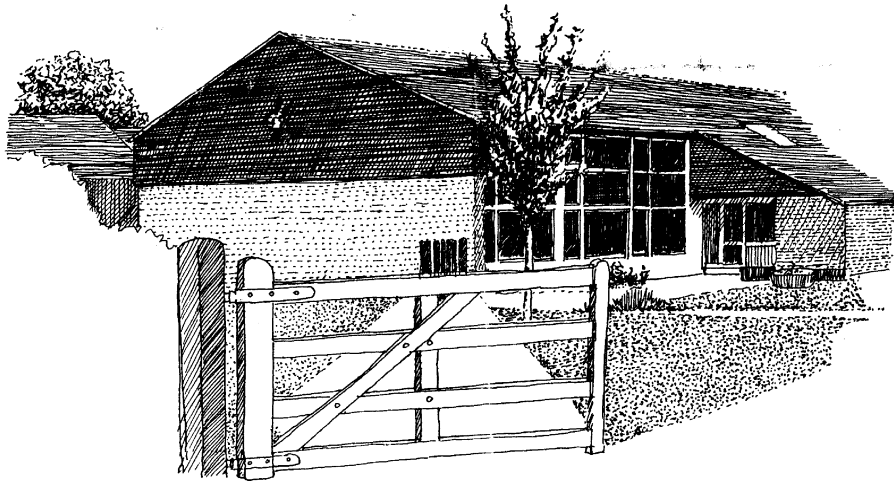


Buckinghamshire Council, Oxford Diocese

**WESTON TURVILLE
CHURCH OF ENGLAND SCHOOL**

INFORMATION FOR PARENTS

2024 – 2025



MISSION STATEMENT:

INSPIRE, BELIEVE, ACHIEVE - TOGETHER

Address: **Weston Turville CE School**
Weston Turville
Aylesbury
Bucks
HP22 5RW

Tel: **01296 613436**

E-mail office@westonturville.bucks.sch.uk

Headteacher: **Ms Sue Fitzpatrick**

Chair of Governors: **Mrs Emily Cleaver**

Website: 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

“Pupils are proud of their caring and welcoming school. They demonstrate the school values of kindness and respect in their attitudes towards staff and peers. Pupils meet the school’s high expectations of behaviour. They go out of their way to give others a helping hand. Every year, pupils look forward to writing manifestos in order to be elected to one of the many coveted leadership roles.”

Ofsted Report September 2024

“The school’s curriculum is ambitious and interesting. It has identified the important knowledge that pupils should learn each year across every subject. The school has sequenced the essential skills, knowledge and vocabulary that pupils should learn in each year group and how these build over time. Pupils with special educational needs and/or disabilities (SEND) are quickly identified and supported to access the same learning as their peers.”

Ofsted Report September 2024

The information contained in this prospectus was accurate at the time of writing. The Governors reserve the right to make changes and alterations during the course of the year.

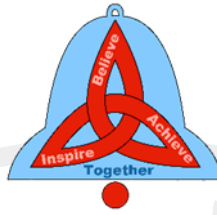


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**Mission statement:
Inspire, Believe, Achieve - Together**

Our School



Believe

Together we enable everyone to believe in themselves and each other.
"With God all things are possible."
Matthew 19:26

Inspire

Together we inspire and are inspired to learn and grow in faith.
"I can do all things for him who strengthens me."
Philippians 4:13

Achieve

Together we achieve our God-given potential through nurture, encouragement and respect.
"Remember to fan into flame the gift that is in you."
2 Timothy 1:6

"Start children off the way they should go and even when they are old they will not turn from it."
Proverbs 22:6

Vision Statement

Together we **inspire** and are inspired to learn and grow in faith. Together we enable everyone to **believe** in themselves and each other. **Together** we **achieve** our God-given potential through nurture, encouragement and respect. **Together**, through our values of kindness, fairness, respect, honesty, trust and perseverance we will **inspire, believe and achieve**.

