

# Denham Village School

Cheapside Lane, Denham, Uxbridge, Buckinghamshire UB9 5AE

## Inspection dates

10–11 October 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The interim headteacher leads a strong and committed staff team. All who work at the school ensure that pupils succeed both academically and personally. The school is welcoming, inclusive and is at the heart of the local community.
- Teaching, learning and assessment are good. Teachers make activities fun and relevant, which capture pupils' interests and ensure good learning.
- From their different starting points, the vast majority of pupils make good progress in reading, writing and mathematics. They enjoy their learning and develop skills necessary for their next stage of education.
- Governors have a clear understanding of the school's strengths and weaknesses. They are committed to ensuring that pupils achieve high standards and are well cared for.
- The variety of subjects and activities taught provide a wide range of opportunities, which motivate the pupils to do their best.
- Children in the early years achieve because of good teaching and the happy and stimulating environment in which they learn.
- Equality is at the heart of the learning process for all pupils. Safeguarding is effective and pupils are safe and well cared for.
- Pupils behave well in school. Their personal development, behaviour and welfare are good, and they thrive in this caring school.
- Staff are proud to be part of the school community and work well together.
- Parents are overwhelmingly positive about the school's work. Parents are actively involved in their children's education.
- Pupils' spiritual, moral, social and cultural development is a strong feature. Pupils value and respect everyone, regardless of race, ethnicity or belief.
- Pupils' attainment in writing is not as strong as it is in reading and mathematics, particularly for the most able.
- Not all middle leaders have the monitoring and evaluation skills required to drive up the quality of teaching in their area of responsibility.

## **Full report**

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

- Ensure that the most able pupils are supported to develop their writing skills so that outcomes in writing are as strong as outcomes in reading and mathematics.
- Ensure that middle leaders develop the skills needed to raise the quality of teaching and learning in the areas for which they are responsible.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The interim headteacher provides excellent leadership for the school. Since her appointment she has fostered rapid improvements in teaching and learning. She is ambitious for the school and, along with an equally supportive and driven governing body, has secured the school's future.
- There have been several staff changes and the interim headteacher has developed a collaborative and positive team spirit, which permeates the school. This ensures that the school meets its aim of 'educating the whole child so that they grow to be independent learners with a thirst for knowledge'.
- The school's self-evaluation shows that leaders have accurately identified the areas requiring improvement. In the online staff questionnaire, 100% of staff agree that the school is well led and managed and that the school has a culture that is aspirational for all pupils.
- Parents express strong support for the school's leadership and all aspects of the school's work. All of the parents would recommend the school to other parents. One parent's views summed up the views of many others by saying: 'I feel extremely grateful that both of my children have the benefit of this wonderful school. It has a genuine family feel for all pupils, teachers and parents.'
- Leaders ensure that this is a school where every child is known as an individual. This commitment ensures that all pupils have an equal opportunity to achieve success. Additional funding is used effectively to support pupils who have special educational needs (SEN) and/or disabilities.
- There is a strong emphasis on encouraging pupils' spiritual, moral, social and cultural development. Pupils are encouraged to appreciate and value diversity and to respect others. For example, the school takes positive steps to widen pupils' understanding of different cultures and religions. This helps to prepare pupils well for life in modern Britain.
- The curriculum is broad and balanced. Leaders have ensured that it is closely related to pupils' interests and, as a result, pupils are engaged in their learning. It is well supported by a range of visits and other activities. For example, pupils spoke enthusiastically about the visit to Hampton Court and the Living Rainforest. The curriculum is enhanced by music and a range of extra-curricular activities, such as yoga, gardening and football. These opportunities contribute to the pupils' well-rounded education.
- There have been a number of changes in leadership roles. The middle leaders have considerable expertise in, and enthusiasm for, the areas for which they are responsible. They are not, as yet, wholly effective in identifying ways in which teaching can be improved to the very best levels.
- Leaders make effective use of pupil premium funding to provide additional support where needed. As a result, disadvantaged pupils achieve well.
- The school uses the primary sport funding effectively. Leaders have successfully raised pupils' awareness of a wide range of sporting activities, and enabled them to try these

out for themselves. The school has increased the number of clubs available, and pupil participation is high. This helps promote healthy lifestyles for all.

- The local authority has provided effective support and guidance to the school since the last inspection. This has been useful and constructive in supporting the improvements made.

