

Hawridge and Cholesbury Church of England Primary School

Hawridge, Chesham, Buckinghamshire, HP5 2UQ

Inspection dates

17–18 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Too few pupils achieve well and pupils' progress varies too much from class to class.
- Teachers do not always match activities to the levels pupils are working on. As a result, pupils often have difficulty staying focused.
- Not all teachers focus adequately on how pupils present their written work or the development of their basic writing skills.
- Pupils are not regularly given targets, linked to the National Curriculum targets they are on, to help them improve in literacy and mathematics.
- Although teachers' marking links to achieving pupils' learning objectives it does not always effectively inform pupils on what they need to do to improve.
- Teaching has not been monitored rigorously enough in the past and too few pupils learn well.
- Until recently, governors have not been given enough information to fulfil their roles and responsibilities effectively.
- Many recent staff changes have made it difficult for newly appointed subject coordinators to analyse data and develop their monitoring and evaluation skills so as to raise achievement and attainment in their areas of responsibility.

The school has the following strengths

- Most pupils reach the standards expected for 11 year olds in English and mathematics by the end of Year 6.
- There are examples of good teaching in Key Stages 1 and 2.
- Learning support assistants give good quality support to pupils both inside and outside the classroom.
- The executive headteacher and the acting headteacher have clearly identified where improvements are needed. Staff and governors speak positively of recent improvements related to teaching, performance management and professional development procedures.
- Recent improvements in governance have been made because of intensive input from the local authority.

Information about this inspection

- The inspection was carried out with half a day’s notice and took place over two days.
- The inspectors observed teaching and learning in 17 lessons, taught by seven teachers. These observations included some joint observations with the acting headteacher.
- Discussions were held with the acting headteacher, the executive headteacher, staff, a few parents, four members of the governing body and a representative from the local authority.
- The views of 31 parents posted on Parent View were taken into account.
- Responses to an inspection questionnaire from six members of staff were analysed.
- The inspectors looked at pupils’ previous work, documentation related to safeguarding, minutes from meetings held by the governing body, information about pupils’ attainment and progress, school improvement planning and teachers’ planning.

Inspection team

Nina Bee, Lead inspector

Additional Inspector

Mark Smith

Additional Inspector

Full report

Information about this school

- Hawridge and Colesbury Church of England Primary is smaller than the average sized school.
- Currently, the school is led and managed by a part-time executive headteacher who was appointed in March 2013 and a full-time acting headteacher who started at the beginning of this term.
- Most pupils come from a White British background.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Very few pupils are known to be eligible for free school meals.
- Very few pupils are eligible for the pupil premium, which is additional funding for pupils in receipt of free school meals, looked after children and children from service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve achievement and the quality of teaching and learning so that they are consistently good throughout the school by ensuring that:
 - teachers plan activities that are accurately matched to the pupils' needs and abilities
 - lessons run at a brisk pace so that pupils remain engaged and learn well
 - pupils are given clear guidance on developing numbers and letters properly, joining letters correctly and presenting work neatly at all times
 - all pupils are given literacy and numeracy targets that are linked to the National Curriculum levels they are working towards
 - teachers' marking gives pupils clear guidance on what they need to do to reach their targets.
- Develop the role of the newly appointed subject co-ordinators for literacy, numeracy and the Early Years Foundation Stage by enabling them to:
 - improve their expertise in the analysis of pupils' performance data
 - improve their monitoring and evaluation skills to raise achievement and attainment in their areas.
- Strengthen leadership and management by ensuring that:
 - teaching is rigorously monitored and development points for individuals are worked on and later checked
 - all governors develop a good understanding of their roles and responsibilities so that they are well prepared to effectively challenge and support all areas of school improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress is not rapid enough. Too few pupils achieve well.
- Children enter the Reception class with abilities and skills that are typical for their age and make satisfactory progress. By the time they start into Year 1, pupils show a typical level of development for their age.
- The most recent data for the Year 1 phonic screening check show that the majority of pupils reach reading levels similar to those expected nationally. Pupils make adequate progress in reading as they move up the school.
- As pupils move through Years 1 to 4 they receive too little good teaching to learn well.
- Senior leaders have identified this by specifically focusing on improving the teaching which pupils receive. As a result, progress is consistently good in Years 5 and 6 and there are pockets of good progress in Years 1 to 4.
- Disabled pupils and those with special educational needs make similar progress overall to their classmates but, depending on the quality of teaching they receive, their progress varies in lessons.
- Disabled pupils, those with special educational needs and others who have been identified as falling behind or needing additional help make good progress when they are taught outside the classroom. During these sessions, which are taught well by learning support assistants, activities are effectively matched to pupils' individual needs and abilities.
- Current school data, in Years 2 and 6, show that pupils are on course to reach average standards by the end of this academic year.
- The most recent results, for 2012/2013, show that attainment was broadly average at the end of Year 6 and that most pupils reached or exceeded the expected levels.
- Year 2 pupils, in 2012/2013, reached below average standards. Achievement, for all abilities including the more able, was not as good as it should have been because of weaknesses in teaching.

