

INSPECTION REPORT

MANOR FARM JUNIOR SCHOOL

Hazlemere, High Wycombe

LEA area: Buckinghamshire

Unique reference number: 110340

Headteacher: Mr Nick Waldron

Lead inspector: Dennis Maxwell

Dates of inspection: 2–4 February 2004

Inspection number: 256831

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7–11
Gender of pupils:	Mixed
Number on roll:	258
School address:	Rose Avenue Hazlemere High Wycombe Buckinghamshire
Postcode:	HP15 7PH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Jones
Date of previous inspection:	18 May 1998

CHARACTERISTICS OF THE SCHOOL

Manor Farm Junior is a community school that is about the same size as other primary schools. There are 258 pupils in Years 3–6. The school's intake is mostly from White British background, but there are small numbers of pupils from ethnic minority backgrounds which are valued for bringing diversity to the children's experience. No child is at an early stage of English acquisition. The attainment of children on entry is above average. The level of mobility is low. The socio-economic circumstances of the families in the community with children at the school are similar to those found nationally. The proportion of pupils known to be entitled to free school meals is below average. The school has identified around 17 per cent of pupils as having special educational needs, which is broadly average, and six pupils have a Statement of Special Educational Needs, which is above the national average. The school gained an Investors in People Award in 2001, a very successful review of Investors in People in 2003, and a Charter Mark Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8798	Dennis Maxwell	Lead inspector	Mathematics Information and communication technology Citizenship Physical education
19436	Michael O'Malley	Lay inspector	
25466	Gary Perkins	Team inspector	English Geography History Special educational needs Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a successful school, with many very good features providing a good quality of education. The school's aims are central to its life and work: to provide the highest standard of all round education for each and every child. Standards by Year 6 are above average and well above in science. Pupils learn and achieve better than usual because teachers challenge them to think. The quality of teaching is good, with a good balance between attention to basic skills across subjects and opening children's minds to art or moral questions. On a few occasions useful opportunities for pupils to take responsibility for their learning are missed. Pupils' very good behaviour and interest in their work are reflected in the very good level of attendance and punctuality. The headteacher has particularly strong evaluative and analytical skills to promote excellence through the school. The deputy provides a strong lead and very good management of special needs. Standards and provision show good improvement since the last inspection and the school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards are above average by Year 6 and pupils' good achievement is promoted by their very good attitudes and behaviour.
- There is much good teaching, which has a strong impact on learning.
- Opportunities for curriculum enrichment are very good, although some opportunities to apply skills across subjects and for pupils to take more responsibility for their learning are missed.
- The school promotes very good relationships amongst the pupils, who collaborate very well during activities.
- Procedures for whole-school assessment in English, mathematics and science across the school are very good, although information is not always available or used in the best way to help lesson planning.
- Relationships with parents and the partnership with the community are excellent.
- Leadership and management of the school are very good.

From a strong position at the time of the last inspection, the school has made good improvements in the quality of provision and in raised standards, which have been maintained or improved in all subjects, notably in mathematics, science and design and technology. There is a very good ethos of care, inclusion and purpose throughout the school where all forms of achievement are valued. The headteacher, deputy and governing body give strong and effective leadership in the drive for continual improvements. This has resulted in many areas of high quality in the work of the school, which are recognised through the Charter Mark and Investors in People awards, such as a significant improvement in the partnership with parents and in staff and governor development. The school has tackled the weaknesses identified at the time of the last inspection vigorously and now has robust whole-school assessment procedures in English, mathematics and science.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	B	B	C
Mathematics	C	B	C	D
Science	C	B	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The school's internal assessments and standardised tests marked externally show that, overall, pupils' attainment is above average as they enter Year 3 but not as high as the results of national tests at Year 2 suggest. Pupils in Year 6 in 2003 attained standards in the national tests that were

above average in English and science and the pupils achieved as expected but their performance was average in mathematics, prompting the school to take decisive action. A significant feature is that the trend in the proportion of pupils exceeding the expectation by the end of Year 6 has been above the national trend over the past five years, indicating the strong impact of sustained good teaching. Overall, there is a firm upward trend in performance and results have improved faster than the national rate since the last inspection. Standards in the work seen are above average overall. They are well above the national average or expectation in science, art and design, design and technology and religious education. Standards are above the average or expectation in English, mathematics, history, information and communication technology (ICT) and physical education. **Pupils achieve well** because good teaching and interesting tasks challenge them, particularly in Year 6. Pupils demonstrate many very good personal qualities, such as working collaboratively, which promote their good achievement. **Their spiritual, moral, social and cultural development is very good.** Pupils respond very well to the high expectations and many worthwhile activities, demonstrating very good attitudes and behaviour. This has a significant impact on their achievement and standards.

