

Haddenham Junior School

Woodways, Haddenham, Aylesbury, HP17 8DS

Inspection dates

6–7 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement from their starting points requires improvement. Some pupils do not make enough progress in Years 3 to 6 in the school.
- Teachers do not always involve pupils in activities which help them to learn quickly enough. Work is sometimes pitched at one level so some pupils find it too easy and some find it too hard.
- Teachers do not all check on pupils' learning regularly enough in lessons and adapt their teaching if pupils' progress is slowing.
- Leadership and management require improvement because actions are not making a quick enough difference. Despite some improved progress last year in Year 6, teaching and achievement require improvement.
- Leaders and managers, including governors, have not ensured the school's plans for the future focus sharply enough on actions to improve teaching and pupils' achievement.
- Leaders do not focus enough on learning when observing teaching and make sure that clear steps for development are given that help teachers to improve.

The school has the following strengths

- Standards are above average in English and mathematics when pupils leave the school.
- Attendance is above average and there have been no exclusions.
- Pupils are supportive of each other's achievements and are rewarded for their effort and progress in learning.
- Pupils are polite and courteous. Their behaviour is good around the site and in lessons. They take on a range of responsibilities to help the smooth running of the school.
- Pupils say they feel safe in school.

Information about this inspection

- The inspection team observed 23 lessons or part lessons. Four observations were carried out jointly with the headteacher.
- Inspectors scrutinised pupils' work and listened to a group of pupils read.
- Meetings were held with the Chair of the Governing Body and Chair of the Finance Committee, staff, groups of pupils and a local authority representative.
- The 61 responses to the on-line survey, Parent View, were scrutinised along with the responses to the school's own parent survey. Inspectors received phone calls and spoke to parents as they brought their children to school.
- The returns from 23 staff questionnaires were analysed.
- The inspection team observed the school's work and scrutinised records of pupils' progress, the school self-evaluation, development plan, minutes of the governing body, behaviour and safeguarding documents.

Inspection team

Susan Williams, Lead inspector	Additional Inspector
Jim McVeigh	Additional Inspector
Linda Rowley	Additional Inspector

Full report

Information about this school

- Haddenham Junior School is an average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, the additional funding for schools for pupils in local authority care, known to be eligible for free school meals or who have parents in the armed forces, is below average.
- The school does not use any alternative provision for its pupils.
- The school meets the current government floor standards, which set the national minimum expectations in pupils' attainment and progress.
- A new Chair of the Governing Body took up his post in autumn 2011.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better so as to raise achievement by:
 - ensuring work is at exactly the right level for different groups of pupils, so it is not too easy or too hard for them
 - providing more opportunities for pupils to work on activities by themselves in lessons
 - making sure teachers check on pupils' learning in lessons and adapt work where necessary to ensure all pupils make good progress.
- Ensure leaders and managers lead developments in their areas of responsibility by:
 - making sure the school's plan for the future has clear actions and measurable steps and is regularly monitored by governors
 - making sure leaders focus on pupils' learning when observing lessons and provide teachers with clear steps for development which are revisited later to ensure improvements are made.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not make enough progress in all year groups to ensure their progress is good overall by the time they leave school.
- Pupils enter the school in Year 3 with levels of attainment above those expected for their age. When pupils leave the school, in Year 6, their attainment is above average in English and mathematics.
- Attainment rose a little in English in 2012 and the dip in performance in mathematics in 2011 was addressed with even better improvement in this subject. More pupils reach the higher levels in English and mathematics than in other schools.
- Disabled pupils and those with special educational needs receive additional support in lessons and in small groups. Progress for these pupils varies. However, overall, these pupils do not make good enough progress to ensure the gap is narrowing with others nationally.
- Pupils eligible for support from the pupil premium funding are given access to additional opportunities such as outdoor pursuits and music tuition, which develop pupils' confidence and enrich their school experience. They also receive additional one-to-one tuition. This has been particularly effective in helping these pupils in their reading and mathematics where they have made better progress than other pupils in school and have started to catch up with pupils nationally.
- The school gives high priority to the development of reading. Pupils enjoy reading and read regularly. They sometimes guess more difficult words but, with prompting, they are able to use strategies to sound out the letters and read words. Year 5 pupils regularly listen to Year 3 pupils read.

