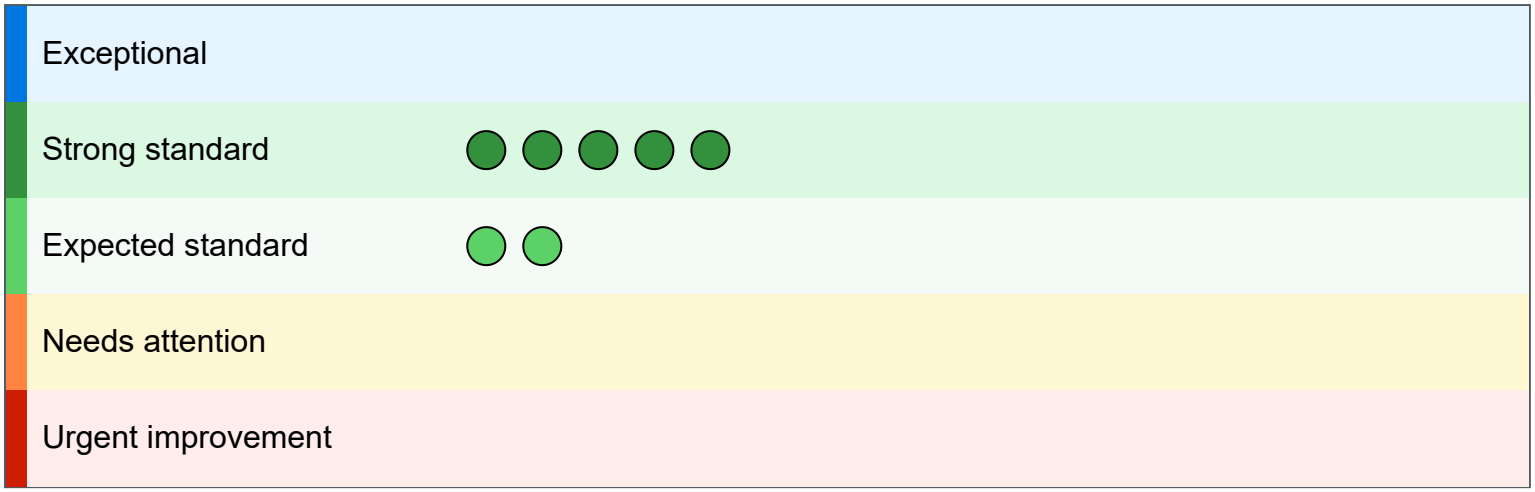
Hazlemere Church of England Combined School

Address: Amersham Road, Hazlemere, High Wycombe, Buckinghamshire, HP15 7PZ

Unique reference number (URN): 110462

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders provide clear and strategic oversight of attendance. Expectations are well understood by staff, parents and pupils. Routines for monitoring attendance are firmly established. Attendance for all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, is consistently above national averages over time. Leaders respond promptly and persistently to concerns, working closely with families and relevant external partners when pupils face barriers to regular attendance. Their approach is supportive and focused on early action. This helps pupils return to school quickly and sustain good attendance. Leaders' work ensures that pupils understand the importance of attending school every day and that families feel well supported when challenges arise. This consistent oversight contributes to pupils' positive engagement in school life.

Behaviour and attitudes to learning are calm, respectful and consistent. Routines are well embedded from the earliest years. Pupils move sensibly, follow instructions and remain focused during learning. Behaviour is inclusive and caring, with appropriate adjustments made for pupils with SEND. Any low-level negative behaviour is addressed quickly, and any rare incidents are reviewed and followed up on immediately. Pupils feel safe and well supported. As a result, the school has a positive culture in which pupils demonstrate pride in their community and respect for others.

Early years

Strong standard

Early years is well structured and purposeful. Staff greet children warmly each morning and use this time to build children's confidence and language. Leaders have an in-depth understanding of children's starting points and use ongoing assessment precisely to shape teaching. The curriculum is carefully designed so children build knowledge securely over time. Teaching is purposeful and responsive. Staff model vocabulary consistently and introduce new language at the right moment during play and routines. This encourages children to speak in full sentences. In Reception, phonics teaching follows a consistent approach. Daily sessions help children recognise sounds, read familiar words with confidence and use their phonics knowledge to read new words. Staff promote early writing through well-planned mark-making and fine motor activities.

Children make clear and sustained progress. They explain their mathematical thinking with growing confidence. Language develops with precision, with children moving from simple phrases to detailed explanations about journeys, space, dinosaurs and life cycles. This includes children who speak English as an additional language. Children access resources independently because routines are firmly embedded. Outdoor learning is carefully designed to develop children's physical coordination and control. For example, children use equipment such as balls and racquets with confidence.