QUALITY OF EDUCATION

The very good ethos throughout the school reflects the shared commitment to high standards and expectations for every pupil. **The quality of education is good** and has several very good features. The approach to teaching and learning in science, for example, is a particular strength because pupils are challenged to develop good experimental practices. There is a very good and extensive range of opportunities within and beyond the curriculum that broaden and deepen pupils' experience, although there is scope for placing more responsibility upon pupils for their learning and for applying skills more across subjects. The teachers' relationships with pupils and the encouraging approach to managing behaviour motivate pupils to learn. **Overall the quality of teaching is good.** The emphasis on helping pupils to understand ideas and become confident in their skills is a particular strength that comes to fruition by Year 6. While teachers mostly have good subject knowledge, the lack of confidence evident in a few lessons points to the need for staff professional development to continue. Procedures for whole-school assessments in the core subjects are very good but are less developed in some foundation subjects and teachers do not always use information effectively to plan teaching and learning.

Attention to individual learning needs encourages pupils to learn within a strong culture of care and support. The partnership with parents and the community is excellent. The very strong, open relationship is expressed through the school's excellent web-site.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The high aspirations of the headteacher for the pupils are matched by his equally high expectations of himself and the staff, and have a direct positive impact on the sense of purpose running through the school. The governors provide very good strategic direction for improvements to the quality of provision. They ensure that the school complies with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express a very good appreciation for the work of the school. Pupils have a high sense of loyalty and pride in their school, which is well justified.

IMPROVEMENTS NEEDED

In order to make further improvements, the school should:

- Continue to develop assessment procedures and the use of information to help in lesson planning, supported by staff professional development.
- Extend the opportunities for pupils to take more responsibility for their learning and to make useful connections across subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. Standards are at least above average in all subjects and well above in some, such as science.

Main strengths and weaknesses

- There has been a firm upward trend in performance in the national tests since the last inspection with results improving faster than the national rate.
- Standards in science, art and design, design and technology and religious education are well above average.
- Standards in English and mathematics are above the national average.
- Pupils achieve well because teaching is good and there are high expectations.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003.

Standards in:	School results	National results
English	28.2 (28.3)	26.8 (27.0)
Mathematics	27.2 (27.7)	26.8 (26.7)
Science	30.2 (29.5)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

1. Pupils achieve well throughout the school because teachers generally provide challenging tasks that include all pupils well. Teachers motivate pupils to achieve by their high expectations and opportunities to apply their skills. Standards in the national tests at Year 6 for 2003 were above the national average in English and well above in science. They were average in mathematics because fewer pupils exceeded the expectation, which was anticipated by the school through the internal monitoring. The trend in performance has been broadly in line with the national trend over the past four years but is above the national trend since the last inspection five years ago. Significantly, the trend in standards for the proportion of pupils exceeding the expectation in English, mathematics and science by the end of Year 6 is above the national trend over the past five years because the headteacher's leadership is very effective and directed towards improvements that help raise standards. The school has set very ambitious targets in English and mathematics for 2004. It met the target for English in 2003 but not quite for mathematics.
2. In comparison with schools having a similar proportion of pupils entitled to free school meals and where pupils attained similarly when they were in Year 2, standards in 2003 in English were average, in mathematics were below average and in science were above average. These grades are below those for the national comparison, which is largely explained by the fact that the percentage of pupils identified as entitled to free school meals does not fully reflect the range of their needs on entry to the school. The school's internal assessment and monitoring information shows that, overall, the pupils' attainment on entry at Year 3 is above average but not as high as the results of national tests in Year 2 suggest. The 2003 Year 6 pupils' performance indicates satisfactory achievement from Year 2 whereas for the present Year 6, evidence from the work seen and from internal monitoring indicates good achievement because the proportion of pupils expected to reach above average standards is above average and higher than last year.

