girls from 4 to 11 years of age. Children enter the Early Years department to study for the Foundation Stage. Children aged from 5–7 are in Key Stage 1 and aged 7-11 in Key Stage 2. The capacity of the school is 210 children, and the planned admission number for the 2022-2023 academic year is 30. Our school serves the village and parish of Weston Turville.

## **School times:**

Please do not allow the children to enter the school before 8.40am.

In most cases children from Years 1 – 6 come into school unaccompanied and go onto the playgrounds; parents of children in the Reception Class are welcome to settle their children into the classroom at the beginning of each day.

The school bell is rung at 8.40am for children to start coming into the school.

A whistle is blown at 8.55am and registration starts at 9.00am.

There is a 15 minute break during the morning.

Lunchtime is from 12.15 - 1.15 pm for juniors and 12.00 – 1.00 pm for infants.

There is a 15 minute break during the afternoon for Key Stage 1 children.

School closes for Key Stage 1 children at 3.00pm.

School closes for Key Stage 2 children at 3.15pm.

**The school closes at 1.30pm for all children on the last day of each term.**

The school drive, entrance and Village Hall car park become very congested at the start and end of the school day, so we encourage all parents and children to walk, cycle or scoot to school whenever possible. We have a cycle shelter and children who have a school cycle licence may bring bicycles or scooters to school. There is also further cycle/scooter parking in the courtyard. We have permission for parents to park their cars in the nearby Five Bells car park at drop-off/collection times.

**Parents are asked not to park on School Approach.**

# Staff

Headteacher		Ms K Brooks
Deputy Headteacher		Mrs L Hoodless
Junior Team Leader		Miss L Butcher
Infant Team Leader		Mrs D Mckay
Reception	Teacher	Miss A Pedrick
Class 1	Teacher	Miss D Mckay
Class 2	Teacher	Mrs Z Cookson/Mrs S Warnes
Class 3	Teacher	Mrs V Workman
Class 4	Teacher	Miss L Butcher
Class 5	Teacher	Mrs L Hoodless
Class 6	Teacher	Mrs C Clark/Mrs M Dickinson
SENCO		Mrs F Robinson
PPA teacher		Mrs P Forster, Mrs K Gelly, Mrs M Pye
Teaching Assistants		Mrs A Andrews, Mrs S Ardley, Mrs S Beaney, Mrs S Burns, Mrs E Davies Miss C Denton, Mrs A Ferris, Mrs S Galliers, Mrs C Garbutt, Mrs D Giles, Miss A Grella, Miss C Gurney, Miss K Harrison, Mrs D Lim-Burgess, Mrs J Lucas, Miss A Marum-Smith, Mrs J Nash, Mrs K Norton, Mrs K Randall, Miss N Shervell, Mrs A Simons, Mrs J Sinclair, Mrs J Warner
Secretary/bursar		Mrs J Barter
Office Support		Mrs S Woodger
Caretaker		Mr S Andrews
Cleaning staff		Mrs A Andrews
Lead Midday Supervisor		Mrs N Norman
Midday Supervisors		Mrs L Brown, Mrs C Cook, Miss M Duckett, Mrs J Piercy, Miss C Schneider,

# The Curriculum

We provide a broad and balanced education relevant to each child's needs. The curriculum provides a range of experience and develops skills, knowledge and attitudes. All activities are provided for boys and girls on an equal opportunity basis.

We teach the subjects of the National Curriculum. These are English, Maths, Science, Design and Technology,

History, Geography, Art, Music, PE and Computing. Religious Education is also taught. Personal, social and health education as well as citizenship is taught within these subjects and as separate components.

The school has a programme to develop and review policies and schemes of work for all these areas of the curriculum. They can be found on the school's website.



Children are grouped in classes and, for the majority of the time, will be taught by one teacher. All classes are mixed ability. Tasks within each class are a mixture of individual, group and class activities.

The PE curriculum aims to develop pupils' physical skills through a programme of gymnastics, games, athletics, dance, swimming and adventurous activities. During PE and Games lessons the emphasis is primarily on developing skills, and children work individually or in small groups. Sometimes a competitive element is introduced.

As children mature they are given more opportunities to use their skills in team

games. These often take place as extra curricular activities. Typical team games at the school are cricket, football, netball, tag rugby and rounders. Adventurous activities are mainly provided through residential visits in Years 4&6, and local opportunities.

Assessment takes place every term. Often this is teacher assessment to help evaluate work taught and to determine the next step for the children. More formal assessments are also carried out to measure progress and inform teacher assessments.

During the child's year in the Reception class the Foundation Stage Profile is completed. Standard Assessment Tasks

(SATs) are taken in the school years that children become seven and eleven.

The results of the Foundation Stage Profile and SATs are reported to parents, along with annual teacher assessments. Copies of the Year 2 and Year 6 SATs results for last year are included with this prospectus.

Homework varies according to the age of the children. They progress from learning tables or spellings to more formal activities as they move through the school. All children are expected to read regularly at home. Parental help and support is essential to ensure that homework is a profitable activity.

Sex Education is taught as part of a Health Education programme. The policy was drawn up by staff and Governors and is available for parents to see on the school's website. The teaching offered by the school is complementary to the role of parents. Parents are notified when formal sex education lessons will be taught so that they can support the classroom teaching. Parents have a right to withdraw their child from those parts of the Sex Education programme which are not part of the National Curriculum. We ask parents to seek advice from the Headteacher before formally withdrawing their child from Sex Education.

There will be children for whom extra help with their work may be necessary. This may be because they find some of the work difficult or because they are particularly talented in some areas. Usually our Teaching Assistants provide this extra time with the child following a programme of work planned by the class teacher. The class teacher may seek advice from our Special Educational Needs Co-ordinator and other staff.

Parents are informed and consulted about this process and can play an important role by providing extra support and

encouragement at home. Further advice is available through the Educational Psychologist or other appropriate experts.



If progress is still not satisfactory a full assessment can be carried out. A placement in a special school or unit may be arranged if appropriate. Parents are consulted fully throughout this process. The Governor's SEN policy has been successful in supporting those children with Special Educational Needs to maintain progress within their class.

Some children are very able, gifted or talented in a particular subject, or across the curriculum. Once identified, these children are placed on a register and the curriculum adjusted appropriately for them.

## Looked after children

Children and young people become 'Looked After' either if they have been taken into care by the Local Authority, or have been accommodated by the Local Authority. We are committed to ensuring that Looked After pupils take as full a part

as possible in all school activities, that they are involved, where practicable, in decisions affecting their future provision, and that carers and social workers are kept fully informed of their child's progress in school.

## Links with other Schools

We work closely with our feeder pre-schools and nurseries, and prospective pupils often follow a programme of visits to this school before they start – to meet their new teacher, work in their new classroom, and to share stories and books in our Library.

When they are 11 years old children move on to Secondary Education. Buckinghamshire currently operates an 11+ selection procedure. Children take two tests in the September of their final year. Some children are selected to go to Grammar Schools, others to local Upper Schools. Weston Turville is in the John Colet reserved area so many of our children move there. This very popular school is in Wendover. We maintain close links to ensure as smooth a transition as possible for our pupils. Staff from the Secondary schools visit the Year 6 children and their teachers. The pupils also spend some time at their new school at the end of the summer term prior to transfer. This is usually the first Monday and Tuesday in July for the John Colet School, and the first Tuesday in July for other local secondary schools.

The school is part of the local Liaison Group of schools. The Headteachers from Primary and Secondary schools in Weston Turville, Wendover, Halton, and Aston Clinton meet regularly to co-ordinate developments and to share ideas. Teachers who have a responsibility for a particular subject may also meet to plan initiatives, share good practice or keep up to date with national or local initiatives.

