

# INSPECTION REPORT

## **BUTLERS COURT COMBINED SCHOOL**

Beaconsfield

LEA area: Buckinghamshire

Unique reference number: 110291

Headteacher: Mr. J. H. Astbury

Reporting inspector: Mrs. K. W. Halifax  
25439

Dates of inspection: 4<sup>th</sup>-5<sup>th</sup> April 2000

Inspection number: 182399

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Wattleton Road  
Beaconsfield  
Buckinghamshire

Postcode: HP9 1RW

Telephone number: 01494 673538

Fax number: 01494 670921

Appropriate authority: Governing Body

Name of chair of governors: Mrs. Heather Dillon

Date of previous inspection: 9<sup>th</sup> January 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Katharine Halifax	Registered inspector
John Baker	Lay inspector
Leonora Short	Team inspector
David Pink	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
Pupils achieve very high standards. Teaching is very good. Teachers provide work which motivates and challenges the full ability range. Leadership and management is very good. Very good systems for monitoring the impact of teaching on learning contribute to the high standards. Pupils are very well behaved and have a very positive attitude to their work. The curriculum is very broad and balanced and is enriched by a very wide range of extra-curricular activities. Provision for pupils' spiritual, moral and social development is very good. New technology is used very effectively to support all areas of the curriculum and management.	
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
Parents' understanding of the pattern and frequency of homework. Targets in individual education plans for pupils with special educational needs.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Butlers Court Combined School is a community school maintained by Buckinghamshire County Council. Pupils come from the immediate area which consists mainly of privately owned housing. There are 371 pupils on roll. This is bigger than most primary schools. Almost all pupils have had some form of pre-school education. Five pupils are entitled to free school meals. This number is very low when compared to primary school nationally. There are 52 pupils on the school's own register of pupils with special educational needs, this is below average. There are no pupils with a statement of special educational need. Whilst the school population is predominantly white almost five percent of pupils have English as an additional language. This is higher than most schools. There is a wide range of attainment on entry, but overall, pupils' attainment is above average. Since the last inspection, the school has changed from a school for pupils up to the age of twelve to a school for pupils up to the age of eleven.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school which achieves very high standards. It has many very good features. The quality of teaching is very good and pupils are eager to learn. The headteacher provides very strong leadership. The school has made very good improvement since the last inspection. Unit costs per pupil are low for a school of this type. The school gives very good value for money.

#### **What the school does well**

- Pupils achieve very high standards.
- Teaching is very good. Teachers provide work which motivates and challenges all pupils, whatever their ability.
- Leadership and management is very good. Very good systems for monitoring the effectiveness of the school contribute to the high standards the pupils achieve.
- Pupils are very well behaved and have very positive attitudes to their work.
- The curriculum provides pupils with a very good range of learning opportunities. Its effectiveness is increased even further by a very wide range of extra-curricular activities.
- Provision for pupils' moral, social and cultural development is very good.
- New technology is used very effectively to support all areas of the curriculum and management.

#### **What could be improved**

- Parents' are unsure about the amount, frequency and expectation of homework.
- Learning targets in individual education plans for pupils with special educational needs.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good improvement since its last inspection in January 1995. The quality of teaching has shown significant improvement and this has had a positive impact on pupils' learning. Standards have improved with the result that the school's performance is in the top five percent of schools nationally. Standards in religious education and French have improved and are now commensurate with pupils' abilities. Suitable policies and schemes of work have been produced for all subjects, with planning clearly identifying the knowledge, skills and understanding pupils will acquire. Tasks are carefully planned to match the ability of all pupils. Work for more able pupils is now suitably challenging. School development planning is of a good quality and has clear priorities. Roles and responsibilities are now clearly defined and more evenly distributed. Staff and governors monitor the impact of teaching on learning and regularly evaluate the impact of spending on standards.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A*	A*	A*	A*
Mathematics	A*	A	A*	A*
Science	A	A	A	A

