

Cadmore End Church of England Combined Primary School

Cadmore End, High Wycombe, Buckinghamshire, HP14 3PE

Inspection dates

14–15 October 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.

- Pupils' progress is good or better across the school. In reading and writing, pupils make fast progress.
- Teachers are knowledgeable and skilful. They provide exciting learning opportunities for all pupils to develop their work well. Teaching assistants are highly effective in supporting pupils.
- As a result of good teaching, children have a good start to school life in the Early Years Foundation Stage.
- Assessment in the school has improved and is now accurate.
- The school rightly has a good reputation for meeting the needs of disabled pupils and those with special educational needs. They make good progress.
- Pupils' behaviour is good. They want to learn and achieve to the best of their ability. They have positive attitudes towards learning.
- Pupils feel happy and very safe. This view is supported by the vast majority of parents. Pupils thrive and develop into confident young people who are fully prepared for the next steps in their education.
- Pupils' social development is excellent. From an early age, they are very patient and tolerant of one another, and readily help each other.
- Leaders and managers, together with governors, are fully committed to providing a high standard of education for all pupils. Their actions are having a positive impact on raising standards and improving teaching.
- The school is well prepared for changes in the way pupils' progress is checked and for the implementation of the new National Curriculum.

It is not yet an outstanding school because

- Although work is marked well, teachers do not always ensure that pupils act upon the advice given. Pupils are not always clear how to do this.
- Too few pupils make outstanding progress in mathematics as they are not challenged to develop their skills.

Information about this inspection

- The inspector observed 10 lessons, all jointly with the headteacher.
- Discussions were held with pupils, the headteacher, the senior teacher, subject leaders, and with representatives from the governing body and the local diocese. The inspector also spoke informally to pupils at lunchtime, observed them in assembly and around the school.
- In addition, the inspector looked at pupils' books from the current term and the previous year to assess learning over time, and listened to them read.
- She took account of the 13 responses to the online questionnaire (Parent View) and also to the 35 responses to the printed version of the questionnaire. The inspector met informally with parents at the beginning and end of the school day.
- A range of documentation was looked at, including: the school's own evaluation of its work; the plan for improvement; checks on teachers' effectiveness; the school's information about the progress of pupils; reports from the local authority consultant; records relating to behaviour and attendance; and safeguarding documents.
- The inspector analysed nine responses to the staff questionnaire.

Inspection team

Gay Whent, Lead inspector

Additional Inspector

Full report

Information about this school

- Cadmore End Church of England Combined Primary School is much smaller than most primary schools. It takes pupils from several communities.
- There have been several changes both in leadership and staffing since the previous inspection. The headteacher has been in post for four terms.
- Pupils are taught in mixed-age classes. Currently, there are four combined classes: the part-time Nursery and full-time Reception; Years 1 and 2; Years 3 and 4; and Years 5 and 6.
- The proportion of pupils at school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils supported through school action is above the national average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is much lower than the national average.
- Most pupils are of White British heritage and do not speak English as an additional language.
- The school has had an on-site Nursery since September 2014 following the closure of local Nursery provision. All these children attend part time in the mornings. In the same class, children in the Reception Year attend school on a full-time basis.
- The school meets the government's current floor standards which set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by ensuring that: -
 - pupils know how to respond and act upon the advice given in their marking
 - all pupils practise and develop their skills and accelerate their learning in mathematics.

