

# Prestwood Infant School

## Inspection report

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<b>Unique Reference Number</b>	110247
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	356711
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	Ken Bush

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Heather Minton
<b>Headteacher</b>	Jean O'Keefe
<b>Date of previous school inspection</b>	9 May 2008
<b>School address</b>	Moat Lane, Prestwood Great Missenden HP16 9DF
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## Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by eight teachers. Meetings were held with senior leaders, including the headteacher, subject coordinators and members of the governing body, including its chair. Inspectors observed the school's work, and looked at planning documentation, assessment information, examples of pupils' work and a number of policy documents. The team received 84 questionnaires from parents and carers and 21 from school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The extent to which boys and girls, and groups of pupils with different abilities and needs, make similar rates of progress to their peers over time.
- Whether teaching and learning are equally strong in all areas of the curriculum, in all year groups and for all ability groups.
- How far the school's capacity for sustained improvement is evident in leadership at all levels of the school, including by subject coordinators.
- The contribution made by the governing body to school improvement generally and, specifically, to the recent integration of the pre-school into the main school.

## Information about the school

Prestwood is larger than most infant schools. Most pupils are of White British heritage and a very small percentage speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is much lower than average; these pupils' needs are related to speech, language and communication and specific learning difficulties. The proportion of pupils known to be eligible for free school meals is also much lower than average. Early Years Foundation Stage provision is in two Reception classes. There is also pre-school provision which, since April 2010, has been integrated into the main school and is now managed by the governing body. The school has received a number of national awards in recent years recognising achievements in information and communication technology (ICT), physical education and music.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Prestwood Infant School is exceptionally well led and provides its pupils with an outstanding education. The headteacher has created an extremely effective team of committed teachers and support staff with uniformly high expectations of all children. As a consequence of excellent provision in all areas of the school, pupils thrive and from a very young age develop both the skills and the enthusiasm for learning. Self-evaluation and monitoring procedures are sophisticated and well-managed, enabling accurate and timely information about pupils' progress and other aspects of the school's performance to be used effectively by all staff, including subject coordinators. This, together with a strong track record of high levels of achievement for all pupils and a forward-looking and proactive governing body, gives the school outstanding capacity to sustain improvement.

The majority of children who join Prestwood now begin in the pre-school where they get off to a flying start with their learning. They make the transition to Reception classes very smoothly and from mainly above average starting points, make outstanding progress before they commence Key Stage 1. Consistently excellent teaching across the school and meticulous attention to individual pupils' needs enable pupils to reach high levels of attainment by the end of Key Stage 1 in reading, writing and mathematics. All groups of pupils, including the most able and those with special educational needs and/or disabilities, make at least good progress in all year groups.

The outstanding curriculum provides an excellent foundation for a variety of stimulating activities across the age range. There is a very strong emphasis on instilling basic skills in numeracy and literacy, which are developed imaginatively in all areas of learning. Pupils make extensive use of the excellent facilities for information and communication technology (ICT) and, increasingly, the school's outdoor areas are being used to promote innovative approaches to learning. Outstanding care, guidance and support for pupils, and, when required, their families, is at the heart of the school's success. This enables all pupils to feel exceptionally safe, happy, highly valued as individuals and an important part of a strong and outward-looking community.

Children in the school, including the very youngest, behave exceptionally well. They enjoy each other's company and that of the staff and are eager to please others. The occasional upset is expertly managed by staff with minimal fuss and with patience. Pupils' enjoyment of school is reflected in high rates of attendance and excellent punctuality. Such is pupils' dedication to school that one parent commented, 'Our daughter was awoken on Saturday and said, disappointedly, 'I love school. I wish I could go every day.' Pupils are extremely well prepared for the next stage of their learning at junior school both academically, through their well developed skills in literacy, numeracy and ICT (for which the school has received a national award) and socially. They have a good appreciation of their own local

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community and those in other countries, although their awareness of the religious and cultural diversity within the United Kingdom is less well developed than it could be.

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

- Extend pupils' knowledge and understanding of the religious and cultural diversity to be found within the United Kingdom.