Our Mission

Our Christian values are kindness, fairness, respect, honesty, trust and perseverance. Through these values we provide a safe, nurturing community where all are welcome regardless of gender, wealth, faith, sexual orientation, ethnicity, age and ability – a community in which all can be inspired, believe in themselves and achieve excellence together. Founded by Sir Arthur Isham, Rector of Weston Turville, in 1873, the school's central purpose was set out in its original trust deed - to educate the poor of the parish. We therefore particularly welcome those in the community who may be suffering financial hardship or who are disadvantaged.

In partnership with our families and local church we foster strong, caring relationships based on mutual respect and kindness. Through these we nurture our children to become confident, independent lifelong learners who are resilient and resourceful; learners who persevere in the face of challenge. We aim for our children to see mistakes as opportunities to grow, and take joy in their own achievements as well as those of others.

We want our children to be physically and mentally healthy and happy. We want them to grow into young people who know how to care for their bodies, spirits, minds and hearts, and those of others. We want them to experience true equity within our walls and foster it with others long after they leave us. We want them to be grateful for their gifts and for the world around them. Young people who understand and appreciate their rights, and also recognise their responsibilities as citizens of their local, national and global communities.

To this end our curriculum is broad, balanced and challenging, and filled with opportunities to explore the outdoors, scientific truths and discoveries, different global cultures, historical viewpoints, sports and a wide variety of arts and technology. As a church school our Collective Worship and Religious Education are based in Christianity yet explore the views and traditions of other world faiths. As partners in our school and local community, the local clergy attend school and lead Worship regularly, providing support and further spiritual experiences for children and staff alike.

Beyond the curriculum there are many wider opportunities for the children in the form of clubs, day trips and residential visits, sporting competitions, and productions such as the annual Infant Nativity, Junior Production, Harvest Festival and Carol Service. These events, many of which are attended by parents, enable our children to experience team work, further challenge and achievements which affirm their belief in themselves.

We want our pupils to leave with happy memories of their time at this school and with an excitement about learning more and living life to the full. We believe that attending Weston Turville CE School with its nurturing Christian ethos and wealth of carefully planned experiences gives our children an excellent foundation for the next stage in their lives. Our school inspires our children to believe in themselves and achieve great things – together.

*“Let each person lead the life that the Lord has assigned them
and to which God has called them.”*