**Key**

Well above average    A  
 above average        B  
 Average                C  
 Below average        D  
 Well below average   E

Standards in English and mathematics are very high, with the school's performance being in the highest five percent of schools nationally. Performance in science is well above that expected of pupils of this age. Over two thirds of pupils, a far greater proportion than in the vast majority of schools, attain high levels in their national curriculum tests. The results over the past three years have shown good improvement. The school recognised that whilst still very high, standards in writing were not as good as in other aspects of English and has taken successful measures to address this. Pupils' achievements in all aspects of information technology are well above those expected of pupils of this age. Suitable targets have been set which reflect the abilities of the pupils. The school has set challenging targets for the number of pupils attaining highly in National Curriculum tests.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. They are confident and eager to learn. Many show intense concentration. Pupils are proud to discuss their work.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in classrooms and around the school. They are very polite and courteous. All show a mature respect for people and property.
Personal development and relationships	Relationships are very good. Pupils use their initiative and show respect for the feelings of others. Pupils with extra responsibilities undertake their tasks conscientiously.
Attendance	Very good. There is no unauthorised absence. Pupils are punctual and lessons begin on time. This makes a good start to the day.

## TEACHING AND LEARNING

Teaching of pupils:	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching was good or better in 86 percent of lessons, it was very good or better in 61 percent of lessons. Outstanding teaching was seen in 11 percent of lessons. No unsatisfactory teaching was seen during the course of the inspection. Teaching in Key Stage 1 is never less than good. The quality of teaching is very good in Year 6. All teachers are very confident in teaching the literacy and numeracy strategies. Teachers plan their work carefully and provide work which motivates and challenges the full ability range including pupils with learning difficulties and those who are gifted. Whilst the provision of homework is satisfactory overall and often reinforces and extends learning done in lessons, the setting of homework is not consistent across the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has maintained a very good range of learning opportunities. Whilst there is a good emphasis on numeracy and literacy, very good attention is also given to humanities, language, sport and the arts. The effectiveness of the curriculum is increased further by a very wide range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The school provides well for all levels of abilities. There is a clear commitment to including all pupils equally in lessons, no matter what their ability. This means they all have an equal chance to do well. Individual education plans are of a satisfactory quality. However, not all targets are sufficiently sharp to enable teachers to check pupils' progress accurately.
Provision for pupils with English as an additional language	Very good. Pupils with English as an additional language make very good progress. Teachers explain new vocabulary carefully and ensure instructions are clear.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good.
How well the school cares for its pupils	Staff are very caring and very supportive of the pupils. They know the pupils well and treat them all as individuals.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has developed an excellent commitment to learning and improvement throughout the school. This is effectively supported by all staff. The very good systems to monitor the impact of teaching on learning contribute to the high standards the school achieves.
How well the governors fulfil their responsibilities	Outstanding. Governors are very supportive and very effective in monitoring the work of the school and helping it to improve.
The school's evaluation of its performance	The school's analysis of its overall strengths and weaknesses is very accurate. The school development plan is well matched to the needs of the school and has suitable targets to help the school improve even further. Careful analysis of national test results has enabled the school to identify how standards can be improved even further. The school is very aware of the principles of best value. The headteacher and governors have consulted with parents and compares its performance closely to that of all schools, including those in the private sector.
The strategic use of resources	Very good. Staffing, accommodation and learning resources are used well. Very good use is made of staff expertise, for example, in information technology and music. The headteacher and governors investigate and use every possible source of finance.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The standards pupils achieve.</li> <li>• The rate at which pupils progress.</li> <li>• Behaviour is very good.</li> <li>• Parents are welcome in the school. Parent helpers feel valued.</li> <li>• Facilities for information technology.</li> <li>• Opportunities for their child to develop sporting, artistic and musical abilities.</li> <li>• The quality of education for all, regardless of the ability of pupils.</li> <li>• The vision of the headteacher and support of parents in providing enhanced facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework given to pupils.</li> <li>• Provision for quiet, brighter pupils.</li> <li>• Information about the progress their child is making.</li> <li>• The range of interesting activities.</li> <li>• The number of cars outside the school at the start and end of the day.</li> </ul>