Inspection judgements

The leadership and management are good

- The headteacher, ably supported by her senior teacher and an effective governing body, provides clear and decisive leadership where good teaching and good behaviour flourish. Parents are keen to share that things have improved under the school's new leadership and they are delighted with the positive changes. The school has put into place effective support for inexperienced staff so that they are honing their skills rapidly.
- The school's view of itself is accurate and improvement plans reflect the correct priorities. The school's actions to address weaknesses in teaching have had a positive impact on pupils' progress. Mathematics is recognised by school leaders as a priority so that pupils make as fast progress as they do in reading and writing.
- Subject and other leaders have a secure grasp of their areas of responsibility and a clear view of what needs to be done to raise standards even higher. This small school has a 'can-do' attitude; being small is never used as an excuse. Subject leaders are passionate about their leadership and its impact on learning across the school. Leaders at all levels focus sharply on ensuring that all pupils fulfil their potential, that they have equal opportunities to prosper and that there is no discrimination.
- The school is confident in the accuracy of its assessment because its judgements have been regularly validated by external agencies and teachers in other schools. Information is shared regularly with governors who check and challenge any underperformance.
- The school has fully implemented the new National Curriculum with revised programmes and topics. It supports pupils' academic, spiritual, moral, social and cultural development well. Pupils learn about other religions and cultures through lessons and assemblies. They are prepared well for life in modern Britain. The school actively promotes respect and tolerance through its key values; it strives to foster good relationships at all times. Pupils leave the school well equipped for the next stage in their education. The school ensures that it promotes equality of opportunity for all pupils.
- Pupil premium funding is used well to provide the best support for the small numbers of pupils needing help with their learning, regardless of their ability. How funding is used is based on a close assessment of each pupil's progress and needs. Its use is regularly reviewed to ensure that eligible pupils make at least similar progress to that of others throughout the school.
- The school is also making very good use of the primary sports funding. The school is closely monitoring the progress of pupils to ensure that their health and well-being improve. Outdoor learning is strongly promoted at all times.
- The school's arrangements for safeguarding pupils meet statutory requirements and are effective.
- The local authority and the diocese have provided very effective and appropriate support. This has had immediate impact and been very well received.

■ The governance of the school:

- Governors are very well informed, particularly about the quality of teaching. They oversee the performance of staff, and are aware of how underperformance has been tackled and how good teaching is rewarded. Governors take an active role in monitoring pupils' progress through analysis of assessment information, the scrutiny of pupils' books and observations of teaching. They are very much aware of the importance of accurate and rigorous assessment, and compare themselves with national data even though some year groups are very small. They have a good understanding of their strategic role in supporting and challenging leaders. Governors are linked to school development priorities. Minutes of meetings show how they ask challenging and relevant questions of school leaders. Procedures for keeping pupils safe fully meet requirements. Governors ensure that the school's finances are managed effectively, including the primary school sports funding and pupil premium, in order to help all pupils achieve well.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils say that pupils at the school are 'very friendly' and also 'very kind'. They say that 'people are very nice to each other because we follow our values'. This is evident in the classrooms and at playtime.
- Pupils' participation in whole-class work or in small groups is consistently constructive. They listen to one another, often waiting patiently while one pupil clarifies his or her thinking, share tasks willingly and take pride in each other's success. They have positive attitudes to learning whether this is in a lesson or in assembly where they do their best to listen without too much fidgeting.
- Pupils look out for one another whatever they are doing. They make sure that no one is left out or lonely. At playtimes, pupils of all ages play together well. Their social development is excellent. This is not impaired by the small amount of equipment for them to use or the restricted use of the playground as a result of recent heavy rain.
- Pupils relate well to their teachers. They line up respectfully as soon as they see their teacher coming to collect them at the end of a playtime.
- The vast majority of parents agree that pupils are well behaved.
- Pupils' attendance has been improving and is currently above national figures. Newsletters to school celebrate where this is good or better. Pupils want to come to school to learn. There have been no exclusions.

Safety

- The school's work to keep pupils safe and secure is good. Almost all parents agree that their child feels safe at the school.
- Pupils have a clear understanding of safety. Even though the school is situated between two fast roads, they feel safe with their secure gate and fencing. They know that staff look after them carefully and well. They are aware of how to keep themselves safe when they use the internet and also when they leave or enter the school.
- Pupils are not aware of any bullying and state that it just does not happen at this school. They know who to go to should a problem arise and they feel sure that their headteacher 'would sort it out straight away!'