1Corinthians 7.17

Our school values

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

Honesty

Fairness

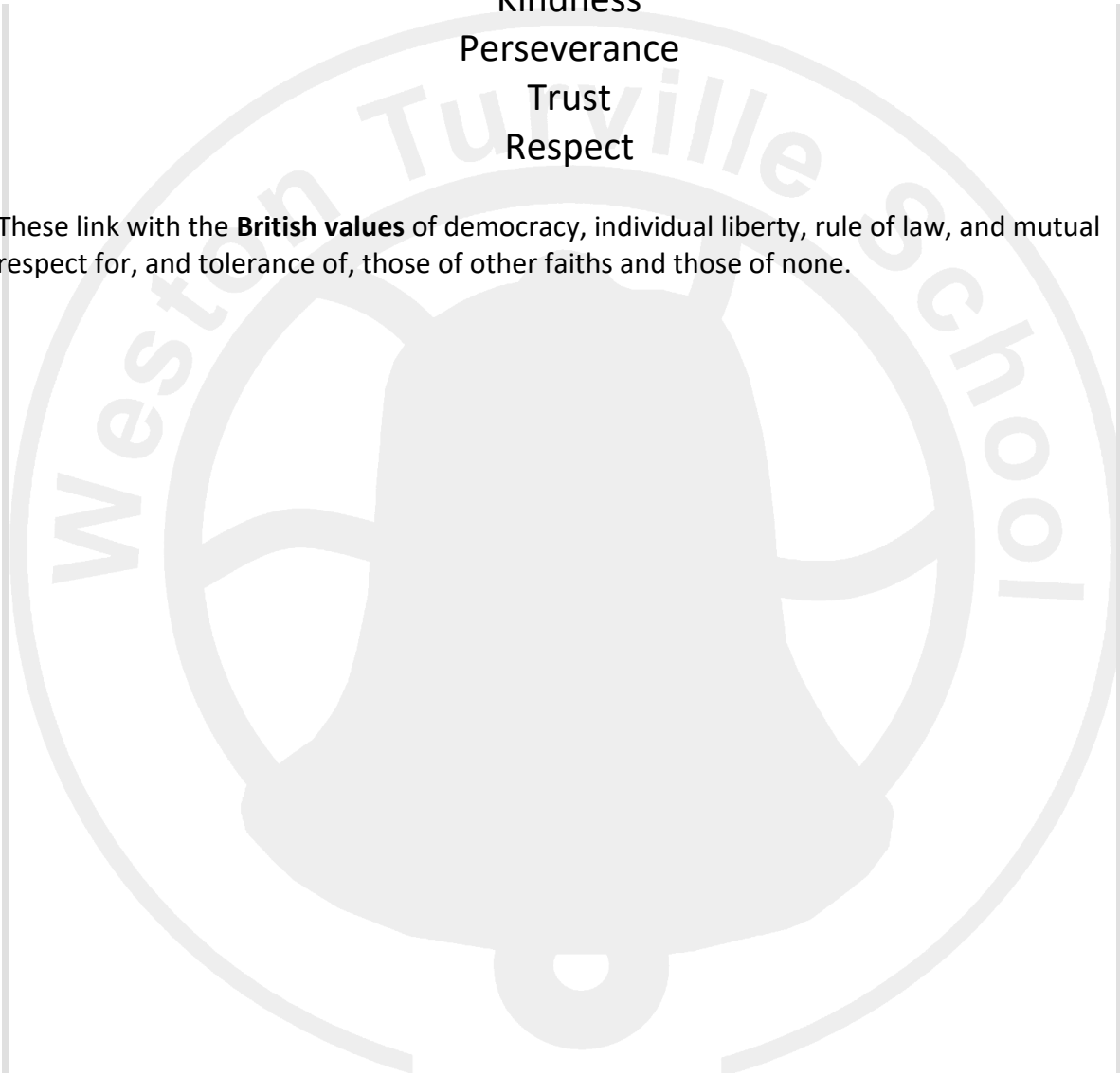
Kindness

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, eight classrooms and a modern 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.

There is also an on-site pre-school operating alongside the Reception Class. This is a separate organisation and parents must apply in the normal way for a place in the Reception Class, even if their child is attending the pre-school.

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; children in the Reception Class and Pre-school enter by the side gate near the main entrance and parents 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 (Key Stage 2) and
12.00 – 1.00 pm for infants (Key Stage 1).

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 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 S Fitzpatrick
Assistant Headteacher		Miss A Pedrick
Assistant Headteacher		Miss M Wilson
SENCO and Inclusion Leader		Mrs V Gibbs
Reception	Teachers	Miss A Pedrick; Mrs M Pye
Class 1	Teacher	Mr T Hooper
Class 2	Teachers	Mrs Z Cookson; Mrs S Warnes
Class 3	Teachers	Miss Wilson; Mrs Clark
Class 4	Teacher	Miss A Wilkhu
Class 5	Teachers	Mrs L Hoodless; Mrs K Gelly
Class 6	Teachers	Mrs R D'Souza/Mrs M Dickinson
PPA teacher		Mrs P Forster, Mrs M Pye
Teaching Assistants		Mrs A Andrews, Mrs S Ardley, Mrs S Burns, Mrs E Davies, Miss C Denton, Mrs C Garbutt, Miss A Grella, Miss C Gurney, Miss K Harrison, Mrs D Lim-Burgess, Mrs J Nash, Mrs K Norton, Mrs K Randall, Mrs C Underwood, Miss J Townsend, Mrs H Long
Office Manager/Bursar		Mrs J Barter
Office Administrator		Miss C Wilson
Pre school Administrator		Miss C Wilson
Finance Administrator		Mrs G Coppola
Site Manager		Mr S Andrews
Cleaning staff		Mrs A Andrews, Mrs S Burns, Mrs A Fox
Lead Midday Supervisor		Mrs J Piercy
Midday Supervisors		Miss M Duckett, Miss C Schneider, Mrs A Fox

