

# Waddesdon Village Primary School

## Inspection report

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<b>Unique Reference Number</b>	110376
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	356727
<b>Inspection dates</b>	16–17 June 2011
<b>Reporting inspector</b>	Marion Wallace

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Magowan
<b>Headteacher</b>	Alison Vicentijevic
<b>Date of previous school inspection</b>	22 January 2008
<b>School address</b>	Baker Street Aylesbury HP18 0LQ
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## Introduction

This inspection was carried out by three additional inspectors. They observed seven teachers in 22 lessons and held meetings with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at its improvement plan and those of the subject departments, minutes of governing body meetings, assessment information and curriculum planning. In addition, they listened to pupils reading, carried out a scrutiny of pupils' work and analysed 85 questionnaires received 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 extent to which attainment in reading for average-ability pupils in Key Stage 1 has improved this year.
- The provision for outdoor learning in the Early Years Foundation Stage and whether it has improved since the last inspection.
- The extent to which provision for science has improved and the impact this is having on pupils' progress in Key Stage 2.

## Information about the school

Waddesdon Village is slightly smaller than the average-sized primary school. Most pupils are White British with a few from different minority ethnic groups. The percentage of pupils who speak English as an additional language is below average and no pupils are currently in the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is below average. There is Early Years Foundation Stage provision in the Reception class. The Little Oaks Pre-school playgroup is on the site. This provision is not managed by the governing body and is subject to a separate inspection.

**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

Waddesdon is an outstanding school where pupils of all abilities achieve extremely well. Parents, carers and pupils greatly appreciate the high quality care and exciting learning opportunities. One parent summed up the views of most of them saying, 'We feel privileged to have such an excellent school in the village. Leadership and management are impressive. The teachers are absolutely brilliant and the children make excellent progress academically and socially.' The pupils were equally positive about the school saying, 'We love it here because we learn so many interesting things all the time.'

These are the key strengths of the school.

- Pupils make excellent gains in their personal development because relationships are extremely strong and the school ethos is very warm and welcoming. Pupils learn to take responsibility for their own learning.
- Outstanding teaching enables all groups of pupils to make rapid progress as they move through the school.
- Attainment in English, mathematics and science is high. Pupils also achieve very well in music, information and communication technology (ICT), art, design technology, history and physical education.
- All groups are on course to reach or exceed their challenging targets.
- Care, guidance and support are extremely strong, so pupils behave superbly well and are sensible and enthusiastic learners. Parents commented, 'Teachers are well tuned in to children's individual needs. They go out of their way to help in any way they can.'
- Pupils are enthusiastic about all aspects of the curriculum and are constantly challenged to achieve higher targets. Pupils themselves identify what they need to do to 'up-target'. They develop exceedingly positive attitudes to their learning because the curriculum meets their needs very well and they enjoy how subjects are linked together.
- The curriculum contributes significantly to pupils' personal development and consequently they develop an extremely positive attitude to their learning.
- The headteacher, supported effectively by the deputy headteacher, leads the school exceptionally well and has a very clear vision for its future improvement. Many parents commented on the high quality leadership of the headteacher and deputy headteacher.
- Excellent links with parents, the local community and external agencies contribute very effectively to the provision.

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There are two main areas of relative weakness within this very positive picture.

- Although provision in the Early Years Foundation Stage is good, there are occasional missed opportunities to provide additional challenge for the more-able children.
- Pupils develop an excellent understanding of the school and their local community and there is a global link with a nursery in Gambia. The school has yet to develop links with other schools in the United Kingdom.

There is an excellent commitment from all staff to provide each pupil with the very best possible education. Equality of opportunity and the elimination of discrimination are pursued determinedly. There is also a continual drive for improvement. The very effective systems for evaluating the strengths and areas for development are playing their part in sustaining high standards over time and driving the school forward further. The school's excellent organisation and strong, shared vision demonstrate its outstanding capacity to continue moving forward.

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

- By June 2012 improve opportunities for pupils to learn more about and contribute to national communities through establishing links with a different school in the United Kingdom.
- By June 2012 improve the provision for children in the Early Years Foundation Stage by ensuring every opportunity is seized to challenge and extend learning for more-able children.

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

**1**

From starting points that are broadly average, children make good progress in the Reception class and enter Year 1 slightly above expected levels. All groups of pupils make excellent progress in Key Stage 1 in reading, writing and mathematics.

