

Inspection of Great Missenden CofE Combined School

Church Street, Great Missenden, Buckinghamshire HP16 0AZ

Inspection dates: 27 and 28 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Great Missenden CofE Combined School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Pupils are proud to attend this school. They are polite and well mannered and are keen to share their positive experiences of school. Pupils say they feel safe because they know the adults in the school keep them safe.

Staff have high expectations for everyone. Pupils listen carefully in lessons and respond enthusiastically when asked to join in. They behave well. They are kind to each other and are respectful of adults. Pupils say that bullying is not tolerated here. A small minority of parents feel that bullying is not appropriately addressed by leaders. Leaders are aware of this and are developing approaches to help parents understand these perceptions.

The majority of parents speak highly of the school. They say that staff are dedicated and approachable. Parents praised the school for their response to the pandemic, saying the school did a 'wonderful job in response to providing remote education'.

Pupils relish the wide range of extracurricular clubs that they can participate in, which make an outstanding contribution to their personal development. Music provision at the school is especially strong and inspectors were privileged to listen to a rehearsal of the school's talented rock band.

What does the school do well and what does it need to do better?

Leaders are very ambitious for pupils. They have built a carefully sequenced and relevant curriculum. Staff make learning creative, and they make excellent use of engaging activities related to the local area. Curriculum planning takes account of learning in the early years curriculum in most subjects. Some subject leaders are still working on deepening the links between Reception into Year 1. In the early years, pupils are taught firm foundations in mathematical knowledge. The early reading curriculum is thoughtfully developed. Leaders have ensured those who teach phonics are well trained, so pupils successfully learn to read from the minute they join the school. Pupils engage with a wide variety of story books and love joining in the daily story time. Tasks at the start and end of topics enable teachers to know how well pupils are learning, and pupils make good use of the help they are given to understand and remember critical information.

Pupils with special educational needs and/or disabilities (SEND) are supported to achieve their very best. Staff receive relevant training to enable them to support pupils with SEND in their lessons. Pupils are kind to each other and considerate of those with additional needs. Parents speak highly of the provision, as one parent put it, 'The school really cares about their pupils, they are very thorough and supportive of pupils with SEND.'

Leaders have done all they can to build an exceptional programme of personal development at Great Missenden. It is designed to give pupils a wide range of

experiences to build character and enable them to become thoughtful citizens. There is a plethora of extra-curricular activities for pupils to engage in. The school provides rich learning experiences for pupils of all ages. For example, many pupils thrive in forest school. Others love going on the many trips and visits the school organises. The recent residential was a particular highlight for Year 4. Pupils are well prepared for life in modern Britain. There are many opportunities to take on roles of responsibility, for example as agents for change, eco-warriors and mindfulness ambassadors. Pupils relish these roles and firmly believe they make a positive contribution to the school.

The school, with the support of the Great Learners Trust, has focused on strengthening leadership at all levels. Senior leaders are doing all they can to embed new systems and processes to enable the school to flourish. Staff feel appreciated by senior leaders and speak highly of the support and challenge they receive. Governance is strong and experienced governors set high aspirations and clarity of vision for the school. Leaders work tirelessly to realise these high standards, and this has earned them the trust and respect of the whole staff. With guidance from the trust, governors are providing appropriate support and challenge to the school. Parents feel that their children are encouraged to flourish here. One parent told inspectors, 'Many members of staff go above and beyond to ignite interest in learning in the children.'

Safeguarding

The arrangements for safeguarding are effective.

The school has a securely embedded culture of safeguarding. Leaders, including governors, are meticulous in the way that they make sure children are safe and are kept safe. Regular training ensures staff know how to identify concerns if they arise and how to report any concerns they may have. Leaders are swift to follow up any concerns as they arise. The school has strong links with other agencies and offers appropriate support to children and their families.

Pupils all say they have a trusted adult to whom they would go if they felt worried. From an early age all pupils feel safe in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum thinking in some foundation subjects is not as well developed as in the core subjects. Teachers do not always build on what pupils know and can do in a carefully constructed sequence. This means pupils do not always learn how to do more or remember more as a result of the teaching they experience. Subject leaders should continue to refine their curriculum thinking in these subjects so that pupils are able to remember key knowledge and learn new skills more effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	140721
Local authority	Buckinghamshire
Inspection number	10199318
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	Board of trustees
Chair of trust	Alan Rosen
Headteacher	Johnny Magee
Website	www.greatmissendenschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Great Missenden CofE Combined School converted to become an academy school in March 2014. When its predecessor school, with the same name, was last inspected by Ofsted it was judged to be outstanding overall.
- This is a larger-than-average primary school.
- The school is part of the Great Learners Trust.
- The school currently uses one registered alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, computing and music. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers,

spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also heard pupils read.

- Inspectors also considered the curriculum, visited other lessons and looked at samples of pupils' work in geography and history.
- Inspectors held meetings with senior leaders of the school, members of staff, pupils and parents.
- The lead inspector also met with representatives of the trustees and governing body and spoke to a representative of the local authority.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documents and records. The inspectors also talked to a range of parents, staff and pupils about safeguarding.
- Inspectors spoke with staff, pupils and parents to gather their views. They considered 173 responses to Ofsted's online survey, Ofsted Parent View, including 97 free-text comments. Inspectors also took account of 43 responses to the staff survey and 37 responses to the pupil survey.

Inspection team

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