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. In Year 1 the children undergo a phonics check and in Year 4 they undergo a multiplication tables test.

The results of these tests are reported to parents, along with annual teacher assessments. Copies of the Year 2 and Year 6 SATs results for 2019 (pre-pandemic) 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.

Relationships and 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.

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.

All children are expected to abide by the school's behaviour policy as far as they can within the bounds of their additional needs. The emphasis is on encouraging positive learning attitudes, through positive behaviour management.

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

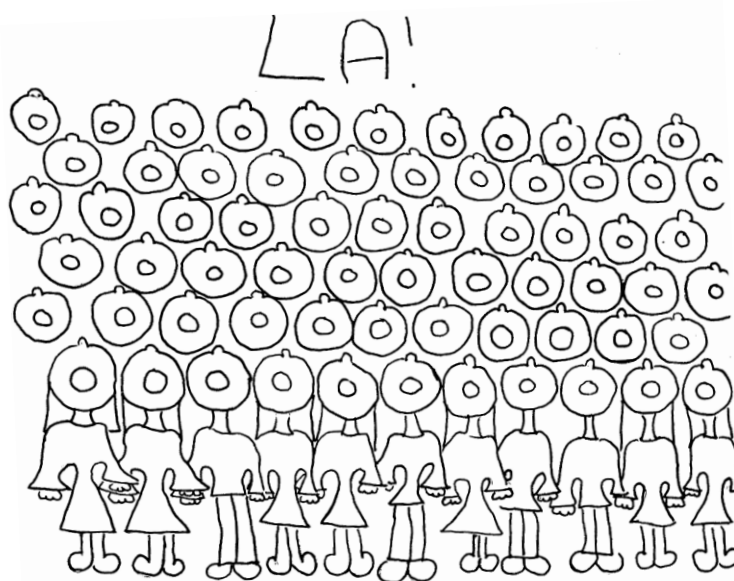
parents. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the headteacher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

RE and Collective Worship

As a Church of England (Voluntary 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.



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 Yes Chef 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 online booking system ParentPay. For juniors hot lunches are also paid for by parents using ParentPay.

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. 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.

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.

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.

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. 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 Link, 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

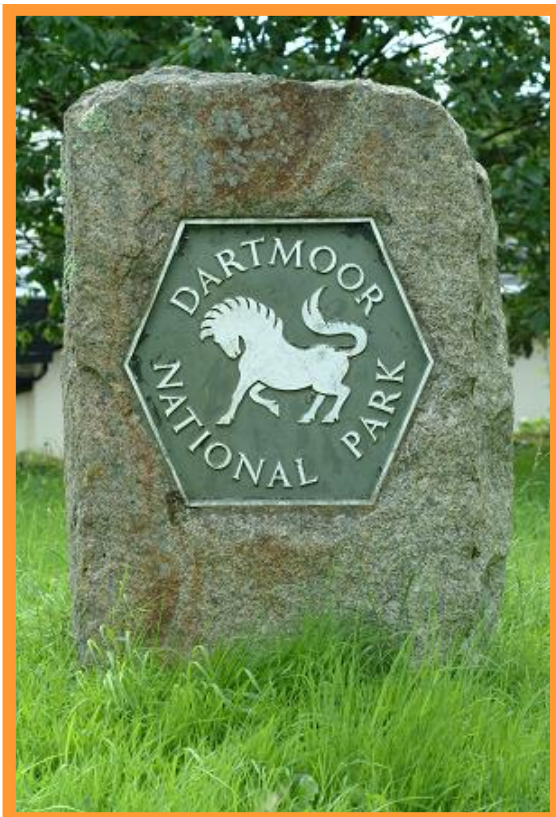
Children may wear a watch. Chains, rings, bracelets and other jewellery are not permitted in school. Only one simple stud earring per ear is allowed. These present a safety hazard and we urge parents to think carefully about whether children should wear them to school. All jewellery must be removed for 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 20 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 an email address for this purpose. We are legally obliged to do this unless a parent can provide written legal evidence that no information can be passed on.