3. Standards in the work seen are well above the national average or expectation in science, art and design, design and technology and religious education. In science, for example, the teachers give very good attention to ensuring that pupils have good knowledge of the subject as well as the skills to carry out their experiments. Standards are above the average or expectation in English, mathematics, history, information and communication technology and physical education. In these subjects, teachers give a good emphasis to a wide range of basic skills, with many good applications, although in mathematics, for example, pupils are not expected to write up their findings of a more open ended investigation into a completed piece of work, and opportunities to apply skills across subjects are not always fully exploited.
4. The achievement of pupils from ethnic minority backgrounds is also good and matches the achievement of other pupils. There is no significant variation in the achievement of boys and girls, and it was noted, for example, that there are the same numbers of boys as girls in the top mathematics set in Year 6.
5. The achievement of pupils with special educational needs is good as a result of good provision and support, for example, by the learning assistants. The pupils make good progress towards the targets set for them in their Individual Education Plans. This achievement is reflected in the overall standards attained, especially in the core subjects of English, mathematics and science. The school tracks the achievement of all its pupils at least annually and, as a result, is able to provide appropriately for their individual needs. The special educational needs co-ordinator discusses in detail the needs of children transferring from the adjacent infant school, thus ensuring a smooth transfer and good provision.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral, and social development is also very good. Their cultural development is good. The very high standards noted at the last inspection have been maintained. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils show high levels of interest both in lessons and in other school activities.
- Pupils know what is expected and behave very well.
- There are very good relationships and pupils respect one another.
- Pupils' personal development is very good. They are self-assured and keen to take responsibility.

Commentary

6. Pupils like school. They work hard in lessons and many take part in the good range of activities outside class. Behaviour is very good. The pupils know what is expected and the teachers work consistently to maintain these high standards. Pupils' relationships with each other and the teachers are very good. There is little bullying and it is quickly addressed.
7. Assemblies are planned well and make a very good contribution to pupils' personal development. They include themes such as "new starts and expectations" and "honesty is the best policy". They include story, symbols, prayer and reflection and help pupils consider values and beliefs. Pupils learn about the major world faiths in religious education and the school is very effective at promoting mutual respect and concern for others. Pupils readily accept differences and they make sure no one is left out. The school promotes good relationships amongst the pupils regardless of background or race. No incidents of a racist nature were observed and this is understood to be very rare. Pupils can distinguish clearly between right and wrong, and they are encouraged to think through the consequences of their actions.
8. Pupils' social development is very good. Teaching in personal, social and health education (PSHE) and during whole-class discussion makes a good contribution to pupils' social

development. There are many ways in which pupils take responsibility around the school, but there are sometimes insufficient opportunities for them to work independently and take initiative with their own learning. Residential visits starting in Year 4 make a significant contribution to pupils' personal development. The school is extremely effective at building pupils' self-esteem so they are self-assured. The school code strongly promotes care for others. The pupils look after each other and relationships are very good. Pupils entertain the elderly, and take part in a lot of fund-raising.

9. A very good range of extra-curricular clubs supports pupils' cultural development. There are many visits to museums and other places of interest. Pupils take part in sports competitions and fixtures. Arts week and book week give special prominence to music, drama, art and literature. Pupils learn about their own and other cultural traditions through assemblies and their studies in literacy, art, music, geography, and religious education but there is less evidence that the implications of other cultural traditions for learning are brought out as strongly. The library display celebrates the Chinese new year. Visiting musicians, dancers and artists broaden the pupils' understanding of other cultures.

Attendance

10. Parents are good at keeping the school informed about reasons for absence and unexplained absence is followed up. Unsatisfactory attendance is addressed through discussion with parents. Punctuality is very good and lessons start promptly. Four fixed-term exclusions were given during the last school year in order to make clear what is not acceptable.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
234	4	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education that enables the pupils to achieve well. Teaching and learning are good, promoted by a busy, purposeful atmosphere where the efforts of all pupils are valued. The school offers a rich and well-structured curriculum that provides well for the progressive development of pupils' knowledge and skills. Arrangements to ensure pupils' welfare, health and safety are very good. The school has an excellent partnership with parents and the community.

Teaching and learning

The quality of teaching and learning is good, maintaining and building upon the strengths noted at the time of the last inspection. Whole-school assessment procedures in English, mathematics and science are very good but assessment is less developed in some foundation subjects.