The inspection team agrees with the many strengths identified by the parents. In response to the concerns raised, overall the school provides a suitable amount of homework for pupils of this age. However, the setting of homework is not consistent across the school and some parents are uncertain as to the frequency and requirements of homework. An analysis of homework diaries indicates that not all parents support their children's work at home. Reporting arrangements are good. Parents receive a written report and there are consultation evenings to discuss their children's work. Parents are welcome to meet informally with staff at the start and end of the school day. Curricular provision is good for pupils of all ages and abilities. The school provides a very wide range of extra-curricular activities. The issue of traffic congestion has been raised with the Local Education Authority. The school has a travel plan and is currently investigating the introduction of "walking buses".

The governing body is responsible for drawing up an action plan within forty days of receiving the inspection report showing how the school will tackle the improvements needed. The action plan will be circulated to all parents at the school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils achieve very high standards.**

- 1 Since the last inspection, pupils at both key stages continue to achieve high standards. Standards in English and mathematics are very high, with the school's performance being in the highest five percent of schools nationally. Performance in science is well above that expected of pupils of this age. Over two thirds of pupils, a far greater proportion than would be expected, attain high levels in their National Curriculum tests. The results over the past three years have shown good improvement.
- 2 Pupils' speaking and listening skills are of a very high standard. In all age groups pupils listen intently to their teacher and other pupils. They follow increasingly complex instructions and use their listening skills particularly well in other subjects, as in music when repeating and responding to a rhythm. Pupils across the school quickly develop a wide vocabulary and are confident when discussing their work with visitors. By the age of eleven pupils are confident speakers and many have acquired very good presentation skills. For example, when addressing a group to discuss the work they have undertaken they make eye contact, project their voice and use emphasis and intonation well.
- 3 By the age of eleven, pupils are fluent, confident readers. They read a very good range of fiction and non-fiction books and debate the merits of various authors such as Dick King Smith and J.K. Rowling. Most pupils use the library and information technology well for research purposes and many read newspapers for information. When discussing characters and plot, pupils use inference and deduction and select phrases from the text to support their view. Pupils in Year 6 use their reading skills effectively when reading in French. For example, they work out unknown words from the context of the text.
- 4 Standards in writing are improving as the result of initiatives such as "Author for the Day". Pupils write for a range of purposes for instance, letters, instructions and reports. All use their skills well when recording work in other subjects. Although most pupils write with a neat joined handwriting, presentation in books is not always of the pupils' best work. By the age of eleven pupils write increasingly complex sentences, spelling complicated words correctly. As pupils progress through the school they become more imaginative in their writing and use description well. For example, younger pupils describe their "alien" as having "eyes like spaceships" and "legs like a crane". Pupils in Year 6 writing entries in their Victorian diaries vividly reflect conditions in the workhouse with phrases such as "the same hustle and bustle of the workers scurrying around their machines with the danger of death lingering over them"
- 5 Mathematics is taught consistently well throughout the school. As a result pupils develop a good understanding across all aspects of the subject. The introduction of the Numeracy Strategy has helped teachers improve pupils' skills in mental arithmetic. For example, pupils in Year 6 quickly and accurately work out 75 percent of 120. Pupils work with speed and self-assurance with a good number calculating successfully to three places of decimal. Across the school, pupils use a wide mathematical vocabulary. Younger pupils compiling data use words such as "sort", "tally" and "equal numbers" and explain what they are doing in great detail. Pupils' use their mathematical skills well in other subjects as when measuring accurately in design and technology and when working out time spans in history.
- 6 In science, pupils make particularly good gains in the development of their scientific knowledge. This is supported well by consistently good teaching. The emphasis on investigative science has brought about further improvement in standards. All pupils enjoy their science lessons and are eager to pursue their studies when lessons have ended. By the age of eleven, pupils have a very good knowledge of living and non-living things, of materials and their properties and of physical processes such as forces and light. Pupils of all abilities predict the outcome of their scientific investigations, understand the need for a test to be fair and record their work appropriately.

