

Denham Village Infant School

Cheapside Lane, Uxbridge, UB9 5AE

Inspection dates 16–17 September 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, leaders and managers, including governors, have raised standards and improved the quality of teaching and leadership and management.
- Teaching is now good. Teachers' confidence has grown as a result of good training and guidance. Most teaching incorporates practical and stimulating tasks which help pupils to learn quickly.
- Pupils' achievement is now good in reading, writing and mathematics.
- Pupils are very keen to learn and to do their best. They are polite and well mannered.
- Children in Reception achieve well and have benefited from improvements in teaching and resources such as the refurbished outside area.
- Parents are very supportive of the school and have enjoyed opportunities to meet other parents and talk at length about planned improvements for the school.
- The curriculum is broad and balanced. Pupils benefit from the opportunity to learn in many subjects during outdoor activities in the school's wooded area.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Teachers do not always show pupils in enough detail what they must do to achieve the highest standards.
- Teachers do not always show pupils what they should do to correct the errors and misconceptions in their work either in marking or in the feedback they give in lessons.
- The school's strategies to improve attendance have not yet supported all pupils well enough so that they all attend regularly.

Information about this inspection

- The inspector observed 11 lessons. One was a joint observation with the headteacher, who has a significant teaching commitment himself.
- Meetings were held with a group of pupils, teachers, a governor and representatives from the local authority.
- Information from the school's website and 13 responses to the online questionnaire (Parent View) were taken into account in planning and conducting the inspection. Questionnaires from eight staff were also evaluated.
- The inspector observed the school's work and looked at a wide range of documents. She heard pupils read and evaluated the work in pupils' books, including those from the previous school year. The inspector reviewed teachers' planning and assessment records, safeguarding information, the school's systems for improving teaching and learning, reports from the local authority, the school's parent questionnaires and records from governing body meetings.

Inspection team

Angela Kirk, Lead inspector

Additional Inspector

Full report

Information about this school

- Denham Village is much smaller than the average-sized infant school.
- The proportion of disabled pupils and those with special educational needs on the school roll is about 12%. This is lower than found in most schools.
- The proportion of pupils eligible for the pupil premium (additional funding given to schools for children in the care of the local authority or known to be eligible for free school meals) is below average.
- About half of the pupils are White British. Other pupils belong to a number of ethnic groups, the largest being Traveller pupils of Irish heritage.
- Pupils are taught in three small classes in the morning and in two classes in the afternoon.
- Since the last inspection, the school has had four headteachers. The current headteacher took up his post at the beginning of September 2014.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement to outstanding levels by ensuring that teachers:
 - learn how to explain to pupils precisely what they need to do to achieve the highest standards by giving teachers regular opportunities to see outstanding teaching in which this is particularly well done
 - in Reception plan independent activities that are always sufficiently challenging and stimulating
 - give feedback in lessons and mark pupils' work in ways that show pupils how to correct errors and misconceptions, and make sure that pupils act on written feedback.
- Continue to improve attendance.

Inspection judgements

The leadership and management are good

- The school's leaders and managers, including the governors, are working hard to create a culture of high expectations.
- The school's self-evaluation, which is conducted by senior leaders and checked by governors, is accurate. Good tracking and pupil assessment enable teachers and leaders to identify the strengths and weaknesses of groups and individuals. This information is then checked against evidence from lesson observations, pupils' books and pupil interviews and action is taken where needed.
- The support for disabled pupils and those who have special educational needs is good and its impact rigorously monitored. This helps the school to ensure that the best interventions are used to accelerate pupils' progress.
- The performance of teachers is linked effectively to the school's priorities. Teachers are rewarded for good practice which improves the progress of pupils and their targets are reviewed annually.
- The curriculum is broad and balanced and the new National Curriculum is securely in place for Year 1 pupils. The school has not yet decided which approach it will take to the new assessments. Interesting, cross-curricular topics link subjects together effectively. Pupils' art and design work, for example, which is of a particularly high standard, is linked well to writing. The range of cultural experiences offered by the curriculum extends pupils' knowledge and acceptance of other communities.
- The primary sport funding has increased opportunities for pupils to take part in sports after school. Funding has provided new equipment, which is used well, and good quality training for the school's teachers and support staff. In addition, spending on specialist provision has ensured that all pupils do well in physical education.
- The local authority has provided appropriate, effective and very well targeted support for school improvement. This has enabled senior and middle leaders to improve their leadership skills, for example by responding effectively to specific weaknesses that were identified during the previous inspection.
- Parents are very supportive of the school and enjoy the opportunities they have to meet other parents and talk at length about planned improvements.
- Pupils' spiritual, moral, social and cultural development is supported in stimulating assemblies and lessons which allow pupils to reflect on their thoughts and feelings. For example, Years 1 and 2 pupils discussed the qualities that made a good friend or neighbour.
- **The governance of the school:**
 - Despite some difficult circumstances, the governing body has ensured continuity since the previous inspection and has been able to give effective support to a number of good headteachers. Governors' backing enabled each headteacher to build successfully on the work of the previous incumbent. Governors and senior leaders now have a strong, long-term strategic plan.
 - Governors know the strengths and weaknesses of the school well, including those of teaching. As well as receiving useful reports from senior leaders, they also make frequent visits to the school to check how well specific improvements are progressing. They are effective in holding the senior staff to account, for example through checking that performance management criteria include appropriate targets which are linked to the headteacher's and teachers' pay rewards.
 - All the statutory duties of the governing body are properly carried out.
 - Governors listen to parents' feedback and follow it up when necessary. For example, the results of a recent survey have prompted the governors and the new headteacher to increase the school's involvement in the local community and village activities.