Children's wellbeing is a priority. Calm routines, quiet spaces and sensitive support help them feel safe. As a result, children are very well prepared for the transition to Year 1.

Inclusion

Strong standard

Leaders have created an inclusive curriculum that underpins the school's daily practice and shapes the way staff support pupils. Staff receive high-quality training that builds their expertise in supporting pupils' individual needs. Staff use precise adaptations so pupils facing barriers to their learning, including those with special educational needs and/or disabilities (SEND), can take part in lessons and contribute with confidence. Leaders have established this approach over time, so it is embedded and used consistently.

Staff recognise pupils' individual needs quickly and accurately. This means support is precisely adjusted and adapted as pupils' needs change. Pupils with SEND benefit from well-designed adaptations that help them learn alongside their peers and make secure progress. Leaders use additional funding thoughtfully to provide targeted academic help and ensure disadvantaged pupils receive the support they need to succeed.

Leaders work closely with external professionals to support pupils who face wider barriers to learning or wellbeing. This coordinated work helps refine strategies, check progress and ensure provision matches each pupil's needs. Pupils know staff listen to them and respond to their concerns. This helps them feel safe and valued. This consistent approach ensures pupils are included in school life and feel part of a culture where they are valued as individuals.

Leadership and governance

Strong standard

Leaders have created an inclusive, nurturing and caring culture at the school. They have an accurate understanding of the school's strengths and priorities. New leadership has set a clear direction that has created the conditions for rapid improvement. Leaders' decisions are consistently guided by what will benefit pupils. For example, leaders have established a professional development culture where staff share their learning with colleagues and contribute to practice across local schools. This approach has raised expectations and improved consistency. Leaders are refining practice in a few wider curriculum subjects as this work embeds over time.

Leaders and governors are aspirational for every child, including disadvantaged pupils and those with special educational needs and/or disabilities. They focus on precisely removing barriers to learning and wellbeing so pupils can participate fully in school life. Professional development is evidence-informed, ensuring staff have embedded subject knowledge and the expertise needed to meet pupils' needs effectively.

Governors have a deep understanding of the school and meet their statutory duties securely. They monitor the impact of leaders' actions and use robust systems to support sustained improvement. Their financial oversight ensures best value for money and enables leaders to prioritise provision that benefits pupils. Governors are committed to ensuring that pupils experience high-quality education and pastoral care.

Leaders and governors also prioritise staff wellbeing. Workload is managed carefully, and communication is open. Staff feel highly valued. Leaders are outward facing, welcoming external collaboration and engaging confidently with professional expertise beyond the

school. Parents and carers are overwhelmingly positive about the school and the difference it makes for their children.

Personal development and wellbeing

Strong standard

Leaders have created a curriculum that is embedded throughout every aspect of school life. It enables pupils to flourish socially, academically and morally. It is tailored to the school's context and helps pupils understand how to contribute positively to their community and wider society. Pupils talk confidently about the school's values and explain how these guide their behaviour and decision-making. They take on leadership roles such as early years helpers and sports monitors. Pupils say these responsibilities help them develop independence and pride in their school.

Leaders ensure the curriculum meets the needs of all pupils, including those who are disadvantaged or those with special educational needs and/or disabilities. They track the impact of this work carefully. Pupils' confidence and engagement have grown through opportunities such as the school radio channel and sports clubs. Residential visits help pupils develop teamwork skills and reduce anxiety. Inter-school sports activities ensure every pupil takes part in competitive events that build resilience.

The curriculum supports pupils' spiritual, moral, social and cultural development. Pupils develop a secure understanding of fundamental British values. They explain fairness, respect and inclusion with maturity and give practical examples of how they apply these values beyond school, for example holding doors open for others or offering a seat to someone who needs it. Through the relationships and sex education and health education curriculum, pupils learn how to keep themselves safe online and offline. They talk confidently about managing risks, seeking help and showing respect in their interactions with others.

Pastoral support is embedded across the school. Pupils feel listened to, supported and proud of their school. For example, the school council has introduced a system where pupils can self-refer if they have concerns or worries. Staff run bespoke groups that provide precise strategies matched to pupils' needs. This work has reduced barriers to learning and improved pupils' readiness to engage in lessons. The curriculum prepares them well for life beyond school.

Expected standard

Achievement

Expected standard

Leaders ensure that pupils develop secure foundations in reading, writing and mathematics. Children in the early years make positive progress from their starting points because learning is carefully matched to their stage of development.