## **Outcomes for individuals and groups of pupils**

**1**

Pupils' outstanding enjoyment of their learning is clearly evident in the enthusiastic way in which they participate in a wide range of activities. In a Year 1 literacy lesson, pupils responded with great delight when asked to show their letters and sounds work on personal whiteboards to their teacher, while she donned her sunglasses and told them to 'dazzle' her with their work. Pupils' capability in, and enthusiasm for, music is especially strong in the school. In a Year 2 lesson, pupils were totally engaged in African singing and dancing, becoming captivated with complex rhythms, some of which they were able to perform themselves with skill and vitality. The progress made by all groups of pupils is at least good and frequently better. As a result of excellent support and well targeted interventions, the progress made by the relatively small proportion of pupils with special educational needs and /or disabilities is, like that of their peers, at least good.

Pupils report that they always feel safe and well cared for in school and have a high degree of trust and affection for the staff who work with them. For their age, they have an excellent knowledge and understanding of what it means to eat healthily, a characteristic very well nurtured through the gardening club which most pupils attend at some point during the week. Participation in the wide range of extra curricular sporting activities is also very high and much enjoyed by pupils. The flourishing school council offers the chance for a good number of pupils to exercise leadership roles within the school community and there are well established links with local church groups. Pupils also actively support charities such as Lighthouse and Thomas Ball. Pupils' good spiritual, moral, social and cultural development is clearly evident in lessons, assemblies and through the respectful and sensible way in which they relate to and communicate with others.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Pupils make exceptional progress in their learning because teaching is consistently at least good and frequently better in all years and for all ability groups across the outstanding curriculum. Teachers set uniformly high expectations for all pupils, and ensure that very good behaviour and positive relationships with others go hand in hand with effective learning. The planning of individual lessons and of long-term programmes of work is meticulous and is very well matched to pupils' needs, capabilities and interests because assessment information about pupils' progress is used so effectively. Creativity, lively pace and varied activities which stimulate pupils' interest in, and curiosity about, learning, were all evident in a high proportion of lessons seen during the inspection.

Excellent provision during the taught curriculum is complemented by a very wide range of extra-curricular activities, notably in music and physical education, for both of which the school has received national awards. High quality speaking and listening work, as seen in the extensive use of 'talk partners', is central to the school's imaginative approach and is also used cleverly to build pupils' confidence and proficiency as writers. Marking is exceptionally thorough and carefully linked to pupils' targets so the vast majority are clear what they need to do to improve their work.

The excellent deployment of teaching assistants and the strong teamwork established between them and class teachers are key features of the school's outstanding care, guidance and support systems. All children are very well known personally to all staff,

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including, as noted by several parents, the headteacher, enabling a truly whole school approach to support and intervention, particularly on matters relating to safeguarding. Systems for ensuring effective exchange of information, including, where necessary, with external agencies, are very well established and consistently applied. Support for pupils whose circumstances render them vulnerable and for pupils with special educational needs and/or disabilities is exemplary, enabling them to flourish and take full advantage of all the school has to offer. Transition arrangements between the pre-school and Reception, and between the end of Key Stage 1 and the partner junior school are both excellent and improving over time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Under the inspirational and determined leadership of the headteacher, all leaders and other staff have successfully developed a cohesive learning community at Prestwood. Accurate identification of the school's strengths and areas for development has led to an excellent strategic plan, establishing clear, ambitious, yet achievable goals. The school's highly effective approach to setting challenging but realistic targets for all pupils has enabled it to maintain high attainment and outstanding achievement over time. Strong and effective partnerships with other schools and educational groups have developed further leadership capacity, including within the subject coordinator team. This is a progressive and dedicated group of middle leaders who have seized upon the opportunities afforded them through well-focused professional development extremely well. Consequently, and as shown by the responses to the inspection questionnaire, morale within the whole staff body, including support staff, is exceptionally high.

The governing body discharges its responsibilities to very good effect. They make excellent use of their professional expertise outside of education to challenge and support school leaders and provide appropriate strategic leadership when required. Their distinctive and effective contribution was seen recently in the way the absorption of the pre-school into the main school was seamlessly managed. Equality of opportunity is vigorously and successfully promoted and is reflected in the outstanding achievement of all groups of pupils. There is also ample inspection evidence to demonstrate that the school is welcoming, inclusive and tackles discrimination sensitively, but firmly. Procedures for ensuring the effectiveness of safeguarding, including risk assessments, are exemplary and comprehensively understood by all staff and the governing body. Clear and robust arrangements are securely in place for monitoring how well policy is translated into practice. The strengthening partnerships between the school and groups within the village of Prestwood provide evidence of the school's good contribution to community cohesion.