### **Governance of the school**

- The governing body is led very effectively. It has managed a difficult situation well and fully believes in the school's vision of 'Success for all'.
- Throughout their discussions over the potential closure of the school, governors have shown strong and determined leadership. They have listened to the views of parents and carers and, as a result, they have secured the future of the school. Working closely with the local authority they have been successful in developing the school to become a primary school. They have secured significant funds to help build a new school hall that will help to transform the school's learning environment.
- The school has faced staffing challenges, with several headteachers in the past four years. Governors are ambitious for the success of the school and have undertaken a thorough recruitment process for the new headteacher. This has resulted in them ensuring greater stability for the pupils.
- Governors have a good understanding of how the pupil premium and the school sport premium funding are being spent and the positive impact of both funding streams on pupils. They are fully committed to equality of opportunity and hold leaders to account to ensure that they meet their statutory requirements.

### **Safeguarding**

- The arrangements for safeguarding are effective. All members of staff have up-to-date training and are checked for their suitability for working in school.
- Staff understand their statutory responsibilities to report concerns to the appropriate people. Any concerns about pupils' welfare are reported and dealt with promptly.
- Governors have undertaken a recent audit to confirm that all aspects of safeguarding are fit for purpose. Checks of the statutory requirements and procedures for the safe recruitment of staff by the school's leaders are rigorous.
- All staff, and the vast majority of parents who responded to the online survey, agree that pupils are kept safe and are well looked after. One parent said: 'As a parent, Denham Village makes me feel comfortable and happy that my child is well cared for and learning with her friends!'

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment is good throughout the school. Current pupils learn well across a range of subjects, including reading, writing and mathematics.
- Relationships between teachers and pupils are excellent and, as a result, pupils work hard, and are willing to take risks and want to do well. There is a strong learning ethos in the school. Pupils are confident to ask if they do not understand, as they know teachers will help them.
- Evidence from books and other inspection activities shows that the teaching of writing is effective. Pupils are taught different styles and to write for different purposes. Leaders have introduced high-quality texts and these have had a very beneficial impact on the quality of their writing for current pupils.
- Although the progress of the majority of pupils is good in writing, too few of the most able pupils reach the same standards that they reach in reading and mathematics. On occasions, teachers do not give pupils the chance to write for long enough or let pupils practise their skills in writing across a range of subjects.
- The teaching of phonics is good and gets pupils off to a good start in their reading. Pupils who read to the inspector said that they really enjoy reading. These pupils were able to confidently use their phonics to work out unfamiliar words.
- Teachers encourage pupils to explain their reasoning in mathematics. Pupils have regular opportunities to apply their skills in some challenging problems. Classrooms are well resourced, so that pupils are able to develop their mathematical understanding practically.
- Teaching assistants make a valuable contribution to pupils' learning. This is true both when they are supporting the class teacher and also when working with carefully targeted groups or individuals.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are clearly proud of their school and like to share their experiences with other people. The majority of parents who responded to Parent View, Ofsted's online survey, confirmed that they felt their children were happy and safe in school.
- The school is a harmonious environment, where pupils from a wide range of heritages and backgrounds get on together very well.
- Pupils have a good understanding of the different forms of bullying. They know that name-calling, inappropriate language or any form of discrimination are not acceptable. They told inspectors that on the few occasions bullying occurs, staff deal with it quickly. One pupil said, 'Our teachers really care for us; they help sort out any problems.'
- Pupils are very knowledgeable about how to stay safe, including knowing about road

safety and fire safety.

- Discussions with staff who support pupils with additional needs show that the school has effective links with external agencies and is very active in supporting families who need additional help.

## Behaviour

- The behaviour of pupils is good. Conduct in and around the school is good and the pupils follow the school's expectations of 'be kind, be gentle, be respectful'. When pupils come together, for instance in singing assembly, they are polite, courteous and show that the school is a happy, harmonious community.
- Pupils, parents, teachers and governors are of the view that behaviour is good. The school's behaviour logs show that behaviour is typically good over time.
- Respect and tolerance are at the heart of this school. Leaders set a strong example, as every child and staff member is valued. One parent said: 'The staff at Denham Village School are highly committed to nurturing the potential in every single child. Our children are thriving in this community, due to the dedication and commitment of the team.'
- Lessons are rarely disrupted by poor behaviour. Occasionally, when pupils are not given sufficient challenge, they are less attentive and do not listen as well as they could.
- The early-morning club provides a good, nurturing start to the day for those who attend.
- Attendance has improved over time and is currently above average. Pupils enjoy going to school, with pupils saying the school is 'epic', 'exciting' and 'awesome'. Leaders work closely with parents to improve attendance and the school is rigorous in its approach to pupils being taken out of school unnecessarily.