Across the school, pupils read books that align with their phonics knowledge. Teaching enables them to read accurately and learn new vocabulary. Work in books shows pupils,

including those with special educational needs and/or disabilities, applying language and phonics knowledge with increasing fluency.

In mathematics, pupils practise key facts and explain their reasoning with clarity. For example, pupils describe how their learning builds over time, giving examples such as using number facts to solve multi-step problems. Leaders' actions to further develop aspects of the wider curriculum are relatively recent. This work is carefully designed to support pupils to deepen their knowledge over time.

Published outcomes at the end of key stage 2 remain above national figures over time. As a result, pupils are well prepared for the next stage of their education.

Curriculum and teaching

Expected standard

Leaders have a secure understanding of the quality of the curriculum and teaching. They make informed decisions that strengthen provision and support ongoing improvement. They have established an ambitious, broad and balanced curriculum that builds pupils' knowledge, language and skills and prepares them well for their next steps. Leaders ensure that teachers have the subject knowledge and teaching expertise they need to deliver it effectively.

Reading is a clear priority. Phonics is taught well, helping pupils read accurately and fluently. The school's checks on learning and targeted support help pupils who need extra practice with reading to catch up quickly. Across the school, teaching promotes the development of pupils' vocabulary, enabling pupils to use subject-specific language confidently. In mathematics, pupils explain their thinking using accurate mathematical terms, such as reflex angles.

Teaching is inclusive. Staff adapt lessons for pupils with special educational needs and/or disabilities (SEND) so they can access the curriculum alongside their peers. Pupils with SEND routinely benefit from support that is well matched to their needs.

In a few wider curriculum subjects, leaders are now refining how teaching is delivered. This is to ensure greater consistency in how pupils are supported to build knowledge securely over time. While this work embeds, pupils remain well prepared for the next stage in their education.

What it's like to be a pupil at this school

As pupils enter the school, they are greeted warmly by staff. They independently put away their belongings and begin learning straight away. Pupils say that when they step into the classroom, they put everything behind them and focus on learning for the day. Children in the early years also settle quickly. They share news with staff and take part in purposeful activities that build confidence.

Pupils describe the school as calm and welcoming. They feel safe because staff listen and act quickly when concerns are raised. Pupils know they can speak to adults wearing orange

or blue lanyards and trust that worries will be taken seriously. They move sensibly around the school and behave respectfully in lessons and at social times. Pupils say bullying is rare and that staff respond promptly when issues arise. They enjoy coming to school and attend regularly.

Pupils enjoy their learning. They listen attentively to staff and to one another. They show maturity in discussions and talk with confidence about what they have learned, for example in practical lessons such as design and technology and science. Pupils understand how to keep themselves safe online and know not to share personal information. They feel well prepared for their next steps. As a result, published outcomes at the end of key stage 2 remain above national figures over time.

Pupils feel included in all aspects of school life. They are proud to show the school's values and speak with enthusiasm about the badges they earn. They take on leadership roles such as early years helpers, music monitors and sports monitors. Pupils say these responsibilities help them contribute to the school community and feel proud of their achievements. They describe the school as a place where staff support them and help them succeed.

Next steps

- Leaders should build on current work to strengthen the consistency of teaching in some wider curriculum subjects, ensuring pupils deepen their knowledge over time.

About this inspection

The chair of the board of governors in this school is Drew Wotherspoon.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local authority and the diocese. Inspectors spoke with several pupils, staff and parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The headteacher took up the post in September 2023.

The school is registered as having a Church of England religious character. The school's last section 48 Statutory Inspection of Anglican and Methodist Schools was in June 2025.

The school currently uses no alternative provision.

Headteacher: Brian Daniels

Lead inspector:
Karen Kent, His Majesty's Inspector

Team inspectors:
Clare Morgan, Ofsted Inspector
Hayley McClenaghan, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 16 June 2026

School and pupil context

Total pupils

205
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

248
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.51%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.39%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.00%
Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	61%	Above
2024/25 (final)	75%	62%	Above
2023/24 (final)	72%	61%	Above
2022/23 (final)	73%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	74%	Above
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	81%	74%	Above
2022/23 (final)	97%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	72%	Above
2024/25 (final)	81%	72%	Above
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	82%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	46%	Below
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	62%	Below
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	68%	-39 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	80%	-30 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	78%	-28 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	80%	-51 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.6%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.7%	13.0%	Below
2023/24 (3 term)	12.9%	14.6%	Close to average
2022/23 (3 term)	13.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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