

Great Kingshill Church of England Combined School

Cryers Hill Road, Cryers Hill, Great Kingshill, High Wycombe, HP15 6JP

Inspection dates

1–2 May 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and their attainment is consistently above average by the end of Year 6.
- Good teaching ensures that pupils make good progress. Teachers have high expectations of what pupils should achieve. They ensure that pupils work hard and are well motivated.
- In the Early Years Foundation Stage, children's knowledge of letters and the sounds they make (phonics) is especially strong because skills are taught very effectively.
- Pupils thoroughly enjoy school. They behave well and feel safe at school because adults provide a secure community where everyone is respected and valued.
- Leaders are ensuring good school improvement. The new headteacher acted decisively when she took up post to eradicate pockets of unevenness in pupils' progress. Strategies to improve teaching have been successful. There have been good improvements in pupils' learning.
- Leaders have a good understanding of the remaining priorities based on accurate checks on how well the school is doing, including a very thorough analysis of information on pupils' progress.
- The governing body is well informed and does the right things to hold senior leaders to account.

It is not yet an outstanding school because

- There are occasions when teachers give more-able pupils work that is too easy for them, slowing their progress.
- Pupils sometimes repeat mistakes in their work. The marking of books by teachers does not always show pupils how to improve or what they have done wrong.
- Until recently, teachers who are in charge of subjects had too little involvement in securing improvement. They are developing their skills quickly but have too little involvement in checking the quality of provision, especially teaching.

Information about this inspection

- The inspectors observed 25 lessons, of which six were joint observations with the headteacher or deputy headteacher. In addition, the inspectors made some short visits to lessons.
- Discussions were held with pupils, members of the governing body, members of staff and representatives from the local authority and the diocese.
- The inspectors took account of the views of 113 parents and carers who responded to the online questionnaire (Parent View). The inspectors also read letters from parents and carers, and talked to some at the start of the school day.
- The inspectors observed the school's work, heard some pupils read, and looked at a number of documents, including the school's own information about pupils' learning and progress, planning and monitoring documents, the school development plan, records relating to behaviour and attendance, and safeguarding information.
- The inspectors analysed 30 questionnaires from staff.

Inspection team

Mike Capper, Lead inspector

Additional Inspector

Cliff Mainey

Additional Inspector

Carol Worthington

Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- Pupils are mainly White British but around one in 10 are from a wide range of other backgrounds. Very few of these pupils are in the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding given to the school for specific groups of pupils, including those known to be eligible for free school meals, children who are in the care of the local authority and children from service families) is low. Most pupils are in the first of these categories in this school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The new headteacher took up post in September 2013.

What does the school need to do to improve further?

- Ensure that the work given to more-able pupils is not too easy and challenges them fully.
- Share good practice in how teachers mark work so that pupils are clear about how to improve their work and how to correct errors.
- Strengthen the role of teachers in charge of subjects in securing improvement by giving them more opportunities to visit lessons to check for themselves on the quality of provision and pupils' learning.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well and their attainment is above average by the end of Year 6. Pupils' progress has improved in the current year, and is now consistently good across the school.
- Children get off to a good start in the Early Years Foundation Stage. When children start school, most are working at typical levels for their age. They improve skills quickly in the Reception Year. Children's knowledge of letters and the sounds they make (phonics) is especially strong. This is reflected in the above-average percentage of pupils that reached or exceeded the expected level in the national phonics screening checks at the end of Year 1 in 2013.
- Pupils' good progress is maintained in Key Stages 1 and 2. By Year 6, pupils are becoming increasingly confident at solving complex mathematical problems. They read widely for a range of purposes and write at length in English and for other subjects.
- The school ensures that all pupils do equally well, although occasionally work is too easy for more-able pupils, slowing their progress. Nonetheless, across the school, more-able pupils make good progress most of the time, with more than half of all pupils in Year 6 in 2013 reaching the higher Level 5 in national tests at the end of the year. There is a similar picture in the current Year 6.
- Disabled pupils and those who have special educational needs make the same good progress as others. They are given good-quality support which helps them to learn quickly.
- There are not enough pupils known to be eligible for pupil premium funding to comment on their attainment without identifying them. The use of the funding has improved in the current academic year. Support for the low number of eligible pupils in each year group includes additional help both in and out of lessons. This ensures that, across the school, these pupils are now making consistently good progress, ensuring that the gap between their attainment and that of their classmates closes quickly.
- Pupils from different ethnic backgrounds make similar progress and achieve well. The small number who speak English as an additional language make good progress in English and mathematics, reaching similar levels of attainment as others by the end of Year 6.