Every second 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.

Other financial donations are always gratefully received, and we have a standing order form for those who would like to donate regularly.

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

School Term Dates – 2024/2025

Autumn Term '24	Wednesday 5th September 2024	Friday 25th October 2024
	Tuesday 5th November 2024	Friday 20th December 2024 (close 1.30pm)
Spring Term '25	Tuesday 7th January 2025	Friday 14th February 2025
	Monday 24th February 2025	Friday 4th April 2025 (close 1.30pm)
Summer Term '25	Wednesday 23rd April 2025	Friday 23rd May 2025
	Monday 2nd June 2025	Tuesday 22 nd July (close 1.30pm)

Teacher training (INSET) days 2024/25:

Tuesday 3rd September 2024
Monday 4th November 2024
Monday 6th January 2025
Tuesday 22nd April 2025
Wednesday 23rd July 2025

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

Year 1 Phonics Check Results 2024

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 2024	National 2024
74	80

Key Stage 2 SATS RESULTS 2024

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

	Not met the standard	Met the standard	Working at greater depth
Reading	20	80	25
Writing (teacher assessment)	35	65	6
Grammar, Punctuation & Spelling	20	80	20
Mathematics	32	68	11
Reading, writing and maths	48	52	7

These tables show the percentage of Year 6 children nationally reaching the expected standard in 2024

	Not met the standard	Met the standard
Reading	26	74
Writing (teacher assessment)	28	72
Grammar, Punctuation & Spelling	22	78
Mathematics	27	73
Reading, writing and maths	39	61

Admissions Policy for September 2025 – August 2026

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.

“Inspire, Believe, Achieve - Together”

The governors have made every effort to ensure that these arrangements comply with the School Admissions Code 2021 and all relevant legislation, including that on infant class sizes and equal opportunities.

There are 30 places (the published admission number or PAN) available.

Admission arrangements to the Reception Year in September 2025

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 2020 and 31 August 2021 may apply for them to be admitted to the Reception Year in September 2025.

Parents of a child whose fifth birthday falls between 1 September 2025 and 31 March 2026 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 2025-26), 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 2026 and 31 August 2026 (summer born children) parents can defer the date that their child is admitted to school but not beyond the point at which they reach compulsory school age, ie when they reach their fifth birthday. They should apply in the normal way for a Reception place in September 2025.

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 2025 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 2025. 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 16 April 2025.

Over-subscription criteria

Children 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, including those children who appear to have been in state care outside England, but ceased to be so as a result of being adopted. (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) and with a sibling (see Note 5) on the roll of the school at the time of application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- iv Children with a normal home address within the catchment area (See section “Catchment Areas” below).
- v Children with a normal home address **outside** the catchment area **and** with a sibling on the roll of the school at the time of the application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- vi Other children.

Proximity of the child’s home, as measured by the straight line distance (see Note 6) between the home and the school with those living nearer being accorded the higher priority, will serve to differentiate between children in criteria 1 to 6 should the need arise. 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.

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 – vi above), a place will be offered.