Main strengths and weaknesses

- Teachers have very good relationships with the children, which motivate them to learn.
- Teachers apply behaviour strategies very well to maintain pupils' attention and concentration.
- Lively explanations based on the teachers' good subject knowledge promote good achievement.
- Lesson planning is good overall, and provides for children of differing attainment, although in some lessons there are few opportunities for pupils to take responsibility for their learning.
- Procedures for whole-school assessments in English, mathematics and science across the school are very good.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	7 (17%)	21 (50%)	10 (24%)	1 (2%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. The overall quality of teaching in English, mathematics and science is good and has a strong impact on pupils' learning so that they achieve well. In English, most teachers have a good command of the subject so that teaching is purposeful and moves pupils on. At times, there is too much emphasis on writing skills, focusing too heavily upon word and sentence level work, so that opportunities to write at length are limited. In mathematics there is a very good emphasis on the methods to use in working out arithmetic calculations, which gives pupils good confidence and understanding. However, teachers do not apply a similarly successful approach to having pupils write up their mathematical investigations as a well-presented piece of completed work. In science, independent thinking is encouraged in the majority of lessons. In most, but not all, lessons teachers encourage pupils to ask their own questions and support them in following good scientific methods. Overall across the subjects, teachers' good strategies encourage good learning through the pupils' active engagement in the tasks. Much good questioning encourages pupils to explain their ideas and answers.
12. On a few occasions teachers demonstrate excellent command of the subject, such as in an English lesson in Year 5, where the teacher created an atmosphere of authorship so that pupils created poetry of a very high quality and achieved very well. In general, teachers' subject knowledge is good, questioning is usually open and demanding, and the teachers give pupils a clear understanding of what is expected of them by modelling ideas. Their on-going assessments in class are usually good and inform further teaching and planning, although at times their observations are more limited and do not help in differentiating tasks to match pupils' prior attainments. In some lessons, teachers' explanations and strategies encourage pupils to evaluate their work and improve it. High expectations and very good relationships are frequently present. The teachers know their children well and use this to inform their responses to pupils and in further planning.
13. Procedures for whole-school assessments in English, mathematics and science across the school are very good. These enable senior staff to monitor the achievements of differing groups of pupils, for example, by gender, ability and ethnicity by Year 6, but information is used less effectively by teachers further down the school. Assessment procedures are in place for

several subjects and this is an area of on-going development. For example, a well-chosen target in the school's improvement plan is to produce assessment criteria in science that focus on scientific enquiry. Target setting for pupils is also an area for further development to give pupils a clear indication of how they can improve and the time in which targets are to be achieved. The information is used to inform teaching priorities, although effective assessment procedures have yet to be established for all the foundation subjects to help with teaching and learning.

14. In the great majority of lessons teachers set up a good level of challenge and ask probing questions to help pupils think about their observations. This was seen, for example, in a Year 6 mathematics lesson where pupils were prompted to explain how to position a protractor. In a few lessons pupils' learning is more limited because the expectations of pupils are less demanding and the strategies for behaviour management are not effective. These cause the pace and focus of the lesson to be affected so that learning time is lost and pupils' interest wanes. On a few occasions, the amount of time given to the initial presentation and to whole-class discussion leaves too little time for the pupils to work independently.

The curriculum

The school provides a good, broad and balanced curriculum.

Main strengths and weaknesses

- Provision in science is very good.
- There is a strong emphasis on the arts and this has had a strong impact on the learning of related skills.
- The provision for pupils with special educational needs is good, supported by very good management.
- There is an effective programme for personal, social and health education.
- Library resources are good and the range of books is suitable for the whole curriculum.
- The school has invested heavily in resources, for design and technology and music in particular.

Commentary

15. The school offers a good curriculum which meets statutory requirements, including provision for religious education, maintaining the position at the time of the last inspection. This is a fully inclusive school in all its practices. Literacy and numeracy are planned effectively and follow national guidance. Mathematics has been identified as an area for improvement and so has been the focus of a great deal of effort. In the previous inspection science was seen as a strong area of the curriculum and this has been maintained.
16. Opportunities to use information and communication technology (ICT) facilities are planned into lessons where it is appropriate and it enhances pupils' learning, for example by demonstrating how to use a protractor. The subject leader for design and technology has identified the need for appropriate software that provides opportunities for pupils to control their models.
17. Pupils in Year 3 are assessed in English and mathematics on entry to the school. This determines the sets into which they are initially placed and continues, with adjustments, until the end of Year 6, providing, on balance, a good grouping structure. The school made a positive decision to raise standards in mathematics this year and adjusted the organisation appropriately, placing more experienced teachers with the upper sets. At Year 6 pupils take part in a transition programme with the local secondary school. It involves pupils working on bridging activities for mathematics and English before they leave the junior school and continuing the work at a higher level when they reach the secondary school. This promotes

effective assessment by the secondary school and a feeling of confidence for the pupils changing schools.