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School leaders and the governing body have a clear understanding of what is needed to develop its contribution further, including developing more opportunities for pupils to understand the cultural diversity within the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

As a result of exceptional provision, children in the Early Years Foundation Stage make outstanding progress from above average starting points in almost all areas of learning. Beginning in pre-school, children are given a rich diet of stimulating activities which generate enthusiasm and inquisitiveness about the world around them. The indoor and outdoor learning areas are extremely well organised to promote effective adult-led activities, as well as child-led activities in which children can develop confidence working both independently and in groups. Children are expected to understand the importance of good behaviour and concern for the needs of others from a very young age. A good example of this seen in the inspection was the use of the 'kindness tree'. When a child is observed performing an act of kindness, a member of staff or a classmate notes this on a 'leaf' which is placed on the 'tree'. This is then shared with the class and the 'leaf' later taken home by the recipient.

The excellent leadership and management of both pre-school and Reception classes are evident also in the gathering and analysis of detailed and accurate assessment information about every child. This means that activities are very well tailored to match individual children's needs. Liaison between pre-school and Reception leaders occurs on a daily basis, supporting outstanding transition arrangements. Communication with parents and carers is very regular and is highly regarded by them. One remarked, 'The pre-school has been fantastic in giving my daughter the best possible start both educationally and

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socially. The reception teachers have also been fantastic and the transition has been very smooth. My daughter is flourishing'.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The proportion of parents and carers who completed the inspection questionnaire was considerably higher than that found typically. The exceptionally positive responses expressed in the responses provide an overwhelming endorsement of the school's work and, in particular, show the confidence which parents and carers have in its leadership, its positive ethos and how the school is continuing to move forward. A number of parents and carers chose to include comments on aspects of the school and these views were, almost without exception, highly complimentary. One respondent remarked, 'We are very happy with the education provided at this school. The children thrive in an environment which provides learning in a creative and interesting way. Children meet with kindness and encouragement at every step. I currently have the second of my children here and I consider the overall quality to have improved since my first attended.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Prestwood Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school, including the pre-school pupils who attend part-time.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	87	11	13	0	0	0	0
The school keeps my child safe	78	93	6	7	0	0	0	0
My school informs me about my child's progress	54	64	28	33	1	1	0	0
My child is making enough progress at this school	65	77	18	21	0	0	0	0
The teaching is good at this school	70	83	14	17	0	0	0	0
The school helps me to support my child's learning	60	71	23	27	1	1	0	0
The school helps my child to have a healthy lifestyle	63	75	21	25	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	55	65	26	31	1	1	0	0
The school meets my child's particular needs	65	77	18	21	0	0	0	0
The school deals effectively with unacceptable behaviour	49	58	33	39	1	1	0	0
The school takes account of my suggestions and concerns	51	61	25	30	1	1	0	0
The school is led and managed effectively	67	80	17	20	0	0	0	0
Overall, I am happy with my child's experience at this school	61	73	13	15	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 October 2010

Dear Pupils

**Inspection of Prestwood Infant School, Great Missenden HP169DF**

Thank you very much for welcoming us so warmly to your school. We have judged that your school is outstanding and it is clear to us why you are all so proud to go to Prestwood Infants. Most of you behave exceptionally well and show that you care about your classmates and other people outside of the school. We are also very impressed with how much you know about eating healthy foods and taking lots of exercise. You told us that you feel very safe in school and you know a lot already about how to keep yourself safe out of school as well. This shows us, too, that the teachers and other adults who work at your school care about you and support you very well indeed.

You make excellent progress in reading, writing and mathematics because the lessons which your teachers and other staff provide are always at least good and quite often outstanding. Teachers also mark your work very carefully and give you useful targets so that you all know what to do to improve it. You have very exciting and varied activities arranged for you which are a good mixture of things which teachers ask you to do, and things you can choose to do for yourself. Your headteacher and all the other adults, including the governors, lead the school extremely well and work as a really good team to make sure you all do as well as possible.

Since you go to an outstanding school, there is only one thing which we have asked your headteacher and the governors to do to make it even better. This is to give you some more opportunities to learn about the different religions and cultures in the United Kingdom which might be very different to what most of you have experienced personally.

We thoroughly enjoyed our visit to your school. We know that your teachers and other staff make your school a very special place for you. You can do your bit by continuing to do your best in your learning and maintaining the strong community feel you have at Prestwood Infant School.

Yours sincerely

Ken Bush

Lead Inspector

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