

# Hazlemere Church of England Combined School

Amersham Road, High Wycombe, HP15 7PZ

**Inspection dates** 3–4 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher and deputy headteacher have a strong grasp of what works well in the school and what requires further improvement.
- Leaders check the progress pupils make and the quality of teaching in the classrooms. They make good use of this information to make a positive impact on learning.
- The school's leaders have improved their use of assessment information to track pupils' progress, especially during this year. They have made good use of the information to boost the rate of progress made by all groups of pupils.
- From their different starting points, pupils of all ages and abilities make good progress and achieve well in reading, writing and mathematics.
- Pupils' behaviour in and out of lessons is consistently good. Older pupils behave particularly well and act as strong role models to others.
- Pupils have a good understanding of how to keep themselves and others safe. They recognise what bullying is and are confident that staff listen and respond to any concerns they may have.
- The quality of teaching is good. Staff have high expectations of pupils' behaviour and progress which the pupils are keen to live up to.
- Provision for children in the early years is good. They settle happily and are eager to take part in a range of activities.
- Governance is effective. Governors ask increasingly challenging questions of school leaders.
- Links with parents and carers are effective. They are pleased with the quality of care and education provided. Several accurately note how the school has improved in the last couple of years.

### It is not yet an outstanding school because:

- Pupils' spelling, grammar and punctuation are not accurate enough.
- The marking of pupils' work is inconsistent and does not regularly identify what needs to improve.
- The checks made on different aspects of the school's work do not involve subject leaders sufficiently in identifying areas for further improvement.

## Information about this inspection

- Inspectors observed learning in 18 lessons, and saw a range of other activities. Several of the lessons were visited jointly with the headteacher or deputy headteacher. The inspectors also looked in detail at the work in pupils’ books and heard several pupils read.
- The inspectors held planned and informal discussions with pupils throughout the inspection.
- Discussions were held with the headteacher, the deputy headteacher, the literacy and numeracy leaders, the acting special educational needs coordinator and the early years leader.
- The lead inspector spoke to members of the governing body. She also spoke to representatives of the local authority both in person and by telephone.
- The inspectors considered 73 responses to the parent questionnaire (Parent View). They also spoke to several parents during the inspection and took account of 18 responses to the staff questionnaire.
- Inspectors scrutinised a number of documents, including the school’s own information about pupils’ learning and progress. They also took account of documents and records relating to behaviour, attendance and safeguarding.

## Inspection team

Sue Hall, Lead inspector

Additional Inspector

Lynne Kauffman

Additional Inspector

Gareth Linwood

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- Children attend the Nursery on a part-time basis and attend full time in the Reception class.
- Most pupils are of White British heritage. Just below 30% of pupils are from minority ethnic groups, which matches the national average. Less than 10% of pupils speak English as an additional language, which is below the national average. Most of these pupils are bilingual with very few at the early stages of learning English.
- The proportion of disadvantaged pupils, who are supported by additional funding (the pupil premium), is well below the national average. The pupil premium is for those pupils who are known to be eligible for free school meals and children who are looked after.
- The proportion of disabled pupils and those who have special educational needs is almost half the national average.
- Since the last inspection, the school has appointed a new headteacher and deputy headteacher. There is currently an acting special educational needs coordinator and temporary arrangements to supervise children in the Nursery. This is prior to newly appointed staff taking up these roles next term.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Accelerate the rate of progress pupils make in their learning by:
  - ensuring that pupils are taught to write grammatically, with correct punctuation and spelling in a consistent manner
  - checking that the marking of pupils' work regularly identifies strengths and areas for improvement.
- Improve the monitoring of the work of the school by extending the opportunities for staff to identify and address areas for further improvement.

