

Inspection of Lee Common Church of England School

Lee Common, Oxford Street, Great Missenden, Buckinghamshire HP16 9JH

Inspection dates: 19 and 20 September 2023

Overall effectiveness	Good
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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?

Pupils delight in coming to this small village school, where they say their trusted teachers are kind and make lessons fun. As one parent put it, this is 'a gem of a school that sets children up for future success'. The school's vision is that pupils will 'flourish in body, mind and spirit'. High expectations begin in the nursery, where children sign themselves into school, hang up their coats and feel safe to start learning independently straight away. Throughout the school, pupils attain well. By the end of key stage one, they are resilient and confident learners, ready for the next stage of their education.

Pupils behave calmly around the school, showing respect for their teachers and focusing intently during lessons. Pupils learn how to look after their health and well-being, through recognising and listening to their own emotions. In assemblies and after lunchtime, they practise calm breathing and being still, to help settle their thoughts and focus on learning. The values of love, respect, community, perseverance, forgiveness, and truth are widely taught through the curriculum. Pupils know the values off by heart and live them out in their kindness towards each other as they learn and play together.

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

The school has worked tirelessly to develop an ambitious curriculum. It builds in a logical sequence from the early years foundation stage (EYFS) to the end of key stage 1. Most subject areas are well developed, so teachers know precisely what to teach and when. They break areas of learning down into smaller steps, so that pupils' knowledge builds securely over time. Staff carefully adapt how the curriculum is taught, which enables pupils with special educational needs or disabilities (SEND) to learn the same knowledge as their peers. Some parts of the curriculum are new and are being taught for the first time. In these areas, the knowledge pupils need to learn and remember is less precisely identified. As a result, pupils do not always make secure connections between the concepts they are taught.

Teachers have secure subject knowledge. For example, in mathematics, they teach pupils to understand number and number bonds in depth before moving on to addition and subtraction. In the Nursery and Reception classes, adults are experts in young children's early development. They adapt how the curriculum is taught, responding to children's interests and encouraging them to explore their own ideas. Leaders quickly identify any pupils who may have SEND and make sure they get the help they need. Children in the early years build strong language skills as teachers repeat sentences and introduce new vocabulary through play.

Assessment is used effectively. Teachers recap what pupils have previously learned and use questioning to find out what they understand. Teachers adapt lessons, so pupils' misconceptions are addressed, and no-one falls behind. Staff in the EYFS know children well and tailor activities to address their specific learning needs. For

example, those needing to develop fine motor skills for writing strengthen their fingers by using tweezers to count out small objects.

Reading is taught well. In the nursery, children sing songs, learn rhymes and practise listening to sounds in preparation for reading. As soon as they start Reception class, children begin phonics lessons, learning to write letters as they learn the sounds. Teachers match the books pupils read and practise to the sounds they know. In school, pupils are surrounded by high-quality texts and read regularly throughout the curriculum. Any at risk of falling behind are identified quickly and are helped through one-to-one support or additional small-group tuition. Teachers read books to pupils every day and pupils talk eagerly about the stories they learn. By the end of Year 2, pupils are fluent readers.

Pupils feel cared for and included in this school. They celebrate the many ways people can be different, learning to value their own unique traits. Pupils become responsible through being school councillors and dinner table monitors. They know how to stay safe on the internet, never sharing their passwords or personal information. Pupils are introduced to different faiths and cultures through visiting places of worship. They have opportunities to widen their life experiences through trips to the farm and learning outdoors in the forest school, overlooking the inspiring countryside views.

The school has a clearly defined, shared vision for its pupils. Leaders carry out their statutory duties effectively. They listen to staff and make sure their views are included in any changes to practice. They are knowledgeable about the school, and ensure training is focused on areas that benefit pupils most.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some parts of the curriculum, the components of knowledge that pupils need to learn are not identified precisely enough. In these areas, pupils do not recall and connect their previous learning well enough. The school should ensure that the intended learning is identified equally well across the whole of the curriculum, so that pupils learn consistently well across their broad range of subjects.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110428
Local authority	Buckinghamshire
Inspection number	10287847
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	39
Appropriate authority	The governing body
Chair of governing body	Pam Batty
Headteacher	Michelle Green
Website	www.leecommon.org
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in January 2023 and is also the headteacher of a neighbouring infant school.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors carried out this graded 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.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors carried out deep dives in reading, mathematics, history, and religious education. For each deep dive, they 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. The inspectors also spoke to leaders about the curriculum in some other subjects.
- During the inspection, the inspectors met with the headteacher and subject leaders.
- Views of pupils and staff were gathered through interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.
- The inspectors observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour, and leaders' expectations of pupils' behaviour.

Inspection team

Jo Brinkley, lead inspector

His Majesty's Inspector

Stephen Jackson

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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