- 7 Pupils' achievements in all aspects of information technology are well above those expected of pupils of this age. Standards in religious education and French have improved since the last inspection as a result of helpful schemes of work and staff training. Standards in these subjects are now commensurate with pupils' abilities.

**Teaching is very good. Teachers provide work which motivates and challenges the full ability range including pupils with learning difficulties and those who are gifted.**

- 8 Throughout the school, teachers are enthusiastic, teamwork is strong and all staff work well together ensuring lessons are carefully planned. Joint planning by teachers of pupils of the same age but in different classes ensures all pupils receive the same learning experiences. Pupils are grouped carefully according to their ability. Precise learning objectives are set for each group with tasks and worksheets matched to their ability to enable them to make good progress. Teachers ensure that pupils are aware of what they will learn in the lesson and that there is a good structure with a clear beginning, middle and end. Staff are enthusiastic and dedicated and transmit their enthusiasm to their classes. Pupils have a thirst for knowledge and are eager to please. They were particularly motivated in a Year 2 science lesson when the teacher told them they were "scientists doing research". They responded in a mature way and undertake their work diligently. Teachers have very high expectations of the content and volume of work from pupils of all abilities. Lessons are conducted with a sense of urgency that encourages pupils to give of their best. Teachers continuously challenge pupils of all abilities to improve their performance, for example in mental mathematics by completing their multiplication exercises more quickly each time. Lessons contain a very good range of activities that motivate and maintain pupils' interest. For example, in a science lesson, pupils discussed magnetism, undertook investigations, recorded their work and discussed their findings with others in their group. Those who finished early made an electro-magnet before sharing their findings with the rest of the class.
- 9 Teachers endeavour to make learning relevant to pupils' experiences as when Year 6 pupils were discussing ratio and proportion in mathematics. To make the lesson more meaningful to pupils the teacher suggested pupils thought about making drinks or baby food when they need to consider the ratio of squash or baby formula to water. Staff constantly question pupils "why have you done that" or "explain how you worked that out" to ensure full understanding. Pupils' responses show they have understood what is expected of them. For example, a pupil in Year 2 explains how she had added 22 to 44 by starting with 44 then adding 20 then 2. Probing questions are used skilfully to enable pupils to give personal views and extend thinking as when discussing the evacuation of children in wartime Britain. Teachers continuously assess work alongside pupils and indicate how they might improve their work. Pupils of all abilities are set targets to help them improve their written work. For example, younger pupils are praised for the work they have completed then set a target of ensuring they remember to use full stops and capital letters; whilst older pupils are expected to consider the use of direct and indirect speech to make their writing more interesting.
- 10 Pupils who have special educational needs are considered to be important members of the school. Many receive extra support and this is very effective. In all lessons, teachers provide work which is carefully matched to the ability of the pupil and which enables them to learn at a good rate. Planning and teaching takes account of targets identified in individual education plans. For example, if a pupil's target is to identify initial letter sounds, the teacher reinforces the target in all subjects as when asking the pupil to identify the initial letter sound of the word "division" in mathematics. Pupils who have been identified as having behavioural difficulties make good progress against behavioural targets identified in their plan as a result of positive behaviour management. Very good use is made of support staff in "shared time" in literacy and numeracy to record attainment and the frequency of pupils' response.

- 11 Higher attaining and gifted pupils are equally challenged. This is very good improvement since the last inspection. Teachers know the National Curriculum levels well and set work which will enable pupils to achieve the higher levels. Written activities are demanding and pupils are expected to show good improvement in each new piece of work. Teachers provide extension work for pupils who complete their set tasks. For example, in a lesson interpreting data using Venn diagrams, pupils who quickly sorted numbers 1 to 100 as being multiples or non-multiples of 2 and 5 were expected to sort the numbers as multiples and non-multiples of 6 and 4. Pupils consolidate and extend their skills by helping each other with their reading and in information technology when composing music.
- 12 Whilst a minority of parents expressed concern regarding the provision for quiet, brighter pupils, most responding to the questionnaire and attending the pre-inspection meeting indicate that the school enables pupils of all abilities, including those with special educational needs, to flourish.