## Equal Opportunities

We are committed to ensuring equal access for all, and do not discriminate on the grounds of race, faith, age, gender, sexual orientation, ability or disability. We believe it is important to foster tolerance in our pupils, and do so by example, through the curriculum and collective worship, and by fully investigating and addressing any incidents of discrimination. Where a member of our community is disabled we actively assess their needs and make the appropriate adjustments to enable full access and participation.

## Caring for our pupils

We pride ourselves that we look after the social and emotional needs of the children in our care. We have an agreed behaviour policy and all staff and parents are expected to support and help maintain it.

We encourage children to develop self discipline. However if children misbehave they may be asked to repeat unsatisfactory work, write an apology or miss a playtime. Continual or more serious incidents will be referred to the Head of Department, the Deputy or Head teacher. Persistent misbehaviour or one serious incident will result in parents being contacted. The Governors reserve the right to charge parents for damage to equipment or property.

The same procedures apply at lunchtime when our midday supervisors look after the children. There is always a senior member of staff on duty to whom supervisors can turn. Persistent misbehaviour during lunchtimes will result in parents being asked to remove their child from the school during this period.

## Safeguarding our pupils

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

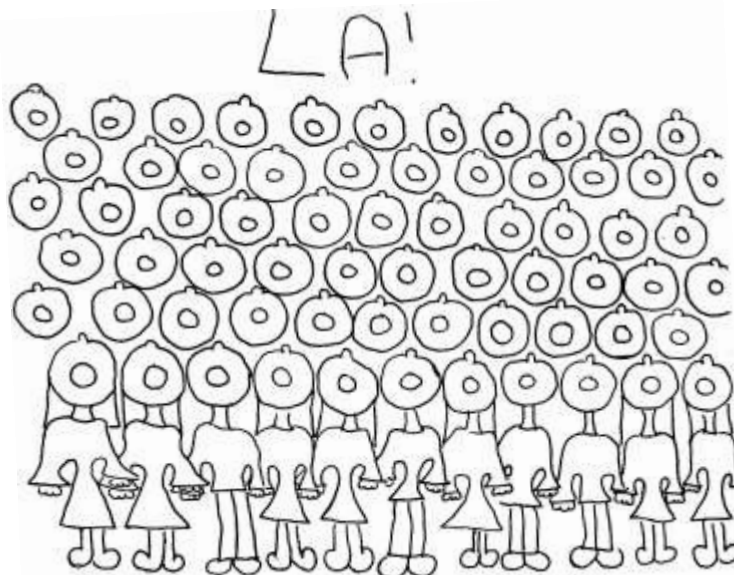
We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact parents. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the headteacher or your child's class teacher, or consult the school's website.

## RE and Collective Worship

As a Church of England (Aided) School Religious Education and collective worship are in accordance with the Trust Deed and the 1988 Education Act. The Buckinghamshire Agreed Syllabus forms the basis for our Religious Education. It is taught in specific class lessons, as part of cross-curricular themes, through every day routines and the ethos of the school.

Daily collective worship of a broadly Christian nature takes place in school assemblies. Worship is non-denominational and we provide opportunities for all children to develop their spiritual awareness. Close links exist with the Parish Church and the priest-in-charge takes some assemblies. Children may be withdrawn from assemblies or from Religious Education lessons at the request of parents. This should be discussed with the Headteacher and we will make arrangements for your child to be given suitable alternative work during these times.



## Admissions Arrangements Summary

The school's catchment area is the village and outlying areas of Weston Turville. For those applying on the grounds of religious preference the catchment area is the full parish of Weston Turville. A map showing both areas is available at the school and on the Buckinghamshire website.

Applications for entry to Weston Turville CE School in September 2022 must be sent to the Local Authority by the date specified in the Bucks Guide and be on the Buckinghamshire Primary School Admission Application Form (BPAF). This will be available in the Bucks Guide and online.

**Those applying on the grounds of religious preference must also fill in the supplementary form included in the full Admissions Policy, which is included at the end of this prospectus.**

At Weston Turville CE School pupils are normally admitted at the beginning of the academic year (September) in which they reach their fifth birthday, without reference to ability or aptitude. Entry in September 2022 is therefore open to all children born between 1 September 2017 and 31 August 2018. The number of intended admissions for the year commencing in September 2022 is 30.

Parents may request that a child's entry is deferred. Please see the full Admissions Policy later in the prospectus.

In all other cases, pupils will be admitted provided there are places available in the relevant year group. Admissions are co-ordinated by the school with support from the Local Authority. Each year group holds 30 places, and information on the availability of places can be obtained from

the school. If there is a vacancy, and there is no child on the relevant waiting list with a higher priority, a place will be offered. It should be noted that the only way a place can be offered once the admission number has been reached for any year, except in exceptional circumstances, is by appealing to an independent panel arranged by the Oxford Diocesan Board of Education.

Parents who would like additional information are encouraged to make an appointment with the Headteacher and visit the school.

## Attendance

It is very important that your child attends regularly. The attendance at this school last year was 95.2% with unauthorised absences of just 0.4%. We encourage parents to take family holidays within the school holidays, as absence has a significant effect upon a child's progress and achievement.

Where it is essential for a leave of absence during term time an application form must be completed beforehand. These are available on the school's website. Leave of absence will only be granted in very exceptional circumstances and never for term-time holidays. No leave of absence will be granted for 7 and 11 year olds who are sitting SATs tests, or children in Year 6 involved in 11+ tests during the testing periods.

Any absence from the school must be explained. Please phone on the first day of absence and send a note when your child returns. If your child needs to attend hospital, doctors etc during the day, please let us know in advance and make arrangements for your child to be collected by a responsible adult from the office. We do not allow children to leave school unaccompanied for such appointments. It is our duty to report unexplained absences or unacceptable reasons for absence to the

Educational Welfare Officer, who may impose a fixed penalty for term-time holiday absence.

## Children and photography

The school often takes photographs, and sometimes video, of school events and activities, and encourages the local press to come in and take photographs of special events. Whenever we publish such photographs in school documents (such as this prospectus) or on the web we do not list the child's full name with the photograph as an additional safety feature for children. We do not seek parental permission for each photographic opportunity, but ask that you fill in the form in your admissions' pack to let us know your preferences.

## Health and Food

At morning break time children may eat a piece of fruit or vegetable. We do not allow sweets or crisps. Fruit is provided free to Infants by the government.

We offer a hot meals service at lunchtimes provided by Alliance in Partnership (AiP) which is cooked in their kitchens in Aylesbury. All infant pupils may take these free of charge, and juniors may purchase one. Hot lunches for infants and juniors are ordered in advance using the AiP online booking system ParentPay. For juniors hot lunches are also paid for by parents using ParentPay. All queries regarding hot meals should be directed to AiP.

There are also facilities available for children to eat a packed lunch brought from home. We encourage children to eat the food and drink provided or, in the case of packed lunches, take it home so that parents are aware of how much their child eats. Please send food in containers that your child can open. Some young children find yoghurts easy to spill so we do not

allow them for infant pupils. Please do not send in glass containers or fizzy drinks, chocolate bars/biscuits or sweets, or chocolate covered biscuits.

The school nurse is a regular visitor to the school and eyesight and height and weight checks are carried out during your child's time at the school.

Headlice are a recurring problem in any school. It is important that parents check their child's scalp regularly. We are not allowed to send out 'alert' letters but the school nurse is happy to give advice to parents about this problem. We also provide fact sheets.

Please do not send your child to school if they are unwell. We ask all parents to provide us with an emergency contact. This is very important. If your child becomes ill at school we will contact you and ask that arrangements be made for your child to be taken home. We do not have the staff or facilities to look after sick children.

The staff treat minor bumps and scrapes. We aim to have all teachers, Teaching Assistants, Midday Supervisors and Office staff qualified with basic First Aid Qualifications. When new staff are appointed there may be some delay before they become qualified. Even with a first aid qualification staff are severely restricted as to the actions they may take. We may not administer "over the counter" remedies including antiseptic creams and are discouraged from applying plasters.

