

Little Kingshill Combined School

Inspection report

Unique Reference Number	110244
Local Authority	Buckinghamshire
Inspection number	378066
Inspection dates	3–4 November 2011
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Martin Pedler
Headteacher	Grishma Sutaria-Cassidy
Date of previous school inspection	25–26 June 2007
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They visited 11 lessons, observing eight teachers. Meetings were held with the headteacher, teaching staff, members of the governing body and groups of pupils. Inspectors observed the school's work, including the governing body minutes, the systems for assessing and monitoring pupils' progress, pupils' work, and teachers' planning and marking. Inspectors took account of questionnaires completed by 81 parents and carers and 101 pupils.

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

- The progress made by the more-able pupils at Key Stage 1, particularly in reading and mathematics.
- The progress made by the more-able pupils in English at Key Stage 2.
- The pupils' awareness of people from different backgrounds in the United Kingdom.

Information about the school

Little Kingshill is an average-sized primary school. Most pupils are of White British heritage. A small but increasing proportion speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is well below that seen nationally. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties. The Early Years Foundation Stage caters for children in a Reception class, which operates from the main school site and a morning-only Nursery class in a separate building a short distance away.

The school has achieved a number of external accreditations including the Healthy Schools status, Sports Activemark and the ECO School award.

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

Little Kingshill provides an outstanding education for its pupils. Parents and carers think highly of the school and the views of two are typical of many when commenting: 'I think the headteacher is doing a fantastic job and has improved the school in the time she has been there; she has huge enthusiasm and ideas to take the school even further' and 'Little Kingshill is a wonderful school and has provided my two daughters with a fantastic learning environment. The teachers work tirelessly both inside and outside the classroom'.

Pupils' achievement is outstanding. After a good start in the Early Years Foundation Stage, they make exceptional progress throughout Key Stage 1 and Key Stage 2 so that their attainment in the key areas of English and mathematics is high by the end of Year 6. More-able pupils are challenged effectively, ensuring they reach their potential and pupils with special educational needs and/or disabilities are extremely well supported enabling them to make outstanding progress and attain much better than their peers nationally. Teachers know their pupils exceptionally well and the excellent use of assessment information ensures that work is challenging for all. They make learning exciting so that pupils maintain their interest.

Pupils' great enthusiasm for school and learning is reflected in the high levels of attendance. Their outstanding behaviour and high attendance contribute very effectively to the positive learning environment where they are keen to support one another. They feel exceptionally safe and a high proportion take part in the many sporting activities that contribute to their healthy lifestyles. The school has developed excellent links with schools in Africa and Europe, for example by providing pupils with uniforms, and this has contributed well to pupils' awareness of people from other countries. However, the school has rightly identified the need to ensure pupils develop a greater understanding of people from different backgrounds in the United Kingdom and has begun to establish links with other schools further afield to help it achieve its goal in this aspect. As a result of extremely high-quality care, guidance and support, most aspects of pupils' personal development are outstanding.

School leaders have a very clear picture of the school's strengths and areas for development. They have been very effective in maintaining high standards since the previous inspection. However, there has been no complacency and the first-rate headteacher and senior leaders, together with a very influential and active governing body, have been successful in improving the school's provision. Rigorous monitoring of learning by senior leaders has been very effective in raising the quality of

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teaching. Links with parents and carers are good although the school acknowledges parents and carers of children in the Early Years Foundation Stage should have more involvement in the assessment of their children's work. There has been a very successful emphasis on improving the skills of middle and senior leaders and this, together with improvements in teaching and learning and the school's continuing high standards, demonstrates that the school is extremely well placed to sustain its capacity for further improvements.

What does the school need to do to improve further?

- Engage parents and carers more in their children's learning in the Early Years Foundation Stage by involving them in assessments of how their children are progressing.
- Improve pupils' awareness of people from different backgrounds in this country by developing links with schools further afield.

Outcomes for individuals and groups of pupils

1

Children enter school with skills and abilities that are generally above those expected for their age. All groups make excellent progress. Boys and girls make similar rates of progress throughout the school, the result of well-targeted activities that focus on boys' interests. Speaking skills develop particularly well. For example, in an excellent Year 5 literacy lesson, pupils demonstrated their confidence in speaking in public during a debate on whether girls should be allowed to wear trousers at school. They followed this up, demonstrating a good understanding of persuasive writing when expressing their views to the headteacher. Pupils are confident readers using their well-developed skills to access information from books and through computers but also for the sheer pleasure of reading.