**Leadership and management is very good. Very good systems for monitoring the effectiveness of the school contribute to the high standards the pupils achieve.**

- 13 The headteacher provides very strong leadership and very clear direction for the work of the school. As a provider of training and mentor for new headteachers he is fully conversant with national initiatives and with the qualities of effective schools. The headteacher works closely with the staff and governing body to ensure the school's principle of "achievement of the highest possible standard whilst developing the child as an individual" is maintained. The headteacher is very well supported by his senior management team, who work particularly hard analysing the school's test results and setting challenging targets. Senior management monitoring of classroom practice has done much to raise the quality of teaching and learning within the school. Teachers appreciate the feedback and strive to meet the targets set for them. The deputy head teacher has been effective in successfully developing the curriculum through working alongside individual co-ordinators in order to raise standards in all subjects.
- 14 The work of the governing body is outstanding. Led by an extremely industrious chairperson most have forged strong links with particular classes. Governors join in lessons, take part in school visits then use their experience to analyse how the provision might be improved. Alongside the senior management team they ensure that funds are directly linked to raising achievement and that the principles of best value are followed, for example, in the annual questionnaire sent to parents to ascertain their views on the school's performance. Results of national tests are carefully analysed and compared with results of other schools in the authority. Particularly challenging targets have been set for the number of pupils expected to attain the higher levels 3 and 5. Governors question and challenge the results of the school. For example, whether or not there is a significant difference in the number of boys and girls achieving grammar school places. In order to improve the school further suitable performance targets have been set for the headteacher and his deputy. To extend the high quality of education, and motivated by the vision and enthusiasm of the headteacher, parents, staff and governors have raised substantial amounts of money to improve the library area and to provide specialist music and information technology rooms. This has had a significant impact on the quality of education.
- 15 Subject co-ordinators are hardworking. The English co-ordinator has checked colleagues' skills and used the information to identify areas for professional development. A careful analysis of national test results identified that pupils' achievements in writing, whilst very high, are not as high as in other aspects of English. The co-ordinator initiated the visit of an author into school, and with the help of parents and volunteers is providing story sacks to stimulate pupils and to improve their imaginative writing. This is already having an impact on standards in writing. The science co-ordinator, recognising that standards in science are slightly lower than in other subjects, has placed suitable emphasis on investigative science in order to raise achievement. There has been a rapid rise in standards in information technology as the result of the co-ordinator basing staff development on an analysis of staff needs. The strong commitment and collaborative work by all levels of management and staff is contributing to the high standards.

## **Pupils are very well behaved and have a very positive attitude to their work**

- 16 Behaviour in and around the school is very good. There have been no exclusions in the time that the headteacher has been in post. Pupils have a mature respect for each other and for adults. The very good relationships in the school and the open manner in which staff talk to pupils encourages them to develop self-discipline. Pupils who are less confident and those with special educational needs respond well to the good support by staff and other pupils of a similar age making them feel part of group. For example, less able pupils investigating materials in science work very well in a "social mix" group considering materials suitable for the handle of a kitchen utensil because of the good way the teacher and other pupils involve them in the discussion. Pupils move around the school sensibly and with a purpose. Behaviour at lunchtime and break times is very good. Pupils respond particularly well to opportunities to use the library, computer room and classrooms during their free time.
- 17 All pupils have a very positive attitudes to their work. Parents responding to the questionnaire and attending the pre-inspection meeting report that their children enjoy coming to school. Pupils themselves confirm they are eager to come to school and are quickly involved in all aspects of school life. Pupils give of their best not only in lesson times but also in out of school activities. They volunteer to take part in sporting and musical activities and have developed a healthy competitive spirit. In lessons, pupils demonstrate good levels of interest and concentrate for surprising lengths of time in order to complete their tasks. They persevere even when tasks are difficult. If they do not succeed first time, for example when trying to solve a mathematical problem, they are happy to try again. In a wide range of activities they demonstrate confidence and independence and benefit from being valued members of the school. Pupils listen carefully to their teachers and are eager to express their opinion, for example when discussing flow charts and cyclical diagrams. They wait patiently for their turn to speak and respect the opinion of others. Pupils are motivated by the activities their teachers prepare and produce a good volume of work. They strive hard to please, willingly celebrating the achievement of others and are delighted to show visitors their name in the "Well Done Book". Pupils' attitudes to work and their very good behaviour have a significant impact on standards.