If a child needs prescribed medication we ask parents to complete a permission form available from the office. The administration of such medication is entirely voluntary and staff may not be compelled to volunteer.

We encourage children with equipment for self-administration of drugs (such as inhalers) to take responsibility for them as

soon as they are mature enough. We encourage parents to ask their doctor to provide at least two inhalers etc so that one can remain at school.

Parents of children who require prescribed drugs (Epipen, Rectal Diazepam etc) in an emergency should discuss the matter with the Headteacher. Where practical, training is given to staff volunteers and emergency procedures established.

If an accident occurs which we feel requires urgent medical help we will contact you and ask that you come and take your child to the doctor or hospital as appropriate. If we cannot contact you then we will take action ourselves and contact you as soon as possible.

## School Uniform

The children at Weston Turville CE School wear a school uniform –

- Grey trousers, skirt, pinafore or shorts
- White logo polo shirt
- Navy sweatshirt or cardigan with the school logo.
- Black low heeled shoes
- Grey tights or socks with skirts, shorts and trousers, and white socks with summer dresses.
- White polo shirts with the school logo are worn for trips and special occasions, or any time the children choose to wear them.
- In warm weather children may wear blue and white summer dresses.
- Sandals, which offer protection to children's feet (i.e. heel strap, covered toes, low heeled) in black may be worn.

- These should be appropriate for school wear - not beach/sports or fashion.



In PE children wear –

- Trainers (these do not need to be a specific colour)
- Black shorts/PE skirts
- Plain white t-shirts or for older children coloured t-shirts appropriate to their house
- Navy/black track suit bottoms or leggings for outdoor wear if necessary
- These should be stored in a traditional style pump-bag which can hang on a cloakroom peg.

All children in Y3, and older children who cannot swim 25m confidently, need a one-piece costume or trunks (not shorts), a towel and a swimming hat. All jewellery must be removable for swimming.

### **School Uniform Shop**

School uniform can be purchased from the National Schoolwear shop in Aylesbury or online via [www.myclothing.com](http://www.myclothing.com). We offer a small selection of second hand uniform for sale in the school.

### **Lost Property**

Please make sure that all clothing worn, or brought to school, is named. There is a Lost Property box in the dining room, and the contents are regularly shown to the children. Parents are welcome to come and look for items that their children have lost. Lost Property is disposed of at the end of each term.

### **Jewellery**

Children may wear a watch. Chains, rings, bracelets and other jewellery are not permitted in school. Only one simple stud earring per ear is allowed. These present a safety hazard and we urge parents to think carefully about whether children should wear them to school. All jewellery must be removed for PE, Games and Swimming lessons. It is therefore a good idea to have ears pierced during the longer summer break. The children must be able to remove all jewellery for themselves as staff cannot be responsible for this task. Parents should also note that the school cannot accept responsibility for the safekeeping of jewellery.

We do not allow the children to wear make-up, tattoos or nail varnish, and long hair should be tied back.

### **Visits**

We believe that children learn best from first hand experiences so we try to arrange visits to a variety of places of interest, both locally and further afield, which will help them with their studies.

For older children residential visits are arranged. Places visited in the recent past have been Woodrow in Buckinghamshire and Ashburton in Devon.

Classes may go out from school to undertake work on a local basis, e.g. shops, traffic surveys, walks etc. Adults following the guidelines from the Local Authority always adequately supervise the children. Sometimes these visits are in or close to our own school grounds. If the trip extends further than the immediate vicinity of the school consent forms are required. If consent is not given the child will not be allowed to go on the visit and will miss important work.



### **Charging and Remissions**

Under the 1988 Education Act all activities provided by the school are free of charge. However, there are occasions when costs occur for trips or visitors. The Governors' policy is that all parents are asked to make a voluntary contribution to meet such costs. Parents must understand that if sufficient voluntary contributions are not received then the planned activity will be cancelled. We also have to point out that no child may be excluded from an activity

because parents have decided not to make a voluntary contribution. More information about the charging and remissions policy is available on the school website.

Voluntary contributions are made electronically through the Parentmail +Pay system.

## Wraparound Care

A wraparound care service is offered on a daily basis by a company called Barnowls. They have places for 16 children from 7.30-8.45 am and 3-6 pm on weekdays.

## Parents

Parents have a vital role to play. We see the education of the children as a partnership between the school and you. It is important that you keep us informed about any home matters that may affect your child in school.



Under the Children Act 1989 there may be several persons with parental responsibility for children. Please let us know these details when completing the admission form. Annual reports on your child's progress can then be sent, and we

ask that parents provide a stamped addressed envelope for this purpose if their address is different from their child's. We are legally obliged to do this unless a parent can provide written legal evidence that no information can be passed on.

Every Wednesday a news-sheet is published giving essential up to date information. These are sent to parents electronically and are also available to download from the school website.

Teachers are usually available at the end of the school day to discuss any concerns parents may have. Teachers are often preparing resources before school and encourage parents to see them after school whenever possible, except for those in the Reception class. The Headteacher is also usually available at these times. If you feel more time is needed it is best to make an appointment by contacting the school office or the teacher concerned. Mondays 3-3.30pm have been set aside as a time for parents to drop in with their children to view work on display. Teachers are usually available at this time.

In the Autumn and Spring Terms parent teacher consultations are held. These are prearranged appointments when you are invited to discuss how your child is getting on at school. These are extremely important so we ask parents to make every effort to attend. A written report is sent out to parents in the Summer Term.

We welcome parents who have time to come and help with various activities, e.g. reading, cooking, sewing, computing etc. If you would like to help please let the office know.

All parents belong to the Parent Teacher Association. This organisation consists of parents, teachers and governors. Each year a number of events take place, e.g. Discos, Quiz Nights, Summer Fayre, Christmas Fair, Barbecues etc. to raise funds for the

school. Funds raised in this way are used to supplement the school's dwindling budget. In recent years the PTA have contributed to our newly refurbished library, ICT equipment, playground equipment, toilet refurbishment, school trips and visitors. All parents are therefore encouraged to support the events. The committee is elected at the AGM in the summer term – all parents are eligible and very welcome to stand.

## Complaints

Whilst we encourage parents to talk any concerns through with us should they arise, and try to find solutions to conflict, the school does have a complaints policy which is available on the school's website.

## Extra Curricular Activities

We are fortunate in having staff prepared to give their time to organise and run a range of extra curricular activities. We welcome parents who can help the staff to

run them. All clubs are open to boys and girls, with some for juniors and some for infants.

Typically, over a year, sporting clubs would include Athletics, Cross-Country, Football and Cricket. Sometimes there are matches and competitions with others schools in the area. We also offer choir, cheerleading, recorders, art and craft, sewing and chess. Details of days and times are given to the children and published in newsletters at the start of each term.

At the discretion of the Headteacher lessons can be made available for children who would like to learn to play a musical instrument. The Local Authority's Peripatetic Staff provide teaching. A charge is made for this facility. Typically lessons are available for piano, classical guitar, clarinet, flute, violin and viola.

In addition some lessons are offered privately in sports such as football and tennis and French. Parents pay for these separately if they wish their children to take part.



## Security

Schools have become increasingly aware of security issues in recent years. This school has a policy that sets out basic procedures and responsibilities. All visitors are directed to the main office and wear identification badges if not accompanied by school staff. All parents are asked to report to the school office if coming in to school during the school day. Parents who help in school are given identity badges. We ask the Local Authority to carry out a DBS (previously CRB) check on any parents who regularly work unsupervised with the children. We have introduced a volunteers' policy which provides guidance for anyone who helps out at the school. It is a requirement that volunteers sign that they have read, and agree to follow the guidance.