## Inspection judgements

### The leadership and management are good

- The headteacher and deputy headteacher are driving the school forward following a period when achievement had declined, particularly in Key Stage 2. They both have a strong understanding of what works well and where further improvements are required. Leaders have introduced many changes which have boosted the rate of progress made by pupils, particularly over the last year.
- School leaders have developed a culture where pupils of all abilities grow in confidence, behave well and make good progress. Key to the better progress now made in school is the effective collection and use of assessment information. This is based not just on the standards achieved but also on the progress individuals and groups of pupils make from their different starting points. The use of pupil performance information for planning activities in reading, writing and mathematics is now much more secure and leading to better rates of progress for pupils of all abilities.
- There is a good focus on improving teaching across the school. Joint lesson observations carried out with the headteacher and deputy headteacher during the inspection show they have an accurate grasp of strengths and weaknesses in teaching. Monitoring activities link to a good programme of professional development, including training, and a growing programme of visits to other schools to observe good practice.
- The curriculum successfully focuses on the development of key skills in reading, writing and mathematics. Activities including in music and drama also help pupils improve their skills and raise their self-esteem. It provides an engaging range of additional activities, visits and visitors that interest and motivate the pupils. This helps prepare pupils well for the next stage of their education.
- Leadership of the early years is good, with a clear focus on making the provision even more effective. The leadership of special educational needs provision has improved the systems for checking the support provided for the pupils.
- During discussions with inspectors, parents, pupils and staff confirmed that the school places a clear focus on the development of values and observing the school's ethos. The school takes great pride in celebrating its own considerable history, and enjoys close links with the adjoining church which the pupils visit at least weekly, including for assemblies. Relationships at all levels in the school are very positive.
- The school promotes pupils' understanding of British values successfully. This includes activities that also help develop their spiritual, moral, social and cultural awareness. The school has regular links with a Kenyan school, including exchanging letters about democracy and British values. In personal, social and health education activities, pupils in Year 4 were observed sensibly discussing families and whether they should stick together.
- Links with parents are effective. All of those spoken to believe that their children are happy in school and stated that they like 'the family feel' that the school has successfully created. Several noted the improvements made, particularly in the last two years.
- Leaders carry out observations in the classroom as part of a programme to manage teachers' performance. Subject leaders monitor the work in pupils' books and discuss with colleagues how to improve planning. However, the checks made are not sufficiently rigorous. For example, subject leaders rarely have opportunities to observe teaching and learning in the classroom; this limits their ability to identify what needs to improve further.
- The local authority provides good support to the school. The effective focus it provides on developing the school's progress from year to year and improving teaching and learning is helping to ensure that pupils enter upper Key Stage 2 in a better position than previously. For example, staff in Year 6 find they have far fewer gaps in pupils' prior learning to address now than previously.
- The school carries out all the required checks to ensure the suitability of staff to work with children and meets current safeguarding requirements. Staff training to protect the pupils is up to date and policies are reviewed regularly.
- The school uses the pupil premium funding well to support the progress and development of disadvantaged pupils. More teachers are used in supporting pupils, which ensures good quality help and advice is provided. Leaders' monitoring of the impact of additional support clearly identifies that it is helping to accelerate the rate of progress. Measures such as this coupled with discussions about rights and responsibilities clearly illustrate the school's commitment to ensuring equality of opportunity for all and in countering discrimination and prejudice of any kind.
- The primary school physical education and sport funding is used effectively. The school has provided training for staff including in gymnastics which, in turn, has improved pupils' skills. Such activities have increased the participation in after-school clubs and teams.