In-year admissions or admissions at the beginning of school years other than Reception will only be considered by the Governing Body up to half a term (using the three term year) 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 and crown servants 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 and a decision made based on what is in the pupil’s best 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. 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 2025-2026 or the number of places (30) in other year groups.

Fair Access

The school participates in Buckinghamshire LA's Fair Access Protocol. 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

Any parent not offered a place for their child at their preferred school has the right of appeal to an independent appeals panel. Details of appeals arrangements are available from the school, including the date by which an appeal should be submitted. 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 Office.

Catchment Areas

The catchment area for Weston Turville CE School is the village of Weston Turville and the surrounding areas. Please see the map below.

Further information

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

Website	www.westonturville.bucks.sch.uk
Email	office@westonturville.bucks.sch.uk
Address	School Approach, Weston Turville, Aylesbury, Bucks, HP22 5RW
Phone	01296 613436

Other contacts:

Local Authority (Buckinghamshire Council)

Website	www.buckinghamshire.gov.uk
Email	customerservices@buckinghamshire.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
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Address: Church House Oxford, Langford Locks, Kidlington, OX5 1GF
Phone: 01865 208279

Department for Education
Website 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. Previously looked after children are children who have been adopted, subject to child arrangement orders or special guardianship orders. Adopted children are those for whom 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). A ‘looked-after child’ includes any child who appears to have been in state care outside England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

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.

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.

There are special arrangements for families of service personnel with a confirmed posting or crown servants returning from overseas. If the application is accompanied by an official letter that declares the relocation date, and if there is a place available, it will be offered even though there is not an intended address or the family is not yet living in the area.

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.

Note 6 The straight line distance used to determine proximity of the home to the school will be 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'.

The Weston Turville CE School Admissions Policy for 2024-25 is based upon the Oxford Diocesan model policy and was consulted upon in 2022. The 2025-26 policy is the same apart from changes to dates and some legal changes. Unless there are further significant proposed changes the next public consultation will take place in 2027.

The agreed arrangements have been determined by the Full Governing Body in October 2024.

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.