## Further information

Further information and the full text of the school's policies can be found on the school's website – [www.westonturville.bucks.sch.uk](http://www.westonturville.bucks.sch.uk)

## Term Dates 2021-2022

	<b>Open on morning of:</b>	<b>Close on:</b>
Autumn Term	Thursday 2 September Tuesday 2 November	Friday 22 October Friday 17 December
Spring Term	Wednesday 5 January Monday 28 February	Friday 18 February Friday 8 April
Summer Term	Monday 25 April Monday 6 June	Thursday 26 May Tuesday 19 July

Teacher training (INSET) days are Wednesday 1 September, Monday 1 November, Tuesday 4 January, Friday 27 May and Wednesday 20 July. The May Day bank holiday will be on Monday 2 May, Easter is 15-18 April 2022, and the extra bank holiday granted to schools due to the Queen's Jubilee will be on Thursday 21 July.

Please note that the school closes at 1.30pm on the last day of each term.

## Year 1 Phonics Check Results 2019

This table shows the percentage of Year 1 children reaching the expected standard at the end of Year 1 in the national phonics check.

School 2019	National 2018
73	82

## Key Stage 1 SATs RESULTS 2019

These tables show the percentage of Year 2 children reaching the expected standard. There were 28 eligible children.

### **SCHOOL** – Teacher Assessments: Percentages reaching the expected standard

	Not met the standard	Met the standard	Working at greater depth	Disapplied
READING	21	79	36	0
WRITING	29	71	21	0
MATHS	21	79	25	0

### **NATIONAL 2018** - Teacher Assessments: Percentage reaching the expected standard

	Not met the standard	Met the standard	Working at greater depth	Disapplied
READING	25	75	26	0
WRITING	30	70	16	0
MATHS	24	76	22	0

## Key Stage 2 SATS RESULTS 2019

These tables show the percentage of Year 6 children reaching the expected standard. There were 30 eligible children.

	<b>Not met the standard</b>	<b>Met the standard</b>	<b>Working at greater depth</b>
Reading	25	75	25
Writing (teacher assessment)	18	82	21
Grammar, Punctuation & Spelling	18	82	25
Mathematics	21	79	11
Reading, writing and maths	39	61	7

These tables show the percentage of Year 6 children nationally reaching the expected standard in 2018.

	<b>Not met the standard</b>	<b>Met the standard</b>	<b>Working at greater depth</b>
Reading	25	75	28
Writing (teacher assessment)	22	78	20
Grammar, Punctuation & Spelling	22	78	36
Mathematics	24	76	24
Reading, writing and maths	36	64	10

# Admissions Policy for September 2022 – August 2023

## **Weston Turville CE School's Ethos Statement**

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan levels.

The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

"To pursue wisdom within a Christian ethos."

The governors have made every effort to ensure that these arrangements comply with the School Admissions Code 2014 and all relevant legislation, including that on infant class sizes and equal opportunities.

## **Admission arrangements to the Reception Year in September 2022**

At our school, pupils are normally admitted at the beginning of the school year (1 September – 31 August) in which they reach their fifth birthday. Parents whose children were born between 1 September 2017 and 31 August 2018 may apply for them to be admitted to the Reception Year in September 2020. There are 30 places (the published admission number) available. Our policy is not to offer admission in September 2022 to children who were born on or after 1 September 2018.

Parents of a child whose fifth birthday falls between 1 September 2022 and 31 March 2023 may defer entry until their child reaches compulsory school age (the term beginning in January or April after his or her fifth birthday). The school will hold the deferred place for the child (provided it is taken up during the school year 2022-23), although, in the majority of cases, we find that children benefit from starting at the beginning of the school year, rather than part way through it.

For children whose fifth birthday falls between 1 April 2023 and 31 August 2023 (summer born children) who do not reach compulsory school age until September 2023, parents who do not wish them to start school in school year 2022-23 but to be admitted to the Reception Year in September 2023, should proceed as follows: They should apply at the usual time for a place in September 2022 together with a written request that the child is admitted outside his or her normal age group to the Reception year in September 2023. NB parents would need to provide supporting reasons for seeking a place outside the normal age group and should discuss the position with the head teacher as early as possible. The school will consider the request carefully and if it is agreed this should be clear before the national offer day (16 April 2022), their application for the normal age group may be withdrawn before any place is offered. They should then reapply in the normal way (no later than 15 January 2023) for a Reception place in September 2023. If their request is refused, the parents must decide whether to wait for any other offer of a place in September 2022 (NB it will still be subject to the over-subscription criteria below) or to withdraw their application and apply in the second half of the of the summer term 2023 for a Year 1 place in September 2023. Parents should be aware that the Year 1 group may have no vacancies and it could be full with children transferring from the 2022-23 Reception Year group.

Until the child reaches compulsory school age, s/he may attend part-time. If parents wish to exercise this right they should discuss detailed arrangements with the headteacher.

**Parents (see Note 1) wishing to apply for the Reception Year in September 2022 must complete the common application form provided by their home local authority (the home LA). The home LA is the LA in whose area the parents live at the time of the application. The form must be returned to that LA no later than 15 January 2022. Applications received after this date will normally only be considered after all those received on or before the cut-off date. Offers and refusals of places will be posted by the home LA on or about 16 April 2022 or other date published as the national primary school offer day.**

### Over-subscription criteria

Children with a Statement of Special Educational Need or with an Education, Health and Care (EHC) plan naming Weston Turville CE School will always be offered places. If there are fewer applications than places available, all children will be offered places. If there is then greater demand for admission than there are places available, the following criteria will be applied in the order set out below:

i Looked-after children and children who were previously looked after, but ceased to be so because, immediately after being looked after, they became subject to an adoption, child arrangements or special guardianship order. (See Note 2)

ii Families who have exceptional medical or social needs that make it essential that their child attends Weston Turville CE School rather than any other. These needs must be fully supported by written evidence from the appropriate professional person involved with the family. (See Note 3)

iii Children with a normal home address (See Note 4) **within** the catchment area (See section "Catchment Areas" below).  
OR

Children, one of whose parents has expressed a denominational preference for this school and whose normal home address is **within** the parish of St Mary Weston Turville and whose application is supported by proof of church commitment at any Christian church that is a member of Churches Together in Britain and Ireland (CTIBI) or the Evangelical Alliance (EA). (See Note 7)

iv Children with a normal home address **outside** the catchment area **and** with a relevant sibling (See Note 5).

v Other children.

When differentiating between children within one of the criteria i - iii, siblings (See Note 5) will be given preference. If further differentiation is still required, the proximity of the child's home to the school (See Note 6) will be measured, with those living nearer being accorded the higher priority. Proximity will also be used where it is necessary to differentiate between children in criteria iv and v.

In the event that two distance measurements are identical, the school will use random allocation to decide which child should be offered the place. The process will be conducted in the presence of a person independent of the school.

### All Other Admissions

Admission to the school during the school year depends on whether or not there are places available. All year groups at the school have 30 places. Applications must be made directly to the school on a form available from the school. Admissions outside the normal age group will be dealt with as indicated below.

If there is a vacancy, and there is no child on the relevant waiting list with a higher priority (according to the over-subscription criteria i – v above), a place will be offered.