## **The curriculum provides pupils with a very good range of learning opportunities. Its effectiveness is increased even further by a very wide range of extra-curricular activities.**

- 18 Whilst maintaining a very good emphasis on numeracy and literacy, careful timetable arrangements and the commitment of staff have ensured pupils of all abilities have equal chance to benefit from the very wide range of learning opportunities which the school provides. Pupils receive their entitlement to all National Curriculum subjects and religious education as well as French. Staff ensure that all pupils have opportunities to excel by providing a rich and varied educational programme including residential visits and a wide variety of clubs.
- 19 The school is proud of the wide range of creative activities offered to its pupils. A good amount of time is devoted to art, music, and dance. Teaching staff ensure pupils have good opportunities to perform in public by taking part in activities such as the Musical Extravaganza staged at the Wycombe Swan Theatre or to sing in "Captain Noah" alongside pupils from other Buckinghamshire Schools at the Royal Albert Hall. Pupils are proud to take part and perform to a high standard. All pupils have opportunity to learn to play a musical instrument and demonstrate their skills well in assembly. High quality art displays around the school demonstrates the high profile of art in the curriculum. Art is used effectively to support work in other subjects. For example, a three-dimensional model of Smaug reinforces the work of Year 4 pupils studying "The Hobbit" and younger pupils use their artistic talents well to produce their impression of "washing" through the ages. Pupils of all ages make good progress in pottery through their work with a professional potter. Younger pupils design and make clay fish to support their literacy study of "The Rainbow Fish" and pupils in Year 5 produce wall plaques of Tudor Houses demonstrating a knowledge of a good range of techniques and a good understanding of life in Tudor times. High quality art displays make a significant contribution to the attractive environment of the school. Pupils of all ages were provided with a very good opportunity to work together and demonstrate their collage skills in the production of a magnificent Millennium Quilt.

- 20 Pupils have good access to a very wide range of sporting activities including short tennis, cricket, athletics, football and netball. Teams regularly win tournaments and finish high up in league tables and the numerous trophies displayed in the entrance hall bear testimony to the dedication of staff and pupils. The strong programme of sporting activities contributes well to pupils' physical fitness and to their personal development.