18. The arts have a high profile in the school. Music is enjoyed by all the children, with opportunities to play an instrument, join the school orchestra and to sing in the school choir. Opportunities for performance are given in several ways. Year 4 pupils perform at the harvest festival and Year 5 pupils provide the entertainment for the Christmas concert. In Year 6 pupils take part in a musical production: 'Rocky Monster Show' was performed earlier in the year and achieved great success. The governing body has approved plans to build a new Music Centre, to be built in the school grounds, which is intended to increase the profile of music. The school is at present hoping to achieve a Gold Artsmark. Arts Week provides an excellent opportunity for pupils to improve their skills and, because of the concentrated focus, produce work of a high quality. Deemed the weakest area of the curriculum in the previous inspection report, design and technology has achieved a high level of improvement and is now a strength of the school. The school has made significant investments to improve resources in design and technology as well as improving resources in other subjects. There is scope for applying skills more across subjects by making helpful links between units of work.
19. The school provides a number of extra-curricular activities for pupils. After-school clubs offer opportunities for pupils to engage in activities such as music and sport. A wide range of sporting and cultural visits, closely linked to the curriculum, is organised to extend and enrich pupils' experiences. The school has close links with the local community.
20. Accommodation is adequate. The majority of rooms are small for the number of pupils in the class. The shape of some classrooms makes teaching problematic. Teachers cope very well and use the space available as imaginatively as possible and it does not hinder the way pupils learn. In a Year 4 science lesson, for example, the teacher used one section of the classroom to introduce the lesson and the pupils then moved to another section to carry out their activities. The movement between the two spaces acted as a clear division between the discussion and the task. The level of teaching staff is good in relation to the needs of the pupils and the curriculum.
21. Overall, the curriculum is good and serves to give pupils a balanced education that encourages the enthusiasm and attention seen in the majority of lessons observed.

Care, guidance and support

Arrangements to ensure pupils' welfare, health and safety are very good. The provision for support and guidance is very good.

Main strengths and weaknesses

- The school takes very good care of pupils and takes very good account of their views.
- Pupils' achievements are monitored very well and they are given very good support to help their progress.
- There are very good induction arrangements for new pupils.

Commentary

22. The teachers know the pupils very well. They understand and meet pupils' needs very effectively so that pupils are secure and confident to get on with their learning. There are good arrangements for health and safety. Members of staff make sure that pupils learn and play safely. There is good first aid coverage and staff know how to respond to pupils with medical conditions. The premises are checked systematically for hazards and improvements are made where necessary. There are effective procedures for child protection. The school is working towards accreditation for healthy and safe living. Pupils are confident there is someone to turn to if they have problems, and the school takes good account of their views

and concerns through the School Council, class discussions and pupil surveys. The school has maintained and improved the high standards noted at the last inspection.

23. Procedures to monitor the attainment and progress of pupils with learning difficulties are very good, and extra support is given through additional programmes in literacy and mathematics. Pupils have targets, which are discussed termly. There is good support for pupils with special educational needs and all pupils receive full recognition for their achievements.
24. There are very good arrangements to help pupils settle into the school. Parents are kept well informed through meetings and tours of the school. In a good arrangement, children in Year 2 from the adjacent infant school regularly visit the school to take part in activities such as the mathematics fayre or to see school productions. They also visit the school during the summer term to meet their new teachers. Teachers of children in Year 3 work closely with the infant school teachers so that pupils transfer smoothly. In a further good arrangement, all new Year 3 pupils are given a "buddy" from another year group and the school continues to work closely with parents to make sure their children are settling in well.

Partnership with parents, other schools and the community

The school has an excellent partnership with parents and the community. There are good links with other schools.

Main strengths and weaknesses

- Parents are kept exceptionally well informed.
- The school works closely with parents and responds to their concerns.
- Parents are involved and give good support to the school's work.
- The school makes excellent use of community links and works closely with other schools.

Commentary

25. The school has excellent links with parents, and they are very pleased with its work. Parents are kept very well informed about what is going on in school through regular newsletters, an impressive school website, and email service. The prospectus and governors annual report are informative and very well presented. There are excellent arrangements for keeping parents informed on their children's progress, including termly discussions with teachers, very good end of year reports, and a termly grade sheet.
26. The school works closely with parents. There are well-established procedures for seeking parents' views and the school follows up well on parents' ideas such as the school calendar and a parents' guide for mathematics. There are very good arrangements for introducing parents and their children to the school. Parents are kept very well informed about what their children are learning and how they can help through very well presented year group and home learning guides. They are encouraged to keep the teachers well informed about their children, and the school is quick to involve them when there are problems. Parents of children with special needs are kept well informed and they are involved in setting targets for improvement.
27. Parents are involved in, and give good support to, the school's work. There are good arrangements for home learning including a home-school book and reading record. The initiative for "cracking times tables" is a good example of how parents' involvement has raised standards. Many parents encourage their children to take part in after-school activities, and they support them at events such as concerts and assemblies. The school encourages parents to help in class and with activities like swimming, and continually looks for ways to involve them in such things as the parents' focus group and the travel plan. A very active "Friends Association" organises social events and raises funds.
28. The school maintains excellent links in the local community through activities such as church, community groups, local events and inviting local people into school. Many visits and visitors

enrich the curriculum. For example, there are residential visits starting in Year 4 and pupils take part in sports competitions. Local senior citizens appreciate being entertained by the pupils and large numbers of people help willingly with Arts Week and Book Week. In addition, a number of local businesses are effective in their support for the school. Wycombe Wanderers and Wycombe Phoenix Harriers run coaching sessions, which enhance pupils' physical skills. The local scouts, church, and residents' association use the school hall.