## Outcomes for pupils

**Good**

- Current assessment information indicates that the vast majority of pupils make good progress across a range of subjects, including English and mathematics.
- In 2017, the percentage of Reception children who reached a good level of development was in line with the national figure. These children made good progress from their different starting points so that they were well prepared for Year 1. In 2018, as the school did not admit any Reception children because of the threat of closure, there was no performance information for early years.
- Provisional information for 2018 shows that the proportion of pupils achieving the expected standard in the Year 1 phonics screening check was below the national average. However, there were high levels of mobility within this year group, which affected standards. Those pupils who started at the school in Reception achieved a higher score, as they benefited from good phonics teaching over time.
- By the end of Year 2, most pupils make good progress from their starting points. The provisional key stage 1 information for 2018 shows that, overall, standards in reading, writing and mathematics were in line with the national average. However, the most

able pupils in key stage 1 did not make the strong progress of which they were capable in writing.

- The few pupils who have SEN and/or disabilities, along with those supported by pupil premium funding, benefit from the good teaching and progress well. Teachers work closely with teaching assistants to make sure that they benefit from all the activities provided for them, which are specially adapted when appropriate. Teaching assistants also ensure that these pupils are fully involved in classroom activities, such as discussions.
- Parents are positive about the progress of their children and feel the school provides them with useful information about their children's progress.

### **Early years provision**

**Good**

- Leaders have a good understanding of how children learn and develop. They ensure that there are activities led by the teacher and those that children can choose themselves. This helps children develop into enquiring and confident learners. As a result, they make good progress from their different starting points.
- Teachers plan learning that interests the children and promotes their basic skills well. Children were observed asking good questions in the 'forest area' and the well-resourced outdoor area. They develop their writing and mathematics skills well. For example, a group of children were identifying the different properties of shapes and recording these, when doing a 'shape hunt'. Children are well prepared for the next stage of learning.
- Relationships between children and adults are positive. Children are polite to adults and work well together. Staff have created a caring environment where children feel secure and able to learn well. Parental contributions about their children's learning at home are valued, and help staff meet children's individual needs well.
- Children behave well. They work well together and enjoy taking turns equally. Staff have created a caring and positive environment where children feel secure and able to engage in their learning. One parent commented: 'There is a lovely, friendly atmosphere at the school, so it has made the adjustment of going to school very enjoyable.'
- Safeguarding arrangements for the early years provision are effective. Risks are managed well, and all staff are vigilant. Statutory welfare requirements are met.

## School details

Unique reference number	110219
Local authority	Buckinghamshire
Inspection number	10045948

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 8
Gender of pupils	Mixed
Number of pupils on the school roll	26
Appropriate authority	The governing body
Chair	Michael Jones
Interim Headteacher	Wendy Todd
Telephone number	01895 832 768
Website	<a href="http://www.denhamvillageinfant.co.uk">www.denhamvillageinfant.co.uk</a>
Email address	<a href="mailto:admin@denhamvillage.bucks.sch.uk">admin@denhamvillage.bucks.sch.uk</a>
Date of previous inspection	16–17 September 2014

## Information about this school

- This is a much smaller school than the average-sized primary school.
- The school has two classes, a full-time Reception class and a mixed class with Year 2 and Year 3 pupils.
- The school does not have a Year 1 class because in 2017 the school faced the possibility of closure and therefore did not admit children into the Reception class.
- The school has been through a consultation and is currently in the process of growing to become a half-form entry primary school. In September 2018 the school opened up its Year 3 provision.
- About half of the pupils are White British. Other pupils belong to a number of minority ethnic groups. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national



average.

- The proportion of pupils supported by funding through the pupil premium is below the national average.
- The number of pupils joining or leaving the school part-way through their primary education is higher than usual.
- Since the last inspection, the school has had four headteachers. The current interim headteacher took up her post at the beginning of September 2017. A substantive headteacher has been appointed and will take up her post in January 2019.
- The school runs an early-morning club.

## Information about this inspection

- The inspector observed learning in nine lessons. Four of these were joint observations with the headteacher.
- The inspector observed the school's work. A wide range of documentation was examined, including safeguarding documents, the school's procedures for gaining an accurate view of its own performance, and pupils' work in books.
- Discussions took place with a group of pupils, as well as informal conversations with other pupils during lessons and at playtimes. The inspector listened to pupils read and talked to them about books they enjoy.
- Meetings were held with school staff, three members of the governing body, parents and carers.
- The inspector took into consideration eight responses to the online staff questionnaire and 14 responses to Ofsted's 'Parent View' questionnaire.

## Inspection team

David Harris, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018