**Provision for pupils' spiritual, moral, social and cultural development is very good.**

- 21 Pupils' moral behaviour is effectively built on positive principles within an atmosphere of mutual respect. Staff provide very good examples of how to behave responsibly. Parents express their appreciation of the aims and values that the school promotes, and of the calm sensitive manner in which pupils are taught. Pupils of all ages develop rules for their classroom which reflect the values of fairness, respect, truth and justice. The work and efforts of all pupils are valued and celebrated. For example, classes celebrate "excellent work of the week" and acknowledge the efforts of "the pupil who has made most improvement " and "the friendliest pupil of the week".
- 22 Pupils of all ages respond well to excellent opportunities for personal development. There is a clear sense of belonging and pride. Relationships are very good. Pupils work well together and staff effectively build pupils' confidence and self-esteem. Residential experiences and field trips such as Shortenills, Marlow and France strengthen relationships and enable pupils to develop their social skills. Pupils of all ages are encouraged to take responsibility, for example, in helping others and using their library pass sensibly. Pupils who have been chosen to be prefects respond very well and undertake their responsibilities conscientiously. A very good awareness of citizenship is encouraged through the planned trip to Bruges and through the excellent opportunity to take part in the International Citizenship debate with schools in Sweden. Pupils are successfully encouraged to appreciate how privileged they are in their school and to consider those who are not as fortunate. Each year pupils raise large sums of money for numerous charities such as Help the Aged, N.S.P.C.C., Comic Relief, Epilepsy and the Wycombe Special Care Baby Unit.
- 23 There is a strong Christian ethos within the school which influences all aspects of school life. Pupils have a good knowledge of other major world faiths and are encouraged to respect the beliefs of others.
- 24 Provision for pupils' cultural development is excellent. Through work in history, geography and English, pupils gain a good understanding of their cultural heritage. There are numerous excellent examples of pupils appraising and working in the style of great artists. Younger pupils produce attractive pastel flowers in the style of Georgia O'Keefe, focusing on colour and detail. Following a visit to the National Gallery to study the work of William Hogarth, Year 6 pupils composed quality personal portraits in the style of "The Graham Boy". They used their observational skills well to note the position of joints such as knees and elbows and completed their work by producing Victorian-style pottery photograph frames. An appreciation of art from other cultures is fostered through opportunities to produce Celtic style art and batik. Pupils develop an appreciation of a good range of music benefiting from a scheme of work and through many opportunities to play instruments and perform. The use of music for collective worship successfully creates a suitable atmosphere for reflection. An appreciation of the traditions and beliefs of other faiths is successfully engendered by celebrating festivals such as Diwali and Hanukah. The school celebrates the multi-cultural origins of its pupils and great respect is shown by all, for example, when a pupil is fasting for Ramadan. Pupils from other countries and those who have lived abroad eagerly share their talents with their peers, for example a Japanese pupil gave lessons in origami and an Indian girl demonstrated how to wear her sari.

## **New technology is used effectively to support all areas of the curriculum and management.**

- 25 Since the development of the information technology suite, pupils have made rapid progress in their information technology skills and in using information technology to support their work in other subjects. Pupils of all ages use technology successfully to help them draft and refine their work. They produce work of a high quality using a range of different styles and fonts to demonstrate the mood of their writing. For example in history, poems about the Victorian workhouse are written using bold, stark script, whilst poems written about flowers use flowing lettering. Pupils of all abilities use a range of packages well to illustrate their work.
- 26 Pupils of all ages and abilities use CD ROM to research topics such as the Anglo Saxons. Year 4 pupils use simple multi-media presentation and successfully combine images to create a single title web page. Year 1 and 2 pupils studying graphs in mathematics express their preference for party foods, collect data and produce and print a block graph showing their findings. The older more able pupils within the group extend their skills and produce a pie chart showing similar information. To support work in the arts, younger pupils use computer generated art to produce bookmarks and to illustrate their work. Pupils use a commercial package successfully to compose music. They explore, choose and combine musical ideas, changing instruments, note length and speed and produce a pleasing piece of work. More able pupils explain how they would add an accompaniment.
- 27 Pupils improve their technological communication skills successfully by corresponding with “e-pals” in a school in Devon, using the Internet and sending electronic messages each time they use the room. Older pupils are developing their speaking and listening skills very effectively through a video link with a Swedish School. They give information about the participants succinctly and are quickly developing the skill of putting forward a persuasive argument. All are successfully extending their vocabulary and use language such as “imperative” when discussing health changes. When preparing for the debate they work independently on the computers and organise themselves well.
- 28 Staff confidence has improved greatly as a result of very good professional development provided by the co-ordinator using a special government grant. Teaching staff make good use of new technology to supplement their resources, for example, logging onto a site which produces “Big Books” then showing the text by means of an overhead projector. Communication between staff spread around the school’s extensive site has been made easier through the use of email, and parents are encouraged to use technology when communicating with the school. The school successfully maintains contact with parents and professionals through its own web site. Very good use is made of technology to analyse national and standardised test results in order to set challenging targets and thus further improve standards.