29. There are strong links with the Manor Farm Infant School, which are used effectively to support administration, staff training, and to smooth pupils' transfer. There is a very good partnership with Sir William Ramsay Upper School, including the use of their specialist facilities, additional coaching for art, dance, and drama, and very good arrangements to help pupils transfer. Year 6 pupils visit The Royal Grammar School for taster lessons in languages, and Holmer Green Senior School supports Arts Week. The school makes a good contribution to teacher training in liaison with Oxford Brookes University.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good and motivating leadership. Senior staff give good direction for school and subject development. The governance of the school is very good as a result of the governors' vision for the school and perceptive understanding of how to give effective direction.

Main strengths and weaknesses

- The headteacher has very strong personal leadership qualities and articulates the ambitions of the school very clearly.
- The governors have a robust understanding of strengths and areas for development.
- Teachers in positions of leadership are highly committed to school improvement and give effective direction.
- Management of special educational needs is very good.

Commentary

30. The school has consolidated the many strengths identified at the time of the last inspection and made further significant improvements, reversing, for example, the three year decline in overall standards prior to the last inspection. The headteacher and deputy form a very strong partnership, which is highly effective in translating the mission of the school into action. The partnership with parents, for example, and links with the community are excellent because the headteacher, governors and whole school community value the contribution that parents and outside bodies make to children's learning. The school's promotion of good relationships and racial harmony is very good so that pupils achieve well within a caring environment.
31. There are many effective management procedures that are directed towards providing the highest possible standard of all round education. Staff performance management gives a whole-school impetus to common goals because all members of staff take part in regular reviews. These help to define relevant professional development for members of staff, for example by supporting teachers in the effort to improve the quality of teaching. There are good arrangements for teachers to be released from their classrooms to monitor lessons, pupils' work and subject planning so that provision is continually improving. The headteacher has created very good whole-school assessment and tracking procedures to help analyse trends and to set challenging targets in the national tests. The information is used to inform management decisions and teaching priorities, although there is further work to do in establishing effective assessment procedures in all the foundation subjects to help with teaching and learning. The school has analysed the results of the 2003 national tests carefully and, because standards in mathematics were average rather than above, has made a positive decision to place more experienced teachers with particular groupings for mathematics in order to raise standards.

32. The special educational needs co-ordinator is experienced in and knowledgeable about the role and provides very good management. She has been able to secure additional resources for pupils where these have been deemed to be appropriate. Annual reviews are conducted sensitively and with full consultation with parents and pupils. Individual Education Plans are appropriately targeted at the core skills which enable pupils to access the full curriculum more completely. Subject leaders have a good grasp of their individual areas of the curriculum. They have attended relevant training to help them to manage their subject effectively and they are good role models for other members of staff.
33. The governing body gives very good strategic direction for school improvements and bases its decisions clearly on the principles of the school's mission statement. The governors have a very good knowledge of the strengths and weaknesses of the school gained from regular school visits. They ensure that the school complies with all statutory requirements, including a daily act of collective worship. The current school improvement plan provides a good basis for managing developments, although the means of evaluation could be sharpened. There are good consultation procedures. The school has several good processes to identify priorities, but these are not clearly set out beyond the current year, which has been recognised by the school as an aspect to develop.
34. Financial management is good and takes full account of the principles of obtaining best value. Governors have good ways to evaluate the effectiveness of their financial decisions, such as increasing the number of support staff or extending the computer suite, by looking at the quality of pupils' learning. The school's carry forward figure is larger than usual because the school received a lump sum for renting some accommodation to a day nursery. There are firm and appropriate plans to commit these funds and the in-year surplus is low.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	558468
Total expenditure	544336
Expenditure per pupil	2101

Balances (£)	
Balance from previous year	91208
Balance carried forward to the next	105340

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good** and meets statutory requirements.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- The quality of teaching is good, including teachers' good subject knowledge, which allows them to set clear learning objectives for pupils, especially for higher-achieving children.
- The detailed and logical structure of planning is good.
- The provision for pupils with special educational needs is good.
- The management of the subject leader is good.
- The library is well resourced and has a good balance of fiction and reference material. Its computerised system is good.
- There is an imbalance in the use of time in some lessons.
- Opportunities for pupils to evaluate their own work are limited.