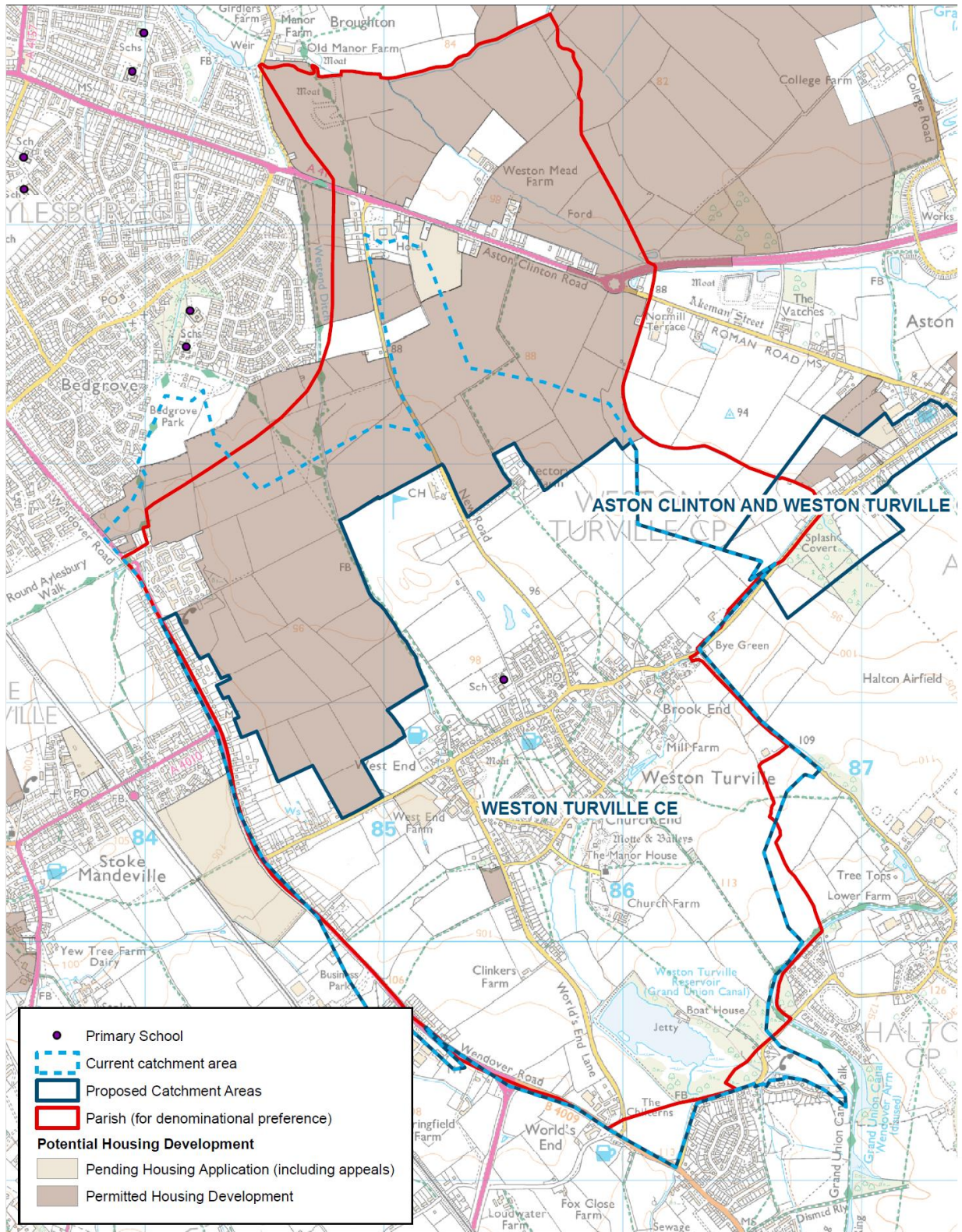
Name:

Position (Rector, Vicar, Minister etc):

Signed:

Date:

NB. Please return this form to Weston Turville CE School by the 15 January 2023 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

Weston Turville Church of England Voluntary Aided Primary School
School Approach Main Street Weston Turville HP22 5RW

Current SIAMS inspection grade	Good
Diocese	Oxford
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.

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.

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.'

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 2024

School report



Inspection of a good school: Weston Turville Church of England School

School Approach, Weston Turville, Aylesbury, Buckinghamshire HP22 5RW

Inspection dates:

27 and 28 February 2024

Outcome

Weston Turville Church of England School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their caring and welcoming school. They demonstrate the school values of kindness and respect in their attitudes towards staff and peers. Pupils meet the school's high expectations of behaviour. They go out of their way to give others a helping hand. Every year, pupils look forward to writing manifestos in order to be elected to one of the many coveted leadership roles.

Staff are ambitious for all pupils to achieve well. Classrooms are hives of activity. Pupils usually achieve positively and are well prepared for their continued education. However, 2023 phonics and key stage 1 reading results were well below the national average. The school has taken swift action to address this, and strengthening early reading remains a priority.

Pupils have a strong sense of citizenship and are keen to be part of the school and wider community. They value the opportunities to work with organisations from the village. Pupils look forward to activities with the local rangers in the school's nature reserve and singing at the church carol concert. They take great delight in working with their teachers to organise an interesting range of extra-curricular activities. This enables pupils to pursue their own interests and share them with others.

What does the school do well and what does it need to do better?

Reading is a high priority across the school. Staff promote a love of reading by sharing a range of stories and texts, often linked to work in the rest of the curriculum. Pupils have developed an impressive knowledge of different literature from the school focus each term on a different author. Children in pre-school revel in the rhymes, stories and songs that staff share with them. Older pupils relish the books they choose to read and enjoy in the school library. Following the weak 2023 phonics and key stage 1 published results, the school has made changes to the phonics programme. It is being followed closely but, on occasion, staff subject knowledge is not yet consistently secure. Staff quickly identify

weaker readers, but the support that a few pupils receive who are at the early stages of learning to read is not as strong as it should be.