Lessons are extremely well planned and excellent relationships with staff contribute to a very positive climate for learning. In a Year 6 literacy lesson there was a buzz of excitement as pupils made superb progress creating their own challenges to extend their achievement and writing experience. Pupils enjoy their writing and they learn to use powerful and effective description. One Year 6 pupil wrote for example, 'Illuminating in my eyes, the blood red moon washed its beams upon the swaying palm trees. There was an acrid smell consequently I started to gag and cough. I could barely see with water in my eyes past the misty fog. The atmosphere was dense. An eerie sound echoed in my ears.' High standards and joy in learning were clearly evident in a Year 4 music lesson. Pupils made excellent progress learning to play the African drums. They could all explain how to use their hands to vary the sound and could also talk about the background information to the music.

Excellent outcomes are contributing extremely well to pupils' economic well-being. Pupils make superb gains learning to take responsibility for their own learning. Parents commented how well more-able, gifted and talented pupils were extended and inspectors agreed with them. These pupils and those with special educational needs and/or disabilities are extremely well challenged and make excellent progress.

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Pupils thoroughly enjoy coming to school and this is reflected in their above average attendance. Pupils say they feel extremely safe and they know what constitutes a healthy lifestyle, attending well at the excellent range of activity clubs. They have extremely well-developed skills in working collaboratively and responsibly with others in class and during break time activities.

Pupils have a good awareness of other cultures, ethnicities and religions. They learn to make a positive contribution to their school, local and global communities, raising money for charities. Pupils have less awareness of localities that are different to their own.

*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>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Extremely strong relationships and excellent attitudes and behaviour contribute to a positive climate for learning. The large majority of lessons observed during the inspection were good or outstanding. Teachers use assessment information extremely well to plan work that matches the needs of all pupils. All groups are challenged extremely well. Teachers use questions effectively to check pupils' knowledge and understanding and pupils enjoy well-planned opportunities to discuss their ideas with others during 'talking partner' sessions. Teachers challenge pupils to identify clearly how to upgrade their work and the vast majority rise to this challenge; older pupils set their own targets and success criteria. Teaching assistants support pupils with additional needs very well, so they make the same excellent progress as others.

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The curriculum is planned well and matched to the needs of all groups of pupils. The very strong personal and social education programme assists pupils' outstanding personal development. Literacy, numeracy and ICT skills are used extremely well in other subjects. Year 2 pupils created their own puppets and puppet theatre to retell the story of The Great Fire of London. They made a film so that they could share their theatre production with parents in assembly. Curriculum enrichment is excellent and there is a wide range of visits, clubs and activities which are popular and well attended. Pupils are keen gardeners and take a pride in their school vegetable and salad plot. During healthy cooking club pupils use the vegetables and salads they have grown to cook a healthy lunch. ICT was used extremely well by Year 6 pupils to create excellent PowerPoint presentations to share learning and experiences from their residential visit to Borth in Wales.

The extremely caring ethos results in very happy pupils who thoroughly enjoy school life. Support for pupils who need additional help is extremely well planned. Pupils' needs are central to the work of the school and all adults effectively help children and parents to get the best from learning by excellent communication. The school works extremely well with external support agencies to support all pupils in need of help. All adults are excellent role models, expectations are extremely high and this is reflected in pupils' outstanding conduct. Induction and transition arrangements are excellent.

*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?

The headteacher and deputy headteacher's skilful management and superb leadership have permeated the school and are the key reasons for the high levels of attainment and quality of work seen. Leaders at all levels communicate ambition very effectively and drive improvement because they have a very thorough understanding of the strengths and weaknesses of the school. Parents and carers commented on the headteacher's clear vision and drive for excellence. There is strong and enthusiastic commitment from all staff to provide each pupil with the best possible education. The monitoring of pupils' progress throughout the school is excellent and highlights any areas needing development, leading to improvement. The headteacher is dedicated to making sure pupils achieve extremely well and that staff bring high quality to their work. She leads the school with competence and compassion, valuing the work of others and encouraging them to take responsibility. A parent commented, 'The headteacher is not afraid to get involved at short notice when staff are absent.'

The governing body ably supports staff in work to improve the school, and is becoming more skilled at learning to rigorously and perceptively challenge all aspects of the school's

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work. Members monitor and evaluate the work of the school effectively. Appropriate developmental areas to further improve the effectiveness of the school are clearly identified in the school improvement plan.