The quality of teaching

requires improvement

- Teaching is not consistently good or better across the school and consequently requires improvement.
- Teachers do not always use assessment to help them plan activities to suit the needs and abilities of the pupils. Pupils then become disengaged and learning is interrupted.
- In addition, when lessons do not flow at a brisk pace, especially if pupils are kept sitting on the carpet for long periods of time listening to the teacher, pupils lose concentration and learning slows down.
- Pupils have many opportunities to write at length but teachers do not always focus adequately on getting them to write numbers and letters correctly, to join letters properly, and ensuring that they present work neatly.
- Teachers' marking usually focuses on whether pupils have achieved their learning objective but the comments they write do not always inform pupils what they need to do to move on to the next step of learning.
- Pupils are not regularly given literacy and numeracy targets, linked to the National Curriculum levels they are working towards, to help them to improve.
- There is good teaching in Years 5 and 6. For example, in a lesson in Year 6, all abilities and groups made good progress as pupils used a tool kit, which they devised the previous day, to write using 'scary similes'. Although this task was challenging for a few lower attainers, they were supported effectively by the teacher and learnt well along with the others.

- In a mathematics lesson in Year 5, assessment was used accurately to plan activities; pupils were effectively supported and so were able to move on at their own levels. Learning was good for all as they developed their understanding of using decimals and subtraction.
- Teaching is less strong in other year groups. No outstanding teaching was observed.

The behaviour and safety of pupils

requires improvement

- Behaviour and safety require improvement because, although many pupils know how to behave, a few do not. For example, pupils were observed misbehaving and showing a lack of respect towards a visitor who was taking an assembly.
- Pupils say that behaviour is usually good but not always. They say that generally everyone is kind towards each other. To a certain extent this is correct. Many pupils were seen behaving well, particularly in lessons where teacher expectations were high and they were all well occupied.
- Nevertheless, in lessons where teaching is not good, pupils often become disinterested and then are not fully engaged in their learning. Some of them lack positive attitudes to learning.
- Staff treat all pupils equally and ensure that there is no discrimination. Pupils generally get on well together during lessons and during breaks.
- Pupils say they feel safe in school and that there is little bullying. School records confirm that there are few incidents of poor behaviour. Pupils say this is because staff teach them how to deal with problems they may encounter. They say they have been taught about e-safety but not many could talk informatively about it.
- Procedures to monitor attendance have been reviewed and are thorough. Attendance is slightly lower than it was last year. It is just below average.

The leadership and management

requires improvement

- Leadership and management require improvement because, as teaching is not of a high enough quality overall, pupils do not make consistently good progress. The curriculum supports pupils' spiritual, moral, social and cultural development adequately. Pupils do generally get on well with each other but not all are respectful towards others.
- Leaders are aware of the new primary sport funding. Pupils were seen enjoying themselves and behaving well during dance sessions taught by a visiting specialist teacher.
- During the last few terms, the school has been very well supported by the local authority. The appointment of the two interim headteachers has been successful and they provide good leadership and management. As a result, staff morale is high.
- Progress across many areas over the last two terms shows that the school has the capacity for further improvement. For example, the part-time executive headteacher quickly gained the confidence of the staff, correctly focusing on improving the quality of teaching by ensuring that teachers are more aware of what they need to do to improve their practice. Time has been short, but there is evidence of improvements in teaching, particularly in the upper part of the school.
- Teachers' professional development along with performance management has been reviewed and procedures are clear. Performance management is clearly linked with teachers' salary progression. Staff and governors spoke appreciatively and confidently about these improvements.
- The full-time acting headteacher has been in post a few weeks. She is well aware of what the school needs to do next to improve further, particularly in relation to improving teaching. Both she and the executive headteacher have an accurate picture of the strengths and areas for development for the school and clear plans for improvement have been devised.
- There have been many recent staff changes which have been difficult to manage. For example, new subject co-ordinators for literacy, mathematics and the Early Years Foundation Stage have

had little time to develop the skills needed to analyse pupils' performance or develop their own monitoring and evaluating skills to raise achievement.

- Partnership with parents has been difficult at times because parents have not been pleased with their children's education being disrupted with many changes in teachers. However, discussions with a few parents during the inspection and an analysis of Parents' View show that currently parents are generally positive about the school.

■ The governance of the school:

- Governors are currently receiving much training, particularly from the local authority. As a result, they are more confident about describing and carrying out their roles and responsibilities but they themselves admit there is still a way to go.
- Some governors are more experienced than others. However, they are all enthusiastic and keenly take up training that is offered so their skills and knowledge are improving. Their meetings are always well recorded and clearly show the work they do.
- The governors have many strengths. They show a good understanding of the quality of teaching in the school and whether pupils achieve well enough. They speak confidently, showing a good understanding of the procedures relating to teachers' performance management, the link between performance and salary progression and the school's finances. Governors take their safeguarding role seriously. Safeguarding arrangements are secure and statutory requirements are met.

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	110445
Local authority	Buckinghamshire
Inspection number	428836

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Michael Muriss
Headteacher	Rosie Phillips acting headteacher
Date of previous school inspection	20–21 March 2012
Telephone number	01494 758368
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