The school's curriculum is ambitious and interesting. It has identified the important knowledge that pupils should learn each year across every subject. The school has sequenced the essential skills, knowledge and vocabulary that pupils should learn in each year group and how these build over time. Pupils with special educational needs and/or disabilities (SEND) are quickly identified and supported to access the same learning as their peers.

Teachers have strong knowledge of the subjects they teach and appreciate the training they receive. Staff usually recap previous learning and check what pupils have remembered. If needed, staff adapt their teaching and resources to help pupils learn well. This is particularly well developed in mathematics. Pupils use secure subject knowledge to link learning across subjects. For example, they use their knowledge of number to find averages in science experiments or read coordinates in geography lessons. Children in early years focus well on their many counting activities. They enjoy the challenges of counting blocks of towers or comparing heights of robots. Occasionally, staff are less clear what knowledge pupils should be able to remember and so the recaps lack precision. This means that staff do not have an accurate understanding of pupils' gaps in learning.

Attendance for some pupils is too low. The school is prioritising supporting families to improve this by removing barriers to attendance. This is having some positive impact but needs to continue so that the attendance of all pupils is high.

The provision for pupils' wider development is a strength of the school. Pupils take their leadership roles seriously. This includes positions such as house captains, science ambassadors and school councillors. Older pupils enjoy supporting the younger children at playtimes through buddy roles and also when reading with them once a week. This creates a strong sense of community. The school ensures that pupils develop a broad understanding of healthy lifestyles and how to keep safe, including when online. Pupils can express and manage their emotions and appreciate the care and nurture they receive at school. The school provide many opportunities for external visitors to the school who inspire pupils for their future learning and careers.

Staff feel valued and supported. They are proud to work at the school and appreciate how their well-being and workload are considered. Training is purposeful and designed to refine classroom practice. Governors fulfil their responsibilities and provide the school with appropriate challenge and support in equal measure.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The recent introduction of the new phonics scheme means that not all staff have acquired secure subject knowledge. This means they do not have the required expertise to support pupils to quickly become fluent and confident readers. The school should ensure that all staff are equipped with expert knowledge to teach early reading effectively.
- In a few subjects, staff do not routinely recap previous learning and check what pupils have remembered. As a result, in these subjects, pupils' achievement is less strong because staff do not identify and address pupils' gaps in learning. The school should ensure that all staff check pupils' understanding and adapt their teaching to support them to learn the intended curriculum securely.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110422
Local authority	Buckinghamshire
Inspection number	10296171
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair of governing body	Emily Cleaver
Headteacher	Sue Fitzpatrick
Website	www.westonturville.bucks.sch.uk
Date of previous inspection	25 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a church of England school in the diocese of Oxford. Its last section 48 inspection took place in January 2018.
- The school uses one registered and four unregistered alternative provisions.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and physical education. For each deep dive, the inspector held discussions about the curriculum visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.

- The inspector met with the headteacher, deputy headteacher and subject leaders.
- The inspector met with members of the local governing board, a representative from the local authority and a representative from the Oxford diocese.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a wide range of documents provided by the school and observed pupils' behaviour around the school and in lessons.
- To evaluate other areas, the inspector: spoke to pupils about their wider development; discussed with staff how leaders support their workload and well-being; considered the extent to which the school promotes good attendance; and evaluated how behaviour is managed in the school.
- The inspector considered the views of parents shared through Ofsted Parent View.
- The views of staff were gathered through surveys and discussions conducted throughout the inspection.
- The inspector gathered pupils' views throughout the inspection, including during classroom visits and at playtimes and lunchtime.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector