

Inspection of Hughenden Primary School

Spring Valley Drive, Hughenden Valley, High Wycombe, Buckinghamshire HP14 4LR

Inspection dates: 17 and 18 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a happy school. Pupils say they feel safe and well cared for. Several pupils described the school as 'homely'. Parents are now more confident about the school. They say, 'My child feels nurtured and well cared for.'

The school's large grounds are used well. Many pupils said how much they enjoy forest school. Activities such as pond dipping are very popular. Pupils explained how much they enjoy listening to stories while sitting on logs beneath the trees. Children in the early years make good use of the outdoor musical area. They enjoy using the drums and xylophone.

Pupils are proud to be recognised and rewarded for their positive behaviour. They are respectful towards one another. Strong and trusting relationships are made with staff. Pupils understand the school's values, and why these are important. Bullying is rare. Every pupil who answered the questionnaire expressed confidence that if it did happen, staff would be good at sorting it out.

Leaders have high expectations for pupils' academic and personal development. Pupils appreciate the many opportunities that the school provides. They like taking on additional roles. Those who are house captains or members of the school council take their responsibilities seriously.

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

Since the last inspection, the school has experienced a period of significant turbulence. An interim headteacher was appointed in October 2020. She has done a sterling job in re-establishing a much-needed sense of stability. Numerous improvements have been made. Parents are now much happier regarding the leadership and direction of the school.

The school has an ambitious and well-designed curriculum. In lessons, teachers encourage pupils to try their best. Teachers are skilled at helping pupils to develop their knowledge in a step-by-step way. For example, in subjects such as mathematics, pupils build on their previous learning so they can complete more complicated tasks. Assessment is well used to identify gaps in learning.

The school usually identifies and meets the needs of pupils with special educational needs and/or disabilities (SEND) well. Staff make sure that pupils feel confident enough to ask if there is something they do not understand. However, some staff have not had sufficient training in how to support pupils with SEND. This means that sometimes these pupils do not always make strong gains in their understanding of important content. This is particularly the case in Year 2 and Year 3.

Children in the early years flourish. Parents say that their child's introduction to school life is 'gentle and inclusive'. Staff provide an environment that encourages good speaking and listening skills. The result is that children can hold lengthy

conversations about a range of subjects. Children show a keen interest in keeping safe. During the inspection, some asked their teacher why cars and bikes on the road had brakes.

Leaders make it a priority to help pupils become fluent and confident readers. Adults are appropriately trained and skilled in the teaching of phonics and early reading. Children in the pre-school get off to a flying start in learning the sounds that letters represent. In Reception, children learn how to blend sounds together to read words. Most pupils in key stage 2 are keen readers. They talk confidently about the types of books they like to read and their favourite author. Pupils enjoy making use of the school's well-stocked library.

Leaders provide many opportunities to enhance pupils' personal development. Pupils are given a good cultural awareness. For example, they can join the school choir. They perform at various venues, including Wembley Arena. Pupils learn how to stay healthy and eat a well-balanced diet. The school gives pupils a good appreciation of equal opportunities and of how to be full members of society in modern Britain.

Many staff are new. This has meant that more-established staff have had a heavier workload than is desirable. New staff are eager to make a greater contribution. Leaders have already started to provide more subject leader training. This is so they can build expertise and support colleagues by reducing their workload.

Governors have played a key role in making sure that the school is now on a steady course. They have worked hard to ensure the continuity of leadership going forward. Governors have a clear strategic vision for the future of the school. They know the strengths and priorities for development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, are diligent in ensuring that pupils are safe. Staff are well trained. They are knowledgeable about the potential risks to pupils' safety and well-being, such as the warning signs that a child might need help. Staff pass on concerns about a child's safety quickly. There are good links with external agencies.

Pupils learn about the dangers that they may face when outside of school. They understand about road, rail and fire safety. Pupils learn how to keep themselves safe when online. They know whom to speak to if they have concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all staff have had sufficient training to help pupils with SEND achieve the best possible outcomes. This means that sometimes pupils with SEND do not do as well as they could. Leaders need to ensure that all teachers understand how to successfully adapt the curriculum to meet the individual needs of pupils with SEND. This is so they can develop pupils knowledge and skills, as well as their ability to apply what they know and can do with increasing fluency and independence.
- Many staff are new to the school. At present, curriculum leadership is not sufficiently shared by different individuals across the school. This means that, for some senior staff, workload is very high, and other staff are not developing a shared understanding of the school's curriculum. To ensure a more even distribution of workload, leaders need to continue the work they have already started and provide more subject leader training.

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	110328
Local authority	Buckinghamshire
Inspection number	10227150
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Co-chairs of governing body	David Sparkes and Julia Smith
Headteacher	Joanne Garlick (Interim Headteacher)
Website	www.hughenden.eschools.co.uk
Date of previous inspection	15 March 2017, under section 8 of the Education Act 2005

Information about this school

- An interim headteacher was appointed to run the school in October 2020.
- The school has been through a period of staffing instability. Many of the staff are new.
- A permanent headteacher has been appointed for September 2022.
- Since the previous inspection, the school now has an on-site pre-school called Hughenden Hoppers.
- The school does not currently use any alternative provision.

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 held meetings with senior leaders. They met with five members of the governing body, including the co-chairs. The inspectors spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors reviewed a wide range of documentation provided by the school. This included the school improvement plan, school evaluation, curriculum documentation and school policies.
- Safeguarding was considered through discussions with leaders, teachers and support staff. Inspectors looked at records related to safeguarding, including pre-employment checks for staff.
- Inspectors met with pupils from different year groups to talk about their learning and experiences at school.
- There were 71 responses to Ofsted's online questionnaire, Ofsted Parent View, and 48 free-text comments from parents. Inspectors also took account of 25 responses to Ofsted's online questionnaire for staff. There were 104 responses to Ofsted's online questionnaire for pupils.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

Lucy Hillyard

Ofsted Inspector

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022