Cultural diversity of the school is valued and celebrated, and consequently, the promotion of community cohesion is good. The school has established links with a nursery school in Gambia but links with other schools nationally are less well developed. The school audits community cohesion well.

The school promotes equality of opportunity expertly, as reflected in the profile of achievement across groups. All safeguarding procedures and checks on adults are robust and effective in ensuring pupils' safety. Partnership links with local schools and support agencies contribute to the school's excellent provision. The school deploys its resources extremely well.

*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>2</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>2</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

Relationships are strong and, consequently, children make excellent progress in their personal development. Children experience a wide range of interesting activities both indoors and outdoors, which enables them to get off to a positive start. Children learn to think, consider others and develop their communication skills. Phonics (the sounds that letters make) are taught successfully and this challenges children to link them to letters and sentences. Teaching is good but occasionally there are missed opportunities to challenge more-able children especially in early writing skills. They make good gains in their number work and confidently count in twos. Work is planned to match the ability of children and teaching is consistently good. Children experience a good balance of activities led by adults and those they choose for themselves. Children enjoyed the role-play activities, especially the bug research laboratory. They enjoyed observing mini-beasts



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through magnifying glasses and identifying how many legs and wings the different creatures had. Although the outdoor space is small, staff work very hard to make it a stimulating and exciting integral part of the learning environment. Excellent links with parents and carers are evident and many said how swiftly their children had settled into school. The provision is well led and managed.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a good response to the questionnaire for a school of this size. The majority of parents and carers are extremely happy with the school. They feel it is very welcoming and friendly. The vast majority of parents say that their children enjoy attending and that they make excellent progress. Parents and carers regard the school as extremely caring and supportive and say the staff are approachable. They identify a number of strengths including progress pupils make, the excellent communication, the pupils' enjoyment, excellent teaching and learning and impressive leadership and management. Inspection evidence supports this positive response. There were very few parental criticisms. These were mainly concerned with challenge for the more able and communication. Inspection did find evidence of occasional lack of challenge in the Early Years Foundation Stage for more-able children but found no evidence of lack of communication.

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

Ofsted invited all the registered parents and carers of pupils registered at Waddesdon Village Primary 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	60	31	36	2	2	1	1
The school keeps my child safe	54	64	27	32	3	4	1	1
My school informs me about my child's progress	37	44	48	56	0	0	0	0
My child is making enough progress at this school	42	49	40	47	3	4	0	0
The teaching is good at this school	46	54	34	40	4	5	0	0
The school helps me to support my child's learning	38	45	41	48	2	2	0	0
The school helps my child to have a healthy lifestyle	42	49	41	48	1	1	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)	41	48	41	48	1	1	0	0
The school meets my child's particular needs	39	46	42	49	2	2	0	0
The school deals effectively with unacceptable behaviour	40	47	38	45	3	4	1	1
The school takes account of my suggestions and concerns	32	38	41	48	4	5	1	1
The school is led and managed effectively	44	52	35	41	4	5	0	0
Overall, I am happy with my child's experience at this school	49	58	32	38	2	2	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



20 June 2011

Dear Pupils

**Inspection of Waddesdon Village Primary School, Aylesbury HP18 0LQ**

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember your wonderful whole school assembly when Class 2 shared their puppet show film informing us all about The Great Fire of London. You were all extremely well behaved, polite and considerate. You and your parents told us that Waddesdon Village Primary is an excellent school, and we agree. These are the things we found that your school does well.

- You get off to a good start in Reception and make excellent progress through the school. You reach standards by the end of Year 6 that are much better than most pupils of your age achieve because teaching is outstanding.
- You all enjoy learning very much and your attendance is above average.
- Your behaviour is excellent and you are extremely sensible and know how to keep safe.
- You really enjoy and benefit from the many fun activities, clubs, visits and visitors such as your residential trip to Wales.
- Your school cares for you extremely well and teaches you a lot about how to be healthy and to care for others.
- Your school council is superb. Your councillors show maturity in preparing exciting things that you do at your school. They also help to involve the local community in school events and activities
- Your headteacher and deputy headteacher are excellent and governors lead the school well. All the staff work extremely effectively together as a team to make sure that Waddesdon Village Primary is a very safe and secure, fun place to learn.

There are a few things we have identified for staff and governors to improve.

- Make sure that you have opportunities to link with other schools in the United Kingdom.
- Make sure more-able children in Reception are challenged as much as possible in their learning.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace

Lead inspector

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