In-year admissions or admissions at the beginning of school years other than Reception will *normally* be considered by the Governing Body *only* up to half a term in advance of the desired date for entry. For example for entry in January, the application will not be considered until after the October half term break. **Please note that the school does not have a normal point of entry to Year 3 – applications for entry at the beginning of Year 3 are treated as indicated in this section.**

If parents are moving house, the school will ask for evidence of the move, when considering any application for a place. Documentary evidence in the form of a solicitor's letter to confirm exchange of contracts, or a rental agreement for at least a period of six months will be required (Armed Forces personnel are exempt). If you are returning from elsewhere, to live in a home that you own, we will require evidence to show that you have returned. We will also ask for evidence that any previous house owned has been sold or is being sold. We would not accept an address where the one given is that of a second home with the main home being elsewhere. If

there are two or more homes, we will check which is the main home, and may refuse to base an allocation of a place on an address which might be considered only temporary. Nor would we accept an address where the child was resident other than with a parent or carer unless this was part of a fostering or formal care arrangement. We would not normally accept an address where only part of a family had moved, unless connected with a divorce or permanent separation arrangement, in which case we would require proof

#### **Admission outside normal age group**

Requests from parents for places outside a normal age group will be considered carefully e.g. for those who have missed education due to ill health. Each case will be considered on its own merits and circumstances. However, such admissions will not normally be agreed without a consensus that to do so would be in the pupil's interests. It is recommended that parents discuss their wishes with the head teacher in advance of applying for a place. The governors may ask relevant professionals for their opinion on the case. It should be noted that if a place in the requested age group is refused, but one in the normal age group is offered then there is no right of appeal.

#### **Waiting Lists**

The school maintains waiting lists for those children who are not offered a place, and the parents ask for the child's name to be added to the waiting list. The order of priority on the waiting list is the same as the list of criteria for over-subscription, and does not depend on the date on which an application is received. No account is taken of length of time on a waiting list. The school periodically seeks confirmation that parents wish a child to be kept on the waiting list.

#### **Multiple births**

In cases where there is one place available, and the next child on the list is a twin, triplet, etc., we would admit both twins (and all the children in the case of other multiple births) even if this meant exceeding the agreed admission number of 30 for Reception 2020-2021 or the number of places (30) in other year groups.

#### **Fair Access**

The school participates in Buckinghamshire LA's Fair Access Protocol. This covers, for example, children who have moved into our area after the normal admission round, or who need to move school as a result of severe bullying or social issues. Children qualifying under the Fair Access Protocol may be offered a place even if there are no places available in the relevant year group and also take priority for admission over any child on the waiting list.

#### **Appeals**

There are established arrangements for appeals against non-admission. Details are available from the school, including the date by which an appeal should be submitted. It should be noted that, in the event of an unsuccessful appeal against non-admission to the school, the school does not consider any further application in the same school year (1 September – 31 August), unless there has been a material change in circumstances, for example a change of address which results in a move from outside the catchment area to inside it.

Parents who wish their children to attend the school are most welcome to visit. Arrangements can be made through the School Secretary at the school.

#### **Admissions in September 2021**

The school received 22 applications expressing a preference for admission to the Reception Year in 2021 by the closing date in January 2020. These were ranked as follows:

Children with statements naming the school

**TO BE COMPLETED**

Criterion i

Criterion ii

Criterion iii

Criterion iv

Criterion v

22 places were offered, with the cut-off coming under criterion (iv) at a distance of      miles.

## **Catchment Areas**

The catchment area for Weston Turville CE School, for children wishing to join the school up to the end of the 2022 academic year, is the village of Weston Turville and the surrounding areas, the same catchment as previously given to us by the Local Authority before we became an aided school.

However, in the light of major housing proposals for the northern part of this area, it is proposed to exclude this part and include it in the catchment for Bedgrove School, from the 2019 intake onwards. At the same time and in the light of housing developments to the west of Aston Clinton, this area would be included in the catchment for Weston Turville CE School on a shared basis with Aston Clinton School. See map below.

As a faith school, applications on the grounds of religious preference also refer to the parish of St Mary the Virgin, Weston Turville. (See map below and Note 7)

## **Further information**

Further information can be obtained in the first instance from the School Secretary at the school:

Website [www.westonturville.bucks.sch.uk](http://www.westonturville.bucks.sch.uk)  
Email [office@westonturville.bucks.sch.uk](mailto:office@westonturville.bucks.sch.uk)  
Address School Approach, Weston Turville, Aylesbury, Bucks, HP22 5RW  
Phone 01296 613436

Other contacts:

Local Authority (Bucks County Council)  
Website [www.buckscc.gov.uk](http://www.buckscc.gov.uk)  
Email [customerservices@buckscc.gov.uk](mailto:customerservices@buckscc.gov.uk)  
Address County Hall, Walton Street, Aylesbury, Bucks, HP20 1UA  
Phone 0845 3708090

Oxford Diocesan Board of Education  
Website [www.oxford.anglican.org/schools](http://www.oxford.anglican.org/schools)  
Address: Church House Oxford, Langford Locks, Kidlington, OX5 1GF  
Phone: 01865 208279

Department for Education  
Website [www.education.gov.uk](http://www.education.gov.uk)

## **Notes**

Note 1 "Parent" is defined in law (The Education Act 1996) as either:

- any person who has 'parental responsibility' (defined in the Children Act 1989) for the child or young person; or
- any person who has care of the child or young person.

If you are in any doubt, please contact the school for advice.

Note 2 By a "looked-after child" we mean one in the care of a local authority or being provided with accommodation by a local authority in the exercise of its social services function. An adoption order is one made under the Adoption Act 1976 (Section 12) or the Adoption and Children Act 2002, (Section 46). A 'child arrangements order' is one settling the arrangements to be made as to the person with whom the child is to live (Children Act 1989, Section 8, as amended by the Children and Families Act 2014, Section 14). A 'special guardianship order' is one appointing one or more individuals to be a child's special guardian/s (Children Act 1989, Section 14A). Applications under this criterion must be accompanied by evidence to show that the child is looked after or was previously looked after (e.g. a copy of the adoption, child arrangements or special guardianship order).

Note 3 When applying under criterion ii (exceptional medical or social needs), you must include supporting evidence from an independent professional person who is aware of the situation and supports your reasons for preferring Weston Turville CE School. This supporting evidence must clearly demonstrate why the school is the most suitable and must illustrate the difficulties that would be caused if your child had to attend another school. The person supplying the evidence should be a doctor, health visitor, social worker, etc. who is aware of your child's or your own case. The school reserves the right to ask for further evidence or clarification where necessary and may seek the advice of appropriate educational professionals where necessary.

Note 4 By normal home address, we mean the child's home address. This must be where the parent or legal carer of the child lives with the child unless it is proved that the child is resident elsewhere with someone else who has legal care and control of the child. The address should be a residential property that is owned, leased or rented by the child's parent/s or person with legal care and control of the child.

To avoid doubt, where a child lives with parents with shared responsibility, each for part of a week or month, the address where the child lives will be determined having regard to a joint declaration from the parents stating the exact pattern of residence. If the residence is not split equally, then the relevant address used will be that at which we are satisfied that the child spends the majority of the school week. Where there is an equal split or there is any doubt about residence, we will make the judgment about which address to use for the purpose of determining whether or not to offer a place. We will take into account, for example, the following:

- any legal documentation confirming residence
- the pattern of the residence
- the period of time over which the current arrangement has been in place
- confirmation from any previous school of the contact details and home address supplied to it by the parents
- where the child is registered with his/her GP
- any other evidence the parents may supply to verify the position.

We may ask for evidence of the normal home address in the form of a recent bill. This could be, for example, the most recent Council Tax bill, utility bill no more than three months old, a current TV licence, buildings and contents insurance, mortgage statement or rent book which shows the address concerned. Parents who are unable to provide this evidence should contact the school to discuss what evidence might be acceptable. If it becomes clear or if there is any doubt that the parents and child are not living at the address given on the application form, the school may seek further evidence. The school works closely with the LA to ensure that places are not obtained at the school on the basis of false addresses, and, in cases of doubt, will take steps to verify the information provided. If a place at the school is offered, and it later becomes clear that the offer was made on fraudulent or misleading information (e.g. a false claim to living in the catchment area), and the school has denied a place to a child with a stronger claim, the school will withdraw the offer of a place. The offer can also be withdrawn even after the child has started at the school.