Pupils talk enthusiastically about the many exciting activities and interesting lessons. During the inspection, pupils' enthusiasm for African drumming was evident as a whole class concentrated intently on getting the tempo and rhythm right. The school's Healthy Schools status is reflected in the pupils' understanding of the importance of eating healthily and of the need to take plenty of exercise. Physical education lessons ensure they take part in vigorous activities and a high proportion of pupils take part in the many after-school sporting activities on offer. The school's Activemark award recognises its success in this area. Pupils feel very safe in school and they have a strong awareness of the need to use the internet safely. Pupils are keen and willing to take on responsibilities, undertaking a range of jobs around the school. For example, the junior road safety officers have helped to organise 'Walk to School' weeks and initiated the 'Golden Boot' award to the class with the most stickers for walking to school. Members of the school council are pleased that they have had an impact on improvements to the school playgrounds and the eco council

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is proud of its contribution to sustainability and recycling, which has resulted in the award of the eco flag. Pupils contribute very effectively to many fund-raising activities and demonstrate strong enterprise skills, for example the production and sale of their twice-yearly newspaper, the 'Kingshill Klaxon'.

Pupils gain a good awareness of different religions and cultures abroad, but their awareness of its context in the United Kingdom is less secure. All Year 6 pupils participate in a school mini-enterprise competition and more-able pupils participate in an inter-school Business Partnership competition, very effectively improving their awareness of the roles of managers, buyers, accountants, administrators, quality controllers and workers. These activities, together with pupils' strong moral and social awareness, their very well-developed literacy and numeracy skills prepare them exceptionally well for next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have embraced technology exceptionally well in their desire to make lessons more interesting and stimulating. For example, in a particularly good Year 6 numeracy lesson, pupils' attention was maintained very well as the teacher used the interactive whiteboard to enhance their understanding of external and internal perimeters, the pace was brisk and pupils made rapid progress. Teachers question pupils effectively, requiring them to respond at length and to explain their findings. Teachers have very high expectations of what pupils are capable of achieving; consequently, all groups progress exceptionally well. Pupils with special educational

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

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needs and/or disabilities are very well supported, enabling them to take a full part in all activities and progress in line with their classmates. Teachers' marking of pupils' work is detailed and identifies clearly what they need to do to improve. The setting of pupils across Key Stage 2 for mathematics has enabled work to be much more closely matched to the needs of individuals. Specialist teaching for French, music and physical education accelerates pupils' progress in these subjects very successfully. A wide range of interest visits, visitors and residential journeys enriches the otherwise good curriculum. Younger pupils look forward to their short residential visit while older pupils develop their awareness of European countries through a longer stay in France. The installation of a garden area enhances pupils' awareness of healthy eating and the wildlife area contributes effectively to pupils' understanding of the natural world. Good partnerships with other schools enhance pupils' learning well, for example more able mathematicians have been provided with specialist teaching by a secondary mathematics teacher.

Transition arrangements both into and out of the school are effective. A strength of the school is the way in which senior leaders and staff work closely with outside agencies to support those pupils whose circumstances make them vulnerable, enabling them to take a full part in school life. Pupils are provided with excellent support and are very well looked after. For example, the increasing proportion of pupils who speak English as an additional language are provided with timely support, enabling them to make rapid gains in their acquisition of English and to participate in all aspects of the curriculum.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school's accurate self-evaluation is the result of a range of strategies implemented by the senior leadership team and governing body to enable the school to reflect on its provision and performance. For example, 'Retreats' held at weekends provided very good opportunities for staff and the governing body to identify what it was doing well and how it might improve. The governing body provides outstanding support, with all members visiting regularly, observing lessons and meeting with staff. Their findings feed into the school development plan and provide a clear steer for the school's future direction. The headteacher provides very supportive leadership so there is a strong commitment among all staff and the governing body to continue to refine and improve provision and a determination to succeed. Other senior leaders are very enthusiastic, sharing their vision effectively among all staff who continually

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reflect on their teaching and respond extremely well to advice. Effective use is made of a range of rigorous and regular monitoring procedures such as lesson observations and moderation of pupils' work so that self-evaluation is of a high quality.

Development planning is based well on accurate data, with strengths in provision being built on and weaknesses systematically and effectively tackled. The school ensures that discrimination in any form is not tolerated and promotes pupils' equality of opportunity extremely well. Community cohesion is planned effectively so that pupils gain a good understanding of and empathy for, people from different cultures and religions overseas. The pupils' understanding of people from different backgrounds in this country is less well developed.