Commentary

35. Standards in reading, writing and speaking and listening are above average by the end of Year 6. Pupils achieve well through the school because good teaching encourages them to express their ideas in well-constructed and clear language. The school is on course to continue the trend of improvement seen in recent years and to achieve its target for 2004, especially for the proportion of higher-attaining pupils reaching Level 5. There is no significant difference in the attainment of pupils from ethnic minority groups or between boys and girls. Pupils' usual very good attitudes and behaviour are significant influences on their achievement.
36. The subject is led and managed well by an experienced and knowledgeable subject leader. The school is aware of the issues around developing the subject further and is well placed to make further progress in the future. Improvements made since the last inspection have been good in those areas which needed to be addressed. Previous high standards and quality have been maintained. The positive focus placed upon both literacy and the wider aspects of English has enabled pupils to achieve well, although the rate of progress of higher achieving pupils is better than that for lower-achieving pupils.
37. The quality of teaching is good overall, with examples of very good and excellent teaching. In Year 5, for example, the higher-attaining pupils were totally engaged in learning, having good opportunities to work independently and develop their writing. The teacher's excellent command of the subject enabled her to create an atmosphere of calm, purposeful authorship. The children responded superbly, creating poetry of a very high quality, which included powerful verbs and adjectives, similes and metaphors, and was extremely sensitive and demanding. These pupils achieved at a very high level for their age. Questioning was open and demanding, the work was pitched at a challenging level and modelling by the teacher gave pupils a clear understanding of what was expected of them. The questioning of pupils by the majority of teachers is good and enables them to elicit extended responses to questions.
38. Further good teaching was observed in a Year 6 boys' writing group, where the teacher's skilful explanation enabled the majority of pupils to edit their own work and improve their writing. The teacher had high expectations of the pupils, to which they responded very well, seeing themselves as authors and clearly understanding the process of drafting and redrafting. The

very good relationships seen within this lesson were replicated in many other lessons, and are a strength of provision. Teachers know children well and there is a clearly mutual respect in most lessons between children and adults. The good lesson planning outlines continuity between year groups and indicates appropriate learning objectives. The management of pupils' behaviour is good in most lessons. Assessment procedures are good.

39. Elements of weaker teaching result in part from an over-emphasis upon the mechanics of writing, focusing too heavily on word and sentence level work at the expense of extended, independent application of skills, knowledge and understanding in wider applications of writing skills. At times, the pace of learning is too slow, expectations are not sufficiently demanding or there are insufficient opportunities for pupils to benefit from a role model who explains clearly how they can develop their work. The balance of time allocated to whole-class discussion dominates the lesson at the expense of pupils' opportunities to work creatively and independently.
40. Provision for pupils with special educational needs is good. Throughout the school, the pupils receive good support from both teachers and teaching assistants during the group sections of lessons. The support they receive during the introductory class discussions is an aspect to monitor in order to ensure that support is sufficiently engaged. Pupils are fully included in lessons and other activities.

Language and literacy across the curriculum

41. There are good examples of this aspect of provision developing well. In Year 6, pupils were encouraged to write empathetically about their emotions following art work in the style of Munch. In Year 5 they wrote good descriptive accounts following a geography field trip to the River Thames and in Year 6 they wrote very good accounts of the life of Victorian children in history, applying their skills, knowledge and understanding well. These opportunities are good, but are not strongly developed on a formal basis.
42. The school has focused appropriately in recent years on raising standards in the core subjects and operating the national strategies strongly. They are well placed now to extend the influence of the non-core subjects and enable pupils to have greater opportunities to use their literary skills in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching provides interest and challenge.
- Standards are above average by the end of Year 6.
- The quality of teaching is good and has a positive impact on learning.
- There is a good emphasis on the methods to use but less on pupils writing about their own enquiries.

Commentary

43. Standards in the work seen are above average by the end of Year 6, indicating good improvement since the last inspection. Strong teaching with the higher-attaining pupils in Year 6 is particularly effective in raising standards because there is a high level of expectation and challenge. As a result, pupils achieve well. Pupils with learning difficulties or English as an additional language make good progress because teachers and support staff make good provision, linked as appropriate to their targets. Pupils overall have good numeracy skills, which are built up progressively by careful attention to mental calculation and patterns. In the national tests of 2003, standards were in line with the national average, which indicated less

progress than expected from when they entered the school in Year 3. The school has analysed the results carefully and has made a positive decision in placing its more experienced teachers in order to raise standards, which is proving successful. In addition, in Year 6, two parallel lower sets for mathematics are separated into a boys' and a girls' class, which the school is finding to have a positive impact on achievement. The upper set, with equal numbers of boys and girls, is on course to show a good improvement in the proportion of pupils exceeding the expectation for mathematics over the previous year.