We regard a child's home address to be where he or she sleeps for the majority of the school week (Monday to Friday). We may ask to see official documentation, such as a child benefit book or medical card if there are reasons why a child does not live at his or her parent's address. For example, if he or she is resident with a grandparent, this needs to be made clear on the application form. If such arrangements are not declared or a relative's address is used on the application, we may consider that a false declaration has been made, and withdraw the offer of a place. Childcare arrangements are **not** sufficient reason for listing another address.

If parents move house after the application has been made, but before any offer of a place has been made, the home LA must be informed.

If parents are moving, we will ask for evidence of the move, when considering any application for a place under the co-ordinated scheme.

We would not accept an address where the one given is that of a second home with the main home being elsewhere. If there are two or more homes, we will check which is the main home, and may refuse to base an allocation of a place on an address which might be considered only temporary. Nor would we accept an address where the child was resident other than with a parent or carer unless this was part of a fostering or formal care arrangement. We would not normally accept an address where only part of a family had moved, unless connected with a divorce or permanent separation arrangement, in which case we would require proof.

Note 5 By sibling we mean a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent's/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling. It is helpful if parents make it clear on the application form where the sibling has a different family name. Where there is more than one sibling at the school, only the youngest should be listed on the application form.

For the sibling to be relevant to the application process, s/he must be on the roll of the school at the time of application or his/her parent must have accepted an offer of a place at the school, and be expected still to be in attendance at the school at the time of entry of the child for whom the application is made.

Note 6 Proximity of the child's home to the school will be based on the straight-line distance between the home and the school, measured by Buckinghamshire LA's Geographical Information System as described in the Buckinghamshire LA admissions booklet:

The straight-line distance definition: is 'the distance from the address point of the pupil's normal home address, as set out by Ordnance Survey, to the nearest open school gate available for pupils to use'.

Note 7 By church commitment we mean that a parent and/or the child for whom an application is being made has been a regular worshipper (at least twice a month on average) for the year immediately preceding the date of the application for a place. The Governing Body asks the priest or minister to complete a form (available from the School Secretary) confirming commitment.

The current version of the Admission Arrangements was determined in April 2014 after formal consultation, with only date changes and legal alterations made in 2015, 2016, and 2017. Next formal consultation would have been due in 2021 for 2022 -23 arrangements (seven years after previous formal consultation), but proposed changes to the catchment area required formal consultation which took place in November – December 2017 and January 2018.

The agreed arrangements were determined by FGB in January 2019.

## Application to attend Weston Turville CE School Supplementary Information

NB: This form is only required where a parent is seeking admission for a child on the grounds that he/she is a regular worshipper (Criterion iii of the school's admission arrangements). After completion by the priest or minister, it should be returned to the school.

Name of child:

Name of parent/guardian:

Church attended:

I confirm that I and/or the child named above have attended services at the church at least twice per month on average in the year immediately preceding the date of the application.

Signed (parent/guardian):

Date:

To the Rector, Vicar, Minister etc.

Please could you verify the above statement made by the parent.

I am able/unable to confirm the above statement.

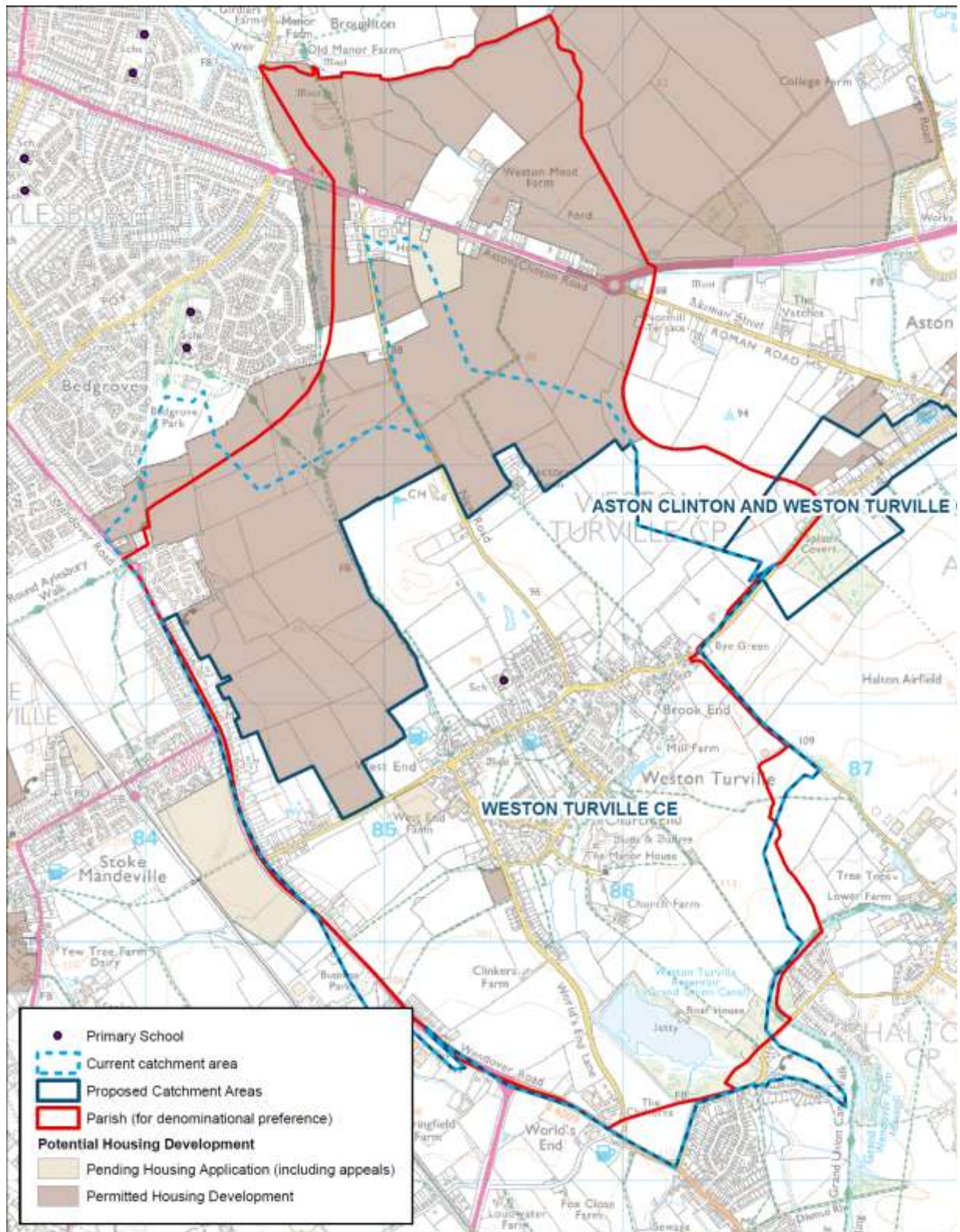
Name:

Position (Rector, Vicar, Minister etc):

Signed:

Date:

NB. Please return this form to Weston Turville CE School by the 15 January 2020 for the main admissions round or with the application form for any other application.



Catchment Area for Weston Turville CE School from 2019



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Produced by School Management Support Team, November 2017



# SIAMS (Anglican Schools) Inspection Report 2018

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Weston Turville Church of England Voluntary Aided Primary School</b>	
School Approach Main Street Weston Turville HP22 5RW	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Oxford</b>
Previous SIAMS inspection grade	Good
Local authority	Buckinghamshire
Date of inspection	24 January 2018
Date of last inspection	12 March 2013
Type of school and unique reference number	Voluntary Aided Primary 110422
Headteacher	Karen Brooks
Inspector's name and number	Angela Wheatcroft 872

### School context

Weston Turville is a single form entry primary school. Most of the pupils are White British. The proportion of pupils with special educational needs and/or disabilities is lower than the national average but has increased significantly over the last two years. There is a minority group of Gypsy, Roma and Traveller pupils. Since the previous inspection staffing at the school has remained as it was, with a new RE co-ordinator taking on the role in September of this academic year.