The quality of teaching

requires improvement

- There is too much teaching that requires improvement and not enough that is good. Teachers do not always ensure there is a balance between teacher-led parts of lessons and enough time for pupils to work on activities by themselves. This means that pupils lose interest when teachers talk for too long, especially at the start of lessons, and pupils are not involved in exciting and purposeful learning. Not all pupils make good progress as these introductions are often pitched at one level which is too easy for some and too hard for others.
- Teachers do not all use information gathered about pupils' progress accurately to make sure work is at exactly the right level for pupils in their class. Sometimes, pupils do the same activity which means the more able pupils find it too easy, and finish quickly, and less able pupils find it too hard, and do very little. This does not support all pupils progressing well.
- Some teachers plan lessons so pupils are challenged with work at exactly the right level. For example, in a Year 3 mathematics lesson on brackets, pupils were engaged immediately with an activity where they had to tell the teacher what they were learning. The teacher then gave out four sets of sums with additional extension tasks linked to what pupils were learning in the lesson. Pupils worked enthusiastically in groups and the teacher checked carefully to make sure pupils were working hard. This accurate assessment, matching work to pupils' abilities, the thorough checking and the teacher's enthusiasm ensured pupils learnt well.
- When pupils are given opportunities to work in groups or on their own work, teachers do not always check and change their teaching if pupils are not focused on learning. At times, pupils are involved in activities for long periods and the pace of learning slows. Teachers do not always adapt the lesson when this happens so the rate of progress increases.

The behaviour and safety of pupils

are good

- Pupils' behaviour around the site is typically good. Pupils are polite and courteous and manage their behaviour well when staff are not present, for example in cloakrooms after break time. Pupils say behaviour is good. The overwhelming majority of parents said that the school makes sure its pupils are well behaved and all staff said behaviour is good in the school.
- Pupils take on a range of responsibilities. They help in the office, in the library and hear younger pupils read. Year 6 prefects are responsible for blowing the whistle at the end of lunchtime and ensure classes line up quietly and lead into the school sensibly. This contributes to a safe, orderly return into school.
- School records show there are few incidents of poor behaviour over time and that these are managed well so they do not recur. There are a small number of bullying incidents which the school deals with effectively. There was only one racist incident last year and one the year before. The small number of incidents shows the school promotes equality of opportunity well, develops good relations and ensures discrimination is not tolerated.
- Pupils are confident that any bullying that occurs will be dealt with well. They are aware of different types of bullying, including cyber and homophobic bullying. Pupils say they feel safe in school and almost all parents agree. Pupils say the school helps them understand about keeping safe with trips to 'hazard alley', regular fire drills, 'stranger danger' and internet safety sessions.
- Pupils' attitudes to learning are positive. Pupils work collaboratively in groups and engage with activities such as talk partners to discuss their work. They listen carefully and comment helpfully on each other's work when given the opportunity. At times, when work is too easy or activities take too long in lessons their attention wanders.
- Pupils value each other; they listen carefully to the reasons for the presentation of certificates in the achievement assembly and enjoy guessing who is being presented with awards. They applaud each other's achievements with enthusiasm.
- Attendance has been above average for the last three years and this has been maintained this year.

The leadership and management

requires improvement

- The school has developed systems to check on pupils' progress and hold regular pupil progress meetings with staff. However, not all leaders and managers are involved in leading developments in their areas which are sharply focused on improving pupils' achievement. The school's plan for making improvements has the correct priorities, but actions are not clear with measurable steps that can be checked regularly, for example by governors, to ensure they are making a difference.
- The headteacher takes the performance management of staff seriously. There is a new policy in place linked to the national Teachers' Standards. Teachers have carried out self-reviews on how they meet the new standards and these have been discussed with their line managers. Targets for teachers are linked to their level of experience. Teachers now only receive pay awards if they regularly teach well and their pupils make good progress.
- Leaders have been successful in supporting new staff in improving their teaching. However, there is more to be done to ensure teaching is consistently good across the school. Leaders do not always focus enough on pupils' learning when judging lessons, which means that sometimes judgements are too positive. Strengths are clearly identified, but there is less clarity in the steps for improvement provided which will help teachers to teach better. Developments that are identified are not followed up in subsequent observations to check they have made a difference.
- The curriculum gives pupils opportunities to develop links between subjects, such as in topics about Egypt or the Second World War. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are given opportunities to reflect on their learning with weekly 'learning logs', and they learn about how communities function with the school council. Regular assemblies promote pupils' spiritual development.
- The local authority has supported the school in monitoring its performance and in providing

whole school reviews.

■ **The governance of the school:**

- The Chair of the Governing Body has ensured governors are much more challenging about pupils' progress since his appointment. Governors understand data and how the school compares with other schools. They now receive regular updates on pupil progress and, following the dip in mathematics results in 2011, have insisted there should be 'no surprises'. Governors are aware of how the pupil premium funding is being spent, for example on extra staffing and resources, and the difference this is making. They receive overall reports on the quality of teaching in the school, but are not aware of where the strongest teaching is, so they have requested more detailed information on this from senior leaders. Governors ensure performance management is in place and receive external support for the performance management of the headteacher. They are involved in pay decisions for staff and on interview panels. Governors with professional expertise effectively chair committees, for example an accountant chairs the finance committee. There is a balanced budget. Governors receive regular training and all recently received child protection training. Safeguarding arrangements are effective and meet statutory requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110347
Local authority	Buckinghamshire
Inspection number	403112

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	David Palmer
Headteacher	Sue Roberts
Date of previous school inspection	31 October – 1 November 2007
Telephone number	01844 291829
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