### ■ The governance of the school:

- Governance of the school is good. The governing body includes a mix of experienced and new governors. All governors have undertaken training to help ensure they are in a more informed position to develop their role in challenging school leaders about what is provided for the pupils. They have an understanding of what pupil performance information tells them about progress.
- Governors are informed about the quality of teaching and the links between performance management procedures and teachers' pay. They have a growing understanding of the need to check that rewards to teachers are based firmly on the progress made by pupils, not simply the standards achieved. Governors visit the school and are very supportive of what the school does. They have taken steps to ensure that they are more effective in holding leaders to account for the progress made by pupils.
- Governors are keen to develop their roles further through more regular meetings focused on particular areas. They check that the school meets the requirements to safeguard the pupils.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Many of them say the thing they like most about school is the friendships they develop. Pupils in Years 5 and 6 have particularly positive views of the school. Parents note with pleasure how well the older and younger pupils get on together. Observations show that boys and girls are happy in each other's company and work well together.
- Pupils behave well in and out of lessons and have positive attitudes to their learning. At times, their behaviour is exemplary, as seen in Year 6 rehearsals for the end of year production. Every single pupil was respectful of each other, listening with rapt attention and appreciation to the solo performances of their talented classmates. Similarly, in a Year 5 music lesson all pupils participated in an excellent manner, displaying a love for learning and thirst for knowledge.
- Many of the older pupils have very mature attitudes to school. They clearly enjoy discussions with each other and the adults around them. They are polite and confident and a pleasure to speak to. Attendance has improved over the last year and is now above the national average.
- The work in pupils' books shows most try hard to improve and produce increasingly more detailed pieces of writing.
- Very occasionally in Key Stage 1 and lower Key Stage 2, pupils do not push themselves as hard as they could. In class discussions, a few pupils do not try to answer questions and wait for others to offer their ideas. The work in their books is also more mixed and indicates a few pupils do not regularly try to produce their best work. A small number of parents noted in the inspection questionnaire that they have concerns about bullying.

### Safety

- The school's work to keep pupils safe and secure is good. Safeguarding procedures are implemented effectively. Pupils have a good understanding of how to keep themselves and their friends safe. Observations show all pupils really enjoy playing on the large school field, practising for sports day with a good awareness of the safety of others.
- Discussions with staff and pupils clearly indicate that bullying of any sort is not tolerated in school. This is supported by the considerable work done with all age groups in identifying and upholding the school's values.
- Pupils have a good understanding of what constitutes bullying. They identify the benefits of social media and the safety concerns they face, including cyber bullying.

## The quality of teaching is good

- The scrutiny of work in pupils' books, information about progress, and visits to lessons confirm the school's own view that teaching is good for all age groups. Records show this has improved during the last year. Teaching has a positive impact on learning and achievement, including in reading, writing and mathematics.
- Teachers and support staff have very effective working relationships with the pupils. Because pupils are keen to please the adults they work with, this has a strong impact on their attitudes to learning in all subjects. This is shown when Year 6 made excellent progress in developing their singing and acting skills

in initial rehearsals for 'Robin Hood'.

- Staff plan activities that often contain a practical element to learning and present tasks in a way that interests the pupils. For example, pupils in Year 6 made choices in the level of complexity of the number of puzzles they were working on. This provided a high level of mathematical challenge with pupils being encouraged to try harder or easier options according to how readily they could solve the puzzles.
- Practical activities are also used well to interest the younger pupils. In Year 1, pupils enjoyed measuring the teacher's shoe with cubes or a ruler, and used equipment to support their counting in twos.
- Staff have good subject knowledge. Sometimes this is outstanding, as seen in a Year 5 brass lesson where pupils were focusing on musical notation. Here specialist teaching created a palpable enthusiasm for the subject which was transmitted to the pupils who made excellent progress in their performance. Similarly good subject knowledge is seen in teaching phonics (letters and the sounds they make) which has a positive impact on reading and writing especially for the younger children.
- Work is carefully planned to meet the needs of pupils of different abilities. For example, pupils in Year 2 were seen using different amounts of money to buy items. Some pupils planned a party menu from several choices while others bought just two items from a list. Those with lower mathematical skills practised buying items of a lesser value, thus enabling them to achieve well in completing the exercise.
- The school has introduced a new format for marking the pupils' work. However, their books show that this is still very variable and sometimes gives minimal guidance on what the pupil needs to do to improve further. Where worked is marked, pupils do not always address any errors, which does not help improve their grammar, spelling and punctuation.
- Teaching assistants are generally effective when working in class or individually, including with disabled pupils and those who have special educational needs. Disadvantaged pupils are also helped by teachers working well in support roles including in reading and writing activities.