The behaviour and safety of pupils are good

- Pupils' behaviour and their attitudes to learning are good, which helps their progress.
- Teachers and other adults use effective techniques to encourage good behaviour and prevent low-level disruption. Nevertheless, a small minority of pupils continue to have difficulty with their behaviour and these pupils are managed sensitively.
- Pupils' good conduct outside lessons reflects that in classrooms. Even without direct supervision, they are polite, thoughtful towards each other, and friendly.
- Pupils are confident that there is no bullying, and this view is supported by the school's behaviour records. Pupils said that any concerns they may have in this area are always dealt with by the adults in the school.
- The school's work to keep pupils safe is good. Safeguarding requirements are met and governors make

the appropriate checks. Well-focused assemblies and lessons help pupils to learn how to keep themselves safe, for example if approached by a stranger. Pupils know the rules for staying safe when using computers.

- Attendance has been poor in the past, but is now improving because the senior staff and governors are making a concerted effort to make sure that all parents know the importance of regular attendance. Absences are rigorously followed up by letters home, regular meetings and careful monitoring.

The quality of teaching

is good

- Teachers maintain an atmosphere of mutual respect in their classrooms, where pupils listen carefully and try their best.
- Teachers' planning is based on their accurate assessment of the levels at which pupils are working. Most teaching engages and challenges pupils. For example, in a Year 1 mathematics lesson, pupils were practising to add on by counting. Pupils had to count the furry toys that got on at a bus-stop and then write the sum and total using the number of toys that got on at the next bus-stop. They made good progress because they could see the need for the addition sum to find the total on the bus and enjoyed counting and moving the toys on and off the bus.
- Reading and writing are taught very effectively. Short, daily phonics (the sounds that letters make) sessions start in week two of Reception and staff have been well trained. When pupils are reading and writing independently they use their knowledge of phonics to sound out unfamiliar words successfully.
- Teaching assistants provide valuable support. A particular strength is the school's effective use of individual and small group teaching to ensure that all groups of pupils achieve well.
- Teachers do not always help pupils by explaining to them exactly what they need to do to achieve the highest standards, for example by encouraging them to extend their sentences or by showing them how to use punctuation more accurately.
- Teachers' verbal feedback in lessons has improved since the last inspection. Teachers are good at telling pupils where they have been successful but they do not identify specifically enough how pupils might correct their answers. Marking in pupils' books, too, often takes the form of recommendations for 'next time' rather than helping pupils to learn from their errors and misconceptions.

The achievement of pupils

is good

- Pupils' progress has improved since the previous inspection and is now good in all year groups.
- Pupils' attainment in reading, writing and mathematics varies between average and above average because the small cohorts vary considerably in the levels of skills and knowledge they bring with them on entry to the school. In previous years, most children started school with levels typical for their age. However, since the last inspection, more are joining the school with lower levels than might be expected.
- The school tracks all of its pupils very carefully to ensure that each individual and each group of pupils make at least good progress. Support from the local authority's Traveller service in the form of additional teaching time and liaison with parents has helped to ensure that this group achieves well.
- The improved teaching of phonics has ensured that pupils' attainment in phonics is at least in line with that nationally in the Year 1 phonics screening check. Pupils read regularly, some individually every day in school, as well as at home. Clearly laid out home/school diaries ensure that both parents and teachers can easily see where children are in their reading in school or at home.
- Pupils' achievement in mathematics has improved because the school has focused systematically on ensuring that pupils' basic skills, such as in number bonds and multiplication, are secure. This focus has been supported well at home through homework tasks and there are weekly opportunities for pupils to apply their mathematical skills to practical problems.
- The small number of disabled pupils and those who have special educational needs make good progress. Their needs are very carefully assessed and guidance from outside agencies is sought where necessary. Individual programmes of support are in place, which are carefully monitored and adapted if required.
- The school uses the pupil premium effectively to support the achievement of eligible pupils through programmes that include individual tuition. This is ensuring that these pupils make good progress, although the number is too small to make statistically meaningful comparisons between their attainment and others in each year group.
- The more-able pupils achieve well because teachers have high expectations of them and good subject knowledge. More-able pupils' books reveal above average standards in writing and mathematics. More-

able readers can discuss a wide range of books that they enjoy and can make inferences and give sensible opinions based on information they have read.

The early years provision

is good

- Induction arrangements have improved this year, and this has been welcomed by parents.
- Assessment is used carefully to plan activities that move children on to the next stage. The staff track children's attainment and adjust their plans accordingly. The steps taken by disabled children and those with special educational needs are often very small. All children, including the more-able children, make good progress.
- The main area for improvement identified at the last inspection was children's mathematical development. The outdoor learning environment has been enhanced so that it now better supports mathematics and the leader of the Early Years Foundation Stage has ensured that children can develop their mathematics when working independently or with an adult. During the inspection, a teacher led an engaging mathematics activity where the children enjoyed throwing bean-bags and recording and counting how many were on target. They then had to find the correct number on the large outdoor number line.
- Children behave well, cooperate and are helped to share and play with each other. Staff take time to explain, for example, why one child's role in a game might be limiting the enjoyment of others, helping them to see another's point of view.
- Children are supported in their learning by effective adult guidance; for example, in the train station role-play area, a teaching assistant used prompts and careful questioning to guide the children skilfully through buying their tickets, getting on the train and travelling to their chosen destination.
- When activities are challenging and engaging, the children can concentrate for extended periods of time. However, at times, some independent activities are not made interesting or challenging enough to hold their attention, resulting in some children moving too frequently between activities, thus limiting their progress.

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	110219
Local authority	Buckinghamshire
Inspection number	432140

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Lorraine Couves
Headteacher	Nick Andrews
Date of previous school inspection	4 October 2012
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