### The distinctiveness and effectiveness of Weston Turville as a Church of England school are good

- The school's Christian ethos is inclusive, which results in all members of the school community feeling valued and respected.
- The focus that senior leaders put on developing the spiritual, moral, social and cultural (SMSC) development of the pupils is a strength and permeates the curriculum.
- The high quality of assessment in Religious Education (RE) which informs future planning and ensures that pupils make good progress.
- The leadership of the headteacher, senior staff and governors mean that the school is effective and accurate in their self-evaluation, which subsequently leads to improvement.

### Areas to improve

- Ensure all groups of stakeholders can articulate the school's six core values of respect, honesty, perseverance, fairness, kindness and trust and have a better understanding of how these values are distinctly Christian and rooted in Biblical context.
- Increase the opportunities for the whole school community to experience collective worship so that the importance of worship and its Anglican traditions and practices are reinforced and understood by all.
- Develop the teaching of RE by ensuring that it is creative and engaging in all lessons so that pupils speak highly and passionately about it and understand its importance.
- Develop opportunities to ensure that all pupils have valuable first-hand experiences when exploring Christianity as a multi-cultural world faith.

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**The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Weston Turville is a highly inclusive school which welcomes pupils of all abilities and of all faiths and none. The school has a strong nurturing ethos based on the Christian values of respect, honesty, perseverance, fairness, kindness and trust. As a result, the school is held in high esteem amongst the community. One parent said, 'This school gives our children a sense of community. They are part of this school, they are part of the village and they are part of the church.' The school's mission statement, 'To pursue wisdom within a Christian ethos', clearly informs the school's approach to behaviour and attendance. Pupils speak positively about the 'wise owl', reward system and how they are praised when making 'wise choices' and demonstrating the six core values. Parents also speak highly of the system. They say that expectations of behaviour are high and that their children aspire to reach these expectations. One pupil said, 'The values of our school are how we should behave on the playground. They are Christian values and God wants us to live out these values. They are the traits that Jesus showed.' Staff are excellent role models and clearly demonstrate the values, both when working with the pupils and with each other. As a result, all pupils are happy and confident in school, levels of attendance are in line with national expectation and most pupils, at the end of key stage 2, make progress and attain in line with the national average.

Pupils have a good understanding of, and respect for, the diversity of the world. Staff, parents and pupils enthuse about the recent diversity week. Governors talk about how the approach is to welcome all members of the school community to talk about their faith, culture and background. Parents speak about how the diversity week helped to bring together different sections of the school community and how they valued the school's work in highlighting the heritage and culture of the Gypsy, Roma and Traveller community. Although pupils understand about other faiths and religions, through their RE teaching, they do not fully understand that Christianity is a multi-cultural religion. Therefore, the school is not yet outstanding.

During their time at the school, pupils are provided with various opportunities to develop spiritually. They speak highly of their reflection corners in their classrooms and of the central prayer box. The staff demonstrate, and talk about, how they weave SMSC development through all that they do, and how they begin to embed the distinct Christian values into the pupils' lives from the very beginning of their education. They speak about the values helping the pupils to grow and how they can use them in everyday situations. As a result, by the time the pupils move on to secondary school, they have a deeper understanding of the values and can articulate how they impact on the wider world. However, not all stakeholders can articulate how these values are distinctly Christian or how they are rooted in Biblical teaching. Therefore, the school is not yet outstanding.

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**The impact of collective worship on the school community is good**

Collective Worship is distinctly Christian in content and central to the daily life of the school. Since the previous inspection and feedback, as a result of governor monitoring, a pupils' worship team has been established. The pupils hold this role in high esteem and as such, see the value and importance of worship in the life of the school. They talk enthusiastically about the roles they have in sharing their ideas, planning worship and leading worship. They recognise that being actively involved helps them to remember stories from the Bible. The worship team talk enthusiastically about how they have led worship based on the Trinity and how they had demonstrated this by using Russian dolls. One pupil said, 'The biggest Russian doll was God, the next was Jesus, the next was us and then inside of us we had the smallest Russian doll which was the Holy Spirit.' Members of the clergy also commented that the pupils' explanation of the Trinity, through worship, was clear and easy to understand. As a result, the pupils have an age appropriate understanding of God as Father, Son and Holy Spirit. Monitoring of collective worship, by senior leaders and governors, is effective and identifies improvements. These improvements are acted upon and are incorporated into future planning.

The school's core Christian values underpin all collective worship. They are the focus for planning and as a result, pupils are given regular opportunities to reflect on how these values impact on their spiritual and moral development. A range of leaders and pupils lead collective worship. The pupils speak positively about 'Open the Book' worship and how these stories link to the school's values. Pupils understand the purpose of prayer and reflection and they speak openly about having opportunities to pray. One pupil said, 'I like to use the book in our reflection area. If I am worried about something, this helps me.' Another pupil said, 'The gazebo outside is a quiet area, we can pray there if we want to communicate with God.'

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The pupils have a clear understanding of the different seasons of the church year and can describe the significance of the church colours. However, the pupils are not exposed to enough Anglican traditions and worship and therefore do not understand their importance and value. Also, there are not enough opportunities for all stakeholders to experience collective worship. This is the reason that the school is not yet outstanding.

#### **The effectiveness of the Religious Education is good**

Since the previous inspection, the school has made significant improvements in ensuring that there is detailed assessment and tracking of progress which is clearly related to the RE syllabus. The RE co-ordinator has developed a rigorous and robust system which informs future planning, teaching and learning. This system also ensures that the teaching of RE is differentiated to meet the needs of all groups of pupils. As a result, standards of attainment in RE, for most pupils, are in line with national expectations and in some cases higher.

The six core values are embedded in RE teaching. The staff actively seek opportunities where they can discuss these values with the pupils and link them to both RE teaching and their daily lives. Staff ask pupils to apply what they have been learning. For example, a Year 2 class was learning about the festival of Vaisakhi and the pupils were asked to reflect on how they would feel if they were asked to baptise someone. Likewise, Year 6 pupils were asked to reflect on the impact of a religious dress code and what it means to them. Parents value the RE teaching and say that their children are knowledgeable about what they have been taught and will often discuss this at home. They also talk about the impact of the 'Minecraft Bibles' and how these have really helped their children to understand Jesus' teachings from the Bible.

Pupils mostly learn well in RE. They say they like RE because they learn about other beliefs and values. The majority of teaching is good, and leaders ensure that RE has a high profile within the school. However, not all teaching allows for creativity and engagement and therefore not all pupils are inspired by the subject. This is the reason why the school is not yet outstanding. Governors, through the pupil development committee, ensure that they are aware of developments within the subject by challenging the senior leadership team's effective monitoring. The RE co-ordinator, although new to post, has already made a significant contribution to the development of RE and has a strong capacity to make further improvements.

#### **The effectiveness of the leadership and management of the school as a church school is good**

The leaders of the school promote and articulate a clear Christian vision based on the six values of respect, honesty, perseverance, fairness, kindness and trust. The school is not yet outstanding because leaders have not been able to ensure that all stakeholders fully understand how these six values are explicitly Christian and how these are rooted in Biblical context. The Christian character of the school impacts positively on standards of achievement, behaviour and the well-being of the whole school community. As a result, the school is held in high esteem amongst the community.

Leaders accurately self-evaluate the school. Senior school staff, ably led by the headteacher, are effective and rigorous in their monitoring, which leads to improved outcomes for all pupils. Likewise, governance is a strength of the school. School governors fully understand their strategic role, which has meant that the Christian distinctiveness of the school has improved since the previous inspection. Senior leaders have identified ways in which leadership can be shared amongst less experienced members of staff and have provided appropriate support and training for them. As a result, effective use is made of a range of opportunities for staff development. The school makes appropriate use of the diocese as a resource for training and support for both staff and governors. The RE co-ordinator has been successfully supported in her role and this has enabled her to bring about school improvements. The statutory requirements for RE and collective worship are being met.