The quality of teaching

is good

- Teaching is rarely less than good, and it is sometimes outstanding. This ensures that all pupils make good progress over time. Across the school, teachers have good relationships with their pupils, and they manage their behaviour consistently and effectively, ensuring that time is not wasted in lessons.
- Children settle quickly in the Early Years Foundation Stage because adults give children sensitive support. The teaching of phonics is outstanding. When children are learning a new sound, they explore it in a variety of ways so that their understanding is very secure. Teachers then give them opportunities to write using the new sound and this helps them to reinforce learning.
- In Key Stages 1 and 2, the teaching of reading, writing and mathematics is good most of the time. Pupils improve skills quickly because teachers have high expectations of what they should achieve. This helps them to fulfil their potential and is supported well by frequent opportunities for pupils to reinforce their literacy and numeracy skills by using them in different subjects. For example, pupils in Year 6 produce good-quality writing in history topics about the Second World War.
- Teachers ensure that disabled pupils and those who have special educational needs are given good-quality help so that they learn quickly.
- Teaching is not outstanding because there are occasions when work is too easy for more-able pupils. In addition, marking, while greatly improved from the start of the year and especially strong now in Year 6, does not always show pupils the next steps in their learning. Consequently, pupils are not always clear about how to improve their work and they sometimes

repeat errors.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good.
- Pupils are keen to learn and their positive attitudes towards their work contribute well to the good progress that they make in lessons.
- When she took up post, the new headteacher focused strongly on introducing a consistent approach to managing behaviour across the school. Pupils, governors and staff are very clear that this improved pupils' behaviour. School logs show that misbehaviour is very rare. In lessons, pupils work hard and willingly share their ideas, although they occasionally lose concentration when work does not challenge them fully.
- The school promotes good relationships and tackles discrimination robustly. As a result, pupils from differing backgrounds get on well together and thoroughly enjoy school. Rates of attendance are above average and have improved further in the current year as the school has robustly tackled occasional term-time holidays.
- The school's work to keep pupils safe and secure is good.
- Activities both in and out of lessons help pupils understand how to stay safe. Even the youngest pupils are very clear about road safety. Most pupils can talk confidently about how to avoid danger when using the internet, although this is not consistently strong in every class as support in this area has only recently started.
- Pupils say that any bullying is tackled well, with one pupil commenting that 'I know that if I have a worry someone will quickly help me.' The school has recently introduced 'anti-bullying ambassadors'. They take their roles very seriously and are helping to make break times calm and harmonious.
- Pupils keenly take responsibility. The school council is giving pupils an increasingly strong voice in school life and they are pleased that they are listened to. As one said, 'We feel that we are an important part of the school.'

The leadership and management

are good

- The new headteacher is setting high expectations for what every pupil and teacher can achieve. She has worked tirelessly to secure the necessary improvements in the quality of provision and to ensure equality of opportunity for all pupils.
- The local authority and diocese have given good support to the school and this has helped to ensure good recent improvement. Leaders have a good understanding of remaining priorities and are already focusing on ensuring that more able-pupils are consistently challenged.
- Over the last two terms, the school has gathered a wealth of data on pupils' progress and how well different groups are doing. Consequently, the school is able to react quickly if any dips in progress are identified. For example, when school data showed that not all Year 6 pupils were doing well enough in numeracy, leaders responded decisively by introducing another teaching group. This has helped underachieving pupils to catch up quickly.
- The new headteacher has provided good support to teachers to help them improve. However, responsibility for this is not shared widely enough. Leaders who are in charge of subjects are becoming increasingly knowledgeable about their subjects, although they do not yet have enough opportunities to visit lessons so that they too can help to iron out remaining inconsistencies in teaching.
- The school focuses well on developing pupils' healthy lifestyles and physical well-being. The new funding provided by the government is being used to good effect to extend sporting opportunities and to enhance the skills of teachers. Leaders check the impact of spending by analysing participation rates in sports clubs or competitions. Participation rates are already high and are increasing as the range of activities is extended. This is helping pupils to achieve their

potential performance levels in physical education.

- The curriculum (subjects and topics taught) helps pupils to develop good literacy and numeracy skills. Activities in lessons, and clubs and visits, contribute well to pupils' enjoyment of school and to their spiritual, moral, social and cultural development. Pupils are clear about their responsibilities to the wider community and show respect for cultural differences. In assemblies, they very enthusiastically celebrate each other's successes.
- Safeguarding arrangements meet requirements. Members of staff are checked for suitability for working in school and are well trained in how to care for the pupils.

■ **The governance of the school:**

- The governing body has considerably improved its skills over the last two terms. The judicious use of training in areas such as how to analyse data means that they are able to provide both challenge and support to the new headteacher. They receive good-quality information from senior leaders on how well pupils are doing, and use this information astutely to ask challenging questions and to determine how well the school is performing in comparison with others. There is a much greater focus than in the past on the progress of all groups of pupils, rather than just test results at the end of Year 6. Governors visit the school and this helps them to get an even clearer picture of what still needs improving. They know how the school is improving teaching and have supported the headteacher well in tackling underperformance. They ensure that only good teaching is rewarded financially. In the current year, the governing body has greatly strengthened its involvement in deciding how to spend the pupil premium. A governor has been given responsibility for looking at this, and reports to the governing body to show that this is being done well. Consequently, funding is now having a good effect and is closing the gap between the attainment of eligible pupils and others.

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	110431
Local authority	Buckinghamshire
Inspection number	444112

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	409
Appropriate authority	The governing body
Chair	Simon Kearey
Headteacher	Joanne Garlick
Date of previous school inspection	12–13 January 2011
Telephone number	01494 713159
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