The quality of teaching

is good

- Consistently good, and sometimes outstanding, teaching in all subjects is leading to pupils making good progress and achieving well. This is very apparent with the team of teachers and their assistants now in place at the school and is seen in pupils' books as well as in their engagement in lessons.
- Teachers have high expectations. They plan interesting and exciting lessons that motivate and enthuse pupils to do well. They carefully plan for all the pupils in their classes, even if in different year groups, to have suitable work that matches their particular learning abilities.
- Marking and feedback are clear, although some pupils are not yet aware of how to respond in order to improve their learning.
- The school has prepared well for using an assessment system without levels and has in place a system for all teachers to use to track progress.
- Teachers and their assistants use questioning very skilfully to move learning forward. This enables pupils to deepen their understanding whether this is in reading, writing or mathematics. In the words of a parent, 'The school is full of enthusiastic teachers who encourage pupils to do their best.'
- In every class, there is a positive climate for learning. Teachers treat pupils with respect and pupils respond positively in return. Pupils refocus and listen carefully even after lively, active sessions. They are keen to engage in their learning. This is a key factor in the improving and rapid rates of progress and standards.

The achievement of pupils

is good

- Pupils in each year group, some of which are very small, make consistently good progress. The make up of the different groups varies greatly. In some, over half the pupils have special educational needs. In others, this is much fewer. As a result, comparisons between year groups are unhelpful. Pupils' progress is tracked closely and shows that, from their very different starting points, the vast majority of pupils make good progress through the school.
- From each different starting point, the proportions of all groups of pupils who made fast progress in reading and writing was higher than national figures in 2014. The school is now ensuring that pupils have as many opportunities as possible to apply the school's new approaches in teaching mathematics to

practise and hone their skills so that progress accelerates.

- Teachers use their good subject knowledge to provide challenging work that stretches able pupils' knowledge and understanding. As a result, they are making good or better progress.
- Pupils in Reception make good or better progress from average starting points and a high number of pupils reach a good level of development.
- Pupils learn phonics (the sounds that letters make) very well. This is seen in the well above average results in the phonics screening check in Year 1. Linking sounds to letters is carefully modelled, practised and reinforced in a range of interesting writing activities.
- The newly revised curriculum builds on successful learning. Pupils enjoy investigating their new topics in a variety of ways. They say they enjoy learning about 'reversible and irreversible changes' in science and can give clear examples of what they have discovered. They have also enjoyed finding out about the life and inventions of Isambard Kingdom Brunel.
- The achievement of disabled pupils and those with special educational needs is good. This is because their needs are quickly identified so that support is tailored exactly to their needs. Teachers, together with their teaching assistants, plan their work at just the right level of difficulty.
- There are few children in the school eligible to receive support through additional government funding. However, they do make progress in line with their peers and similar pupils nationally in all subjects and year groups.
- Teachers set a range of increasingly difficult activities for more-able pupils in all subjects which they choose themselves. They do so readily and make very good progress while applying their learning in different ways.

The early years provision

is good

- Children get off to a good start because they are very well looked after in a caring and stimulating environment. Parents are full of praise for the way in which their children quickly settle in and are encouraged to become confident learners.
- Children make good progress from their starting points whatever they are. They develop the key skills that they need so that they are well prepared for their entry to Year 1. This progress has led to good achievement.
- Routines and procedures are established and children in the Reception Year are fully involved in the life of the school. They listen well in assembly and enjoy eating their lunch in the hall with the rest of the school. As a result, the behaviour and safety of children are good.
- Teaching is consistently good. All staff ensure that all the children, including the part-time children in the Nursery, have their needs fully met by experienced, well-trained adults.
- Planning from children's interests ensures that the unique nature of early years education is never lost. Activities are closely matched to children's abilities. Interesting and varied resources capture their interests from speaking tubes to working out how much wrapping paper is needed to cover presents to tasting different flavours of porridge.
- All teachers and their assistants work as a strong, united team. They know the children very well. The school's leadership has a very accurate understanding of the strengths and areas for improvement and an exciting vision for the next steps in development. The training and development of staff has been at the heart of the good progress made by children.
- Phonics is taught well and pupils become confident early readers.
- Very good use is made of the large outdoor space to provide interesting and thought-provoking experiences in all areas of learning. Children use this space well because their behaviour is good. They feel very safe.
- Assessment includes a wide variety of evidence. Parents are kept well informed about their children's progress. Assessments are checked and evaluated regularly by senior leadership as well as external moderators to ensure they are accurate.

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	110460
Local authority	Buckinghamshire
Inspection number	448982

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Neil Raven
Headteacher	Lisa Fern
Date of previous school inspection	4–5 October 2012
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