Most parents and carers are appreciative of the school. They are regularly consulted and informed, including regular meetings with the governing body and through the school website and learning platform which provides opportunities to support their children's work at home. Partnerships with other schools and organisations enhance provision, especially with regard to sport, business enterprise and specialist guidance. There are well-thought-out safeguarding policies and procedures with regard to health and safety, child protection and the vetting of staff.

These are the grades for leadership and management

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

Early Years Foundation Stage

Positive relationships forged with parents and carers, and good induction procedures help children to settle quickly and develop a very good attitude to learning. Many parents and carers comment on how quickly their children settle in to both the Nursery and Reception classes. The regular teaching of phonics throughout the Early Years Foundation Stage enables children's reading skills to progress well so that by

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the time they enter Year 1, most children can read common words through using the letter sounds, write a simple sentence and also calculate numbers which are one or two more or less than numbers up to 20. Children's curiosity in the world around them is promoted through computer-based activities and the use of the school's wildlife areas. Personal and social development is supported effectively through the excellent relationship adults have with children and the role models they provide so that children quickly learn to work and play well together and exhibit very good behaviour.

There is an effective balance of activities where children work with an adult or independently. In the latter, teaching staff are good in monitoring learning and prompting children's progress. Teaching assistants support children well. Comprehensive policies and procedures help keep children safe at all times. Assessment is rigorous and used well to plan the next activities for individual children. However, parents and carers are not as involved as they could be in the assessment of their children's learning and progress. Leadership and management are strongly focused on providing a positive and supportive learning ethos, taking full account of what monitoring data are indicating about the effect of provision on children's progress. The staff work hard to provide children with a wide range of activities. The constraints of the site, with the Nursery and Reception classes being situated on opposite side of a busy road, limit the opportunities for children across the Early Years Foundation Stage to share facilities and work more closely with each other.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The proportion of parents and carers returning the questionnaire is similar to that seen nationally.

Almost all parents and carers are happy with their children's experience at the school. Those who wrote or spoke to inspectors typically praised the staff team and the support offered to them and their children. All parents and carers agree that their children enjoy school and that their health and safety are promoted well and almost all believe that teaching and leadership and management are good. Most agree their children's needs are met, are pleased about their progress and are appreciative of

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the way in which they are helped to support their children's learning. Inspection evidence supports these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Little Kingshill Combined 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 223 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	73	22	27	0	0	0	0
The school keeps my child safe	72	89	9	11	0	0	0	0
The school informs me about my child's progress	28	35	50	62	3	4	0	0
My child is making enough progress at this school	33	41	44	54	2	2	0	0
The teaching is good at this school	46	57	32	40	1	1	0	0
The school helps me to support my child's learning	34	42	45	56	2	2	0	0
The school helps my child to have a healthy lifestyle	46	57	35	43	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)	32	40	40	49	1	1	0	0
The school meets my child's particular needs	32	40	44	54	5	6	0	0
The school deals effectively with unacceptable behaviour	34	42	43	53	1	1	0	0
The school takes account of my suggestions and concerns	25	31	47	58	5	6	0	0
The school is led and managed effectively	48	59	31	38	1	1	0	0
Overall, I am happy with my child's experience at this school	49	60	31	38	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



5 November 2011

Dear Pupils

Inspection of Little Kingshill Combined School, Great Missenden HP16 0DZ

Thank you for making us so welcome when we visited your school recently. We really enjoyed talking to you and were most impressed with how hard you worked and your enthusiasm for learning.

You go to an outstanding school. Children in the Nursery and Reception classes are provided with a good start to their schooling. Your attainment is high and you make outstanding progress in both English and mathematics. You show a really good understanding of what it means to eat and stay healthy and you take part in many of the sporting and physical activities that the school provides. You enjoy your jobs and responsibilities around school and we are delighted that you understand the importance of staying safe on roads and using the internet safely. Your excellent behaviour and high attendance help you to progress as well as you do. You do much to support those people who are less fortunate than yourselves, through many fund-raising activities.

The school is extremely well led and managed by the headteacher and other staff and they look after you extremely well. Those of you who find learning a little difficult are given lots of support and help, enabling you to progress as well as you do. Teachers work hard all the time to make lessons interesting and exciting and the good curriculum provides you with many interesting visits, visitors and clubs.

We have asked the school to do two things to make it even better. We have asked that the parents and carers of the youngest children are involved more in finding out about their learning. We have also asked that you be given the opportunity to learn more about people from different backgrounds in the United Kingdom.

Thank you again for making us welcome.

Yours sincerely

Paul Edwards
Lead inspector

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