The partnerships between the school, the church and parents are established, embedded and contribute fully to the life of the school. Parents and staff speak highly of the clergy and the impact that they have on the SMSC development of the pupils. Parents enthuse about the links that the church and school have through the Explorers Club and Jigsaw Holiday Club. They talk about how it impacts on their children as they transition to secondary school and about how the clubs are unthreatening, nurturing and inclusive. The Friday Choir Club, run by the vicar, means that there are long-lasting links established between the school and church community and this is reinforced by the school's involvements in the Remembrance Sunday Service.

# Ofsted Report 2018

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10 October 2018

Ms Karen Brooks  
Weston Turville Church of England School  
School Approach  
Weston Turville  
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Dear Ms Brooks

## **Short inspection of Weston Turville Church of England School**

Following my visit to the school on 25 September 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2015.

### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. The school is a very happy place. Pupils thrive in a caring community and benefit from effective teaching with a wide range of activities. The school mission 'to pursue wisdom within a Christian ethos' is evident throughout the school, and your six core values – respect, honesty, perseverance, fairness, kindness and trust – are central to this. Parents told me that the school is very inclusive and they are extremely happy that their children come to this school. They receive information about the progress of their children on a regular basis and find the weekly newsletter very informative. As one parent wrote in the online survey:

'I think Weston Turville School has been fantastic for my children. The community spirit, the well-being of the children and the interaction with children and parents is always good.'

Your systems for monitoring the work of the school are robust. Senior leaders are now held to account for the progress of all groups of pupils. Your school self-evaluation, including analysis of pupils' progress and attainment, is accurate and informs school-improvement planning effectively. Following the previous inspection, you have created more distinct roles for your senior leaders. They reported that they now feel much more secure in what they are doing.

Staff enjoy their work at the school. During the inspection, many referred to the 'family' that is Weston Turville school. From their responses to the online questionnaire, staff feel valued and respected and are proud to be at the school.

They are dedicated to ensuring that all pupils flourish as a result of their teaching and pastoral care. Leaders are passionate about securing improvements for all groups of pupils within their areas of responsibility.

The governing body is very involved in the life of the school. Governors ensure that they are highly visible to parents and have a strong presence at all school events. They noted the accuracy of the school's self-evaluation and monitor how this leads to improvements. They are not complacent, and invest a lot of their time in training for their roles. They meet regularly with the governing bodies of other local schools in order to share good practice. They analyse data, and are very aware of your school development plan and priority areas. In particular, they note that writing is still an area of divide between boys and girls. Governors have encouraged you to work to provide different styles of lessons, for instance by using outside learning to engage boys more with writing.

Your local authority improvement partner, though only recently linked to the school, already recognises the strengths and the inclusivity of the school. You are aware that the ability of pupils to write at a greater depth of understanding needs further strengthening. One of your main priorities this year is to continue the focus on increasing fluency and reasoning within the mathematics curriculum in order to further improve outcomes for all groups of pupils.

Pupils told me that they are happy and feel well cared for at Weston Turville school. They enjoy their lessons, and this was evident as I went around the school. Parents told me how quickly their children gained confidence in themselves when they entered the school. Classrooms and outside areas are bright and attractive, particularly in the early years, where activities are carefully planned and laid out with a lot of attention to detail. Pupils understand what they have to do to improve the standard of their work in all subjects. This is because staff follow the school's marking policy clearly and check that pupils have followed up on advice given.

#### **Safeguarding is effective.**

All safeguarding arrangements are fit for purpose and all records are detailed and of high quality. All checks on the suitability of the adults who come into contact with children in school are sound. You and all your staff know the pupils very well and are vigilant to any sign that pupils may be at risk. You are relentless in your drive to secure the best possible outcomes for all pupils, and are determined in challenging outside agencies if you are not happy with their decisions.

Pupils say that they feel happy and safe at school and are well cared for. Pupils know what to do if they have a problem. Parents and staff agree with them. The governing body is rigorous in its monitoring of safeguarding practices at school. Relationships between pupils are excellent, and you create many opportunities for older pupils to befriend and support the younger pupils.

## Inspection findings

- At the start of the inspection we agreed the key lines of enquiry. This inspection focused on the impact of leaders' actions on driving improvements in pupils' writing and mathematics. The inspection also focused on the impact of the use of pupil premium funding on the outcomes for disadvantaged pupils.
- Senior leaders are taking effective action to drive improvements in writing. The results from national tests at key stage 2 showed a strong improvement from a low base. Pupils are now achieving at just below national figures. The focus on improving both the technical aspects of writing and flair mean that standards in writing are on the increase. Senior leaders, and governors, have scrutinised their data in order to ensure that all groups of pupils are enabled to reach their potential. You have found that boys are not making the strong progress that you think they can, and you are now actively finding new teaching styles in order to address this.
- Senior leaders' drive to improve standards in mathematics is beginning to have an impact. The vision of the subject coordinator is that all pupils will master mathematical reasoning. The aim is to drive standards in fluency and reasoning alongside a focus on multiplication tables and written arithmetic methods. The reasoning elements were evident in the pupils' work that we looked at. There are regular opportunities for staff to share good practice through scrutinies of pupils' work, planning together, and, on occasion, teaching a class together.
- The attendance and behaviour of pupils is strong. Pupils care for each other, and older pupils are actively encouraged to look after the younger ones. As one parent wrote on the online questionnaire:  

'One aspect I like about this school is the way the children are encouraged to learn responsibility. There is a buddy system on the playground for the older children to help the younger ones.'
- Pupils are encouraged to celebrate each other's successes and this helps to create the warm and caring atmosphere throughout the school. You have been tenacious in your drive to improve the attendance of all groups of pupils, engaging support from the local authority. With this support you have determined the barriers that you need to tackle in order to help parents to understand better how to engage with the school. You analyse behaviour data on a regular basis and have introduced ways of enabling all pupils to be able to 'shine'. The weekly newsletter praises pupils for demonstrating the school's values.
- Leaders are determined to ensure that disadvantaged pupils reach their potential. Your deputy headteacher is leading the drive for effective inclusion of all pupils through high-quality, everyday teaching resulting in the pupils being engaged with their learning. Your special educational needs coordinator is passionate about her work with disadvantaged pupils and those who have special educational needs and/or disabilities, and leaves no stone unturned in pursuit of enabling them to catch up with their peers.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they continue to develop ways to further strengthen pupils' ability to write at a greater depth of understanding, and monitor and evaluate the ways they have planned to improve the attainment of boys in writing
- they further strengthen the teaching and learning of mathematics, so that standards continue on the upward curve that they have started on.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Oxford, the regional schools commissioner and the director of children's services for Buckinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

Jane Edwards  
**Ofsted Inspector**

### **Information about the inspection**

I met with you and senior leaders at the start of the day. We discussed leaders' evaluation of the school's effectiveness and agreed the key areas we would focus on during the inspection. During the day, I held further discussions with you. I met with three members of the governing body, including the chair. I had a telephone conversation with a representative of the local authority. I also spoke with staff, pupils and parents. I met with the mathematics coordinator and with the teacher who has responsibility for disadvantaged pupils. I visited four lessons with your deputy headteacher. Together with members of staff, I scrutinised a selection of pupils' work from across the curriculum. I took account of 14 staff survey responses. I also took account of 67 responses by parents to Ofsted's online questionnaire, Parent View, including 37 free-text responses. I analysed a range of the school's documentation, including leaders' checks on pupils' progress, and safeguarding records, policies and procedures.



Gardening



Playleaders



Play



Phone Duty



## Lunchtime at Weston Turville!



Sports



Library