## **WHAT COULD BE IMPROVED?**

### **Parents’ are unsure about the amount, frequency and expectation of homework**

- 29 In most classes homework reinforces and extends work done in lessons. There is a clear statement in the school brochure and in the home learning policy as to the times and purpose of homework. However, there is an inconsistency in the frequency and setting of homework in some classes. Homework diaries are completed meticulously by most older pupils and there is a clear indication of what work pupils are expected to complete. In some classes there is a strong emphasis on reading, and homework for some pupils does not reinforce and extend work done in lessons. Some parents attending the meeting and responding to the questionnaire indicated they are uncertain as to the amount, frequency and expectation of homework. Although many pupils receive good support from their parents and complete their tasks, not all receive support and not all parents ensure homework is completed and returned.

## **Learning targets in individual education plans**

- 30 The school has a clear commitment to including all pupils equally in lessons, no matter what their ability. This means they all have an equal chance to do well. Very good arrangements are made to provide extra support in class lessons and when pupils are withdrawn to receive extra support individually or in small groups. The special educational needs co-ordinator has worked hard to improve provision and to support her colleagues. She has provided good in-service training with the result that teachers are confident when working with pupils with special educational needs, and all provide suitable work that is carefully matched to the ability of the pupils. Overall, individual education plans are of sound quality and clearly identify the pupils' needs and the provision that will be made. However, learning targets in individual education plans are variable in quality. Where targets are good pupils' progress can be easily measured, for example, "to recognise twenty high frequency words by the end of term" but not all targets are sufficiently focused or easily measurable. It is difficult to assess progress against targets such as "to improve phonological awareness" or "to improve concentration". This reduces the effectiveness of the plan.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- ◆ Improve homework opportunities for pupils of all abilities by
  - ensuring the setting of homework is consistent across the school
  - ensuring parents understand the amount, frequency and expectation of homework.
- ◆ Ensure targets in pupils' individual education plans are sharp and easily measurable.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	50	25	14	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	371
Number of full-time pupils eligible for free school meals	5
<b>Special educational needs</b>	YR-Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	35
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	15
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	96.8
National comparative data	94.1

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	30	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	31	31
	Girls	30	30	29
	Total	61	61	60
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (98)	98 (98)
	National	83 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	31	31
	Girls	30	30	29
	Total	61	61	61
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (98)	100 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	19	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	17
	Girls	19	19	19
	Total	34	33	36
Percentage of pupils at NC level 4 or above	School	94 (88)	92 (88)	100 (91)
	National	70 (65)	69 (59)	75 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	17
	Girls	19	19	19
	Total	35	35	36
Percentage of pupils at NC level 4 or above	School	97 (94)	97 (92)	100 (94)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	2
Chinese	3
White	359
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	24.73
Average class size	28.53

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	105

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/1999
----------------	-----------

	£
Total income	475,407
Total expenditure	488,985
Expenditure per pupil	1,402
Balance brought forward from previous year	30,982
Balance carried forward to next year	17,404

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	371
Number of questionnaires returned	190

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	6	0	1
My child is making good progress in school.	49	43	6	1	0
Behaviour in the school is good.	38	61	1	1	0
My child gets the right amount of work to do at home.	26	52	17	3	2
The teaching is good.	54	42	2	1	1
I am kept well informed about how my child is getting on.	38	46	14	1	0
I would feel comfortable about approaching the school with questions or a problem.	49	41	8	1	1
The school expects my child to work hard and achieve his or her best.	53	42	4	1	1
The school works closely with parents.	32	51	15	2	1
The school is well led and managed.	49	42	4	1	4
The school is helping my child become mature and responsible.	38	52	5	1	4
The school provides an interesting range of activities outside lessons.	23	51	16	1	9

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%