

# Denham Village Infant School

## Inspection report

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<b>Unique Reference Number</b>	110219
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	356703
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Jacqueline Marshall

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>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Hollands
<b>Headteacher</b>	Catherine Simpson
<b>Date of previous school inspection</b>	25 January 2008
<b>School address</b>	Cheapside Lane Denham, Uxbridge UB9 5AE
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited three lessons, observed two teachers and held meetings with groups of children, staff, school leaders and representatives of the governing body. They looked at school documentation including policies, pupils' progress data, attendance figures and the school's improvement planning. They also scrutinised pupils' work and evaluated 19 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies for improving the learning and progress for all pupils, particularly those with special educational needs and/or disabilities.
- The extent to which the school has been successful in taking actions to tackle absenteeism.
- The use staff make of assessment information to support and challenge pupils' learning, particularly in writing.
- The effectiveness of leaders in checking, reviewing and taking actions to improve teaching and pupils' progress in order to raise the quality and consistency of provision and raise attainment.

## Information about the school

Denham Village Infants is a smaller than average infant school. Almost all the pupils come from White British families. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below the national average and represents a range of needs. Since September 2009 two of the four teaching staff have been appointed as well as other support and office staff. The headteacher was appointed in September 2010 after a year as acting headteacher.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school. Since the last inspection it has undergone significant change. Attainment has fallen to the national average and pupils' achievement is currently satisfactory rather than good because the checks on how well pupils are doing have not been sufficiently thorough or prioritised effectively enough to ensure pupils have a consistently good education. The involvement of the governing body in this process is limited; governors rely too heavily on what the school tells them rather than making their own checks to assess how well the school is doing. Consequently, the governing body's part in raising pupils' achievement is inadequate. The school is now focused on improving learning for the pupils after a period of staff changes and recent appointments. Among staff there is a shared commitment to raise attainment for all pupils. Leaders and staff are beginning to become involved in self-evaluation, and have an accurate awareness of the school's effectiveness and what it needs to do to bring about improvement. This, combined with the recent action to tackle absenteeism, shows the school's satisfactory capacity for sustained improvement.

The school has maintained strengths in pastoral care, guidance and support and this has been a key factor in ensuring that pupils feel safe and well cared for. Pupils benefit from good relationships with staff and behave well in lessons and at play. They talk with enthusiasm about their school and have a good understanding of how to stay safe and keep healthy as demonstrated by the high take-up of sporting clubs by pupils of all ages.

Teaching is typically satisfactory, and sometimes better, throughout the school. This is because there has been a successful focus on improving the quality of teaching to ensure that all pupils make at least satisfactory progress. However, inconsistencies in the quality of teaching remain and, as a result, pupils' progress is better in some lessons and classes than others. Consequently, pupils do not build consistently well on their learning as they move through the school. All teachers regularly check how well pupils are doing, but some do not make sufficiently accurate use of this information to set suitably challenging work for all pupils. This hinders the progress some pupils make. While day-to-day assessment, including marking, is good in some classes and better in English than in mathematics, in others it is not used well enough. Not all pupils are made aware of the next small steps needed to improve their work and this limits their ability to take responsibility for their learning. As part of its drive to raise attainment the school has begun to focus increasingly on planning greater opportunities for pupils to write and providing different ways to stimulate pupils' ideas. However, this has not yet been sufficient to ensure pupils are consistently and systematically developing their writing skills or being encouraged to always think more deeply about their work. Similarly, while opportunities that encourage the very youngest pupils to have a go at writing are planned daily, they are not sufficiently based on an assessment of what pupils can do and what they need to learn next.

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

- Develop the effectiveness of the governing body by:
  - involving it fully in setting the aims and areas for improvement for the school
  - providing the necessary training and guidelines for governors to enable them to check effectively how well the school is doing.
- Secure better achievement for all pupils by:
  - developing teachers' use of marking so pupils always understand exactly what to do to improve their work and know the next steps in their learning
  - building on the best practice in marking already seen in English to ensure pupils know how to improve their work in all subjects.
- Accelerate pupils' progress by:
  - making better use of assessment information in the planning process to ensure that lessons always challenge and engage pupils well
  - ensuring that the monitoring by all leaders is thorough enough to secure consistently good or better teaching across the school.
- Raise attainment in writing by developing the curriculum so that pupils have plenty of quality opportunities to write, particularly for Reception children.

## Outcomes for individuals and groups of pupils

**3**

Across the school pupils achieve satisfactorily in their academic learning. Generally starting school with the skills and understanding expected for their age they make satisfactory progress throughout the school and consequently attainment by the time they leave in Year 2 is broadly average. Pupils with special educational needs and/or disabilities also make satisfactory progress as a result of the increasingly appropriately targeted support planned for them.

Pupils have good attitudes towards school because teachers plan interesting things for them to do that are often linked to the pupils' own experiences. For example, in a Year 2 literacy lesson pupils were learning about writing instructions, sequencing the pictures and finding 'bossy' verbs to describe the commands. The learning was brought alive as the photos were of the pupils themselves as they made winter pictures. Pupils confidently discussed the words needed for the commands because of the good link to their own first-hand experience. However, too often the planned learning is not matched closely enough to the differing abilities of each group or individual to enable all pupils to achieve consistently well. Where pupils' learning is good, pupils talk eagerly about what they have learnt and can explain what they are learning because this is shared with them at the start of a lesson.

Pupils achieve satisfactorily in their personal and social development. Their enjoyment of school life is evident in their supportive attitudes towards each other, which help to make the school a safe and welcoming place. Behaviour is well managed and pupils behave well; they feel cared for and know they can talk to someone if they have any problems. Pupils have a good understanding of how to stay safe and lead a healthy lifestyle, as demonstrated by their enthusiastic participation and high take-up of the many sporting

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clubs this small school is able to provide. They develop appropriate skills for the next stage in their learning and while currently without a school council, pupils enjoy taking on other responsibilities around the school and in their classes. Although pupils' spiritual, moral and social development and their contribution to the community are satisfactory they are stronger within the school and local community. Here relationships are good and pupils are considerate of each other, valuing and celebrating each other's differences. However the school is less successful in extending pupils' awareness of the diversity of cultures within the United Kingdom and around the world. The school has identified this as a priority for improvement within its strategy to promote community cohesion.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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?**

Good relationships between staff and pupils help to foster pupils' positive attitudes towards learning. Some lessons are planned and organised well with interesting activities to engage the pupils and high expectations set by teachers. For example, Year 1 pupils achieved well as they investigated money. They were successful in recognising the different ways to make the same amount because the teacher used the interactive whiteboard effectively to model the process first and then allow pupils to use it to try out their own ideas. The most able were effectively challenged further to match equivalent amounts and succeeded well because of the good links to their prior learning and knowledge of mathematical facts made by the teacher. The school has introduced more

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rigorous tracking systems which are increasingly holding teachers to account for their pupils' progress. However, in some lessons and classes this information is not used sufficiently well to plan work that is always closely tailored to all pupils' needs, particularly the most able. In their marking, teachers do not refer consistently enough to the next steps in pupils' learning or to pupils' individual targets in order to show them how to improve their work.

The curriculum is appropriately adapted to meet the needs of different groups of pupils, enabling them to build satisfactory basic skills in literacy, numeracy and information and communication technology. While well-considered links are made between subjects, opportunities to further develop pupils' writing skills and to allow them to practise and consolidate these skills are less well established. Satisfactory enrichment of the curriculum through a variety of visits and visitors as well as the extra-curricular activities helps to promote pupils' enjoyment of learning. Pupils' welfare and personal, social and health needs are catered for appropriately because the school works closely with parents, carers and outside agencies where needed. Systems to identify, support and track the progress of pupils with particular learning needs have been established, but are not yet sufficiently well embedded to make a strong enough impact on further improving their progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher has developed a clear vision for how the school can move forwards and has appropriate links and partnerships with parents, carers and the local authority to help achieve this. Appropriately in such a small school other staff are increasingly being given leadership responsibilities and beginning to become involved in analysing performance data to see how well the school is doing and to plan actions for improvement. Along with the headteacher they have recently begun the monitoring of teaching and learning. However, it is too soon to see any clear impact across the school in tackling inconsistencies and ensuring teaching is always good; consequently, teaching remains satisfactory and pupils make satisfactory progress as a result. The governing body is conscientious in fulfilling its statutory duties to ensure the safety of the pupils and agree policies, recently approving the new approach to absence as part of the school's focus on raising attendance. However, its role in driving forward school improvement and setting the school's aims is not sufficiently well defined. Governors rely too much on the school and headteacher to provide information about how well the school is doing and are not sufficiently involved themselves in checking it is doing well enough.