### The achievement of pupils

is good

- Children enter the school with a wide range of early learning experiences. Overall, their skills are typical for their age. Observations and the school's own pupil performance information show that children make good progress and are well prepared for Year 1.
- School records and the sample of pupils' work show that from their different starting points pupils make good overall progress. Pupils of all abilities achieve well in reading, writing and mathematics.
- Pupils enjoy reading and many do so confidently and accurately. Children in the early years and Key Stage 1 make good progress in their learning of letters and the sounds they make (phonics) which helps them work out unfamiliar words. Pupils' reading records show that many, including the older pupils, read regularly to an adult in school and at home. This ensures they continue to improve their skills.
- The content of pupils' writing is often good. They generally write quite imaginatively and produce reasonably lengthy pieces that include good detail. A recent development in Key Stage 2 is for all writing to be in one book. This includes work in science, history or religious education and is used well by pupils to extend the opportunities for them to use their writing skills across the curriculum. Pupils' books, however, show that spelling, punctuation and grammar are variable and not always securely accurate.
- Pupils have a good overall understanding of numbers and of shape, space and measures. They are able to use a variety of different operations to make accurate calculations. Many are quite confident in using what they already know to solve mathematical problems.
- Disadvantaged pupils make good progress and reach standards that are close to those of their classmates and other pupils nationally. Sometimes they do better than their classmates in writing. As there are only a very small number of disadvantaged pupils, it is not appropriate to compare their attainment without potentially identifying individuals.
- Disabled pupils and those who have special educational needs make good overall progress. The help they are provided with is well matched to their particular needs and supports both their academic and social development. This enables them to grow in confidence and achieve well.
- The most able pupils make good overall progress and sometimes in Year 6 this is outstanding. For example, almost half the class have recently attempted the higher level tests in mathematics and a third the highest level. This is because the work provided for them in Years 5 and 6 provides a consistently strong level of challenge.
- Pupils speaking English as an additional language make good overall progress. The school's information on their performance indicates they often do particularly well in some aspects of mathematics where they outperform their classmates.
- Pupils develop healthy lifestyles through a range of physical education activities and after-school sports

clubs. The school prioritises the use of its own pool in the summer so that pupils can swim on a regular basis.

### The early years provision

is good

- Discussion with staff and scrutiny of recent records indicate that children enter the school with skills that are broadly typical for their age. Many are quite confident children who have a good vocabulary and interest in the world around them. Parents indicate their children settle happily. Records show that they make good progress in all areas, including their personal and social development. They are well prepared for the next stage of their education.
- The sample of children's work shows that teaching and learning are good. The checks of progress are regular and information is used well to provide a good level of challenge matched to the children's abilities. In discussions, staff encourage the children to ask questions of each other which helps to build their confidence in speaking to an audience. Free-flow activities for children in the Nursery are well organised. Good use is made of outdoor areas to support learning. Children learn more about letters and the sounds they make (phonics) in regular group activities. They enjoy stories and, for example, learn more about the letter 'z' and some of the words they know with this sound in.
- Leadership and management of the early years are good, although their assessments of the current provision are slightly generous. The leader provides good teaching in the Reception class and an effective overview during temporary staffing arrangements in the Nursery. Staff are experienced in working with children of this age and provide them with a good range of interesting activities, such as observing butterflies in the classroom.
- Observations of a range of activities show that the children's behaviour is good and they develop positive attitudes to learning. For example, in 'Show and Tell' activities in Reception, all the children were interested and involved, readily asking questions of the others to find out more information.
- In the Nursery, some of the children struggled to concentrate in practices for sports day when they had to wait for the others to have a turn in races.
- Children are kept safe and secure. Discussion with parents indicates that children feel safe. A good example of this is the care taken to ensure that pupils wear sunhats when practising racing and that they drink plenty of water afterwards.

## 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

<b>Unique reference number</b>	110462
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	456193

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Lewis
<b>Headteacher</b>	Sue Smithin
<b>Date of previous school inspection</b>	14–15 June 2012
<b>Telephone number</b>	01494 521420
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