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At the time of the inspection, leaders at all levels, and staff, were seen to play their part in ensuring that safeguarding procedures were adequately met with the safeguarding governor making appropriate yearly checks on the school's procedures and systems. The school's promotion of equality and diversity is satisfactory because leaders take appropriate steps to tackle discrimination and make sure that pupils from all backgrounds perform to a similar standard; leaders ensure that the most vulnerable pupils have the opportunities to achieve as well as their peers. Pupils are encouraged to play their part in the school and the local community. Leaders are also beginning to promote pupils' understanding of different faiths and cultures in national and global contexts, but this remains an area for development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Reception class with skills and understanding that are in line with those expected for their age in all aspects of their learning. They grow in confidence and make satisfactory progress so that attainment is average as they start in Year 1. The curriculum as a whole is adapted appropriately to engage the children in active learning both inside and outdoors. Teaching is satisfactory, with an appropriate mixture of activities led by staff and those chosen by the children themselves. During the inspection the Reception class children were not present in school but joined the rest of the school practising the Christmas play in the village hall. They participated enthusiastically, singing with considerable enthusiasm and demonstrating concentration and good behaviour as they waited patiently for their turn.

Assessment information is used increasingly effectively to record children's progress but is not yet used well enough in planning ahead to ensure that children make good gains in their learning from day to day. Adults miss opportunities to extend children's learning by



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tailoring activities more closely to meet children's needs and interests. Similarly, planning lacks sufficient quality opportunities to enthuse and engage children as writers or extend and develop these skills sufficiently to enable them to achieve well. The Early Years Foundation Stage leader and her team ensure children are provided with a safe environment in which to learn and grow. They have maintained appropriate links with parents and carers to support the children's learning positively.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The vast majority of questionnaires received from parents and carers were positive and most of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school and its support for pupils. Typical comments about the school included: 'Denham Village school is a safe and wonderful environment for the children to grow and develop emotionally and academically' and 'the school provides a wonderful experience for the children'.

A very small minority of parents and carers reported concerns over how the school is led and managed. While the quality of education provided has declined since the last inspection, the school and its leaders have identified the key areas needed for improvement and have begun to take actions to ensure all pupils achieve well. Evidence gathered during the inspection showed that leaders are successful in providing a safe and welcoming environment for the pupils that is acknowledged in many questionnaire responses.

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

Ofsted invited all the registered parents and carers of pupils registered at Denham Village 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	79	4	21	0	0	0	0
The school keeps my child safe	13	68	5	26	0	0	0	0
My school informs me about my child's progress	11	58	8	42	0	0	0	0
My child is making enough progress at this school	10	53	9	47	0	0	0	0
The teaching is good at this school	9	47	10	53	0	0	0	0
The school helps me to support my child's learning	10	53	9	47	0	0	0	0
The school helps my child to have a healthy lifestyle	12	63	7	37	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)	8	42	9	47	0	0	0	0
The school meets my child's particular needs	10	53	9	47	0	0	0	0
The school deals effectively with unacceptable behaviour	9	47	7	37	0	0	0	0
The school takes account of my suggestions and concerns	14	74	5	26	0	0	0	0
The school is led and managed effectively	7	37	11	58	1	5	0	0
Overall, I am happy with my child's experience at this school	10	53	7	37	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.**



13 December 2010

Dear Children

**Inspection of Denham Village Infant School, Uxbridge UB9 5AE**

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear that you like school and we agree that you do best when your teachers plan many interesting things for you to do and get involved in. You get on with one another well and behave well in lessons and around the school. We think your school gives you the right help to know how to be healthy and safe.

The inspection team has found that your school gives you a satisfactory education. The curriculum planned for you meets your needs and teachers do what is expected to help you make satisfactory progress in your work. The leaders in the school do a suitable job of running your school. They know what needs to be done to make your school better. In order to help you to make faster progress, we have asked the adults at your school to do these things.

- Get more involved in checking how well the school is doing.
- Make better use of marking to help you understand how to improve.
- Keep checking to make sure your lessons are always challenging enough and interesting.
- Help you to improve your writing skills and give you plenty of opportunities to use and practise them, particularly in the Reception class.

You can help by coming to school regularly, continuing to respect each others' values and always using the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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