44. By Year 6 the majority of pupils have good numeracy skills to perform mental calculations. In Year 3, for example, pupils perform addition and subtraction with developing confidence, using a number line to build up to a total. The difficulties experienced by the lower Year 4 set in finding complements of a number to 50 underline the overall good impact of teaching number relationships by Year 6. This was noted, for example, in Year 4 when pupils counted in 30's from 820 and in Year 5 when pupils counted in steps of a fraction. Most Year 5 pupils, following a very clear presentation by the class teacher putting fraction parts together on the board, recognised equivalent improper and mixed fractions. Pupils' previous work indicates good progress overall in performing arithmetic calculations and in applying them to everyday problems. In Year 4, for example, pupils in the upper set experienced all sorts of difficulties in interpreting word problem questions so that they performed the correct calculation with the correct numbers. By Year 6 this has improved and pupils apply the correct operations in most tasks.
45. The balance of work across the subject shows good attention to all aspects. Most pupils have a good knowledge of geometrical shapes and their properties. By Year 6 pupils measure angles accurately, although there was considerable uncertainty at the start of a lesson. In a very good lesson with the upper Year 6 set, for example, the high level of challenge and interactions with the pupils promoted their very good achievement by confident use of ICT to project angles and a protractor. The highest-attaining pupils were extended very well in tackling work on bearings which is usually done in Year 7. The teacher's very good methods and pace had a very strong impact on pupils' learning. Pupils' previous work indicates good achievement through the school. There are a very few examples of more open mathematical investigations to challenge their thinking but these were not written up into a completed piece of work, setting out pupils' observations and interpretations. Work is generally set out well and is marked with several comments on how to improve.
46. The quality of teaching and learning in mathematics is good. Lively and thoughtful presentations, often using resources and ICT white-boards imaginatively, hold pupils' attention and interest well. The majority of pupils have very good attitudes towards their work which helps their learning because they want to do well. This also promotes a good sense of purpose and effort in lessons. Pupils with learning difficulties receive thoughtful support so that they make good progress. Most teachers have good subject knowledge, which is used to good effect in their explanations, although on one occasion the exposition was not sufficiently clear to prepare pupils for their individual work. Relationships are warm and positive with high expectations for pupils' behaviour and effort. Assessment procedures are good. The subject leader provides good leadership and has good arrangements to monitor provision.

Mathematics across the curriculum

47. Teachers apply a good range of mathematical ideas in other subjects. These enable pupils to recognise the place and value of applications in explaining or communicating ideas. In science, for example, pupils read the scale of force-metres when stretching elastic bands. In geography pupils understand the idea of a plan view of the area around the school, and in music pupils appreciate beat and how to use instruments to match the rhythms of their voices. The teachers make helpful links with mathematical ideas in a constructive way to reinforce learning in other subjects.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Planning throughout the school is thorough, with a good balance between the acquisition of knowledge and the development of the skills of scientific investigation.
- The strong subject leader is a good role model.
- The subject leader is given time to monitor the subject.
- Assessment, while successfully in place, is not used effectively to set targets for pupils or to enrich the quality of learning for able children.

Commentary

48. Compared to other subjects, pupils in Year 6 achieved higher results in the national tests for science than in English and mathematics.
49. The observation of lessons, detailed scrutiny of work and discussion with pupils indicate that the standard of work is, overall, very good. In the school improvement plan one of the key issues for 2003/2004 is the improvement of teaching and learning in the area of scientific enquiry. This is well established. Teachers discuss with the pupils at the start of a lesson about fair testing and other skills related to enquiry. When asked, pupils are able to explain how they have planned their investigation, their prediction of what might happen and, with the use of scientific vocabulary, explain why. In a Year 3 class pupils were exploring the stretch of elastic bands and recognised that when using the elastic band as a catapult to launch a car, the further back the elastic band was pulled the further the car would travel. In a Year 6 class where pupils were planning an investigation to find out what would affect the speed at which yeast grew, they understood that when the yeast begins to 'grow' a gas will be produced and it was the amount of gas produced that they would need to measure. A Year 3 pupil explained that if she carried out her investigation three times, she would know that her result is 'right'.
50. Independent thinking is encouraged in the majority of lessons. Where the lessons are teacher-led there is little opportunity for pupils to develop their thinking in a way that gives them the chance to reflect on and evaluate their own methods. Teacher-led activities also act as a barrier to higher levels of creativity. In lessons where teachers encourage independent thinking, pupils are asking their own questions at the start of the investigation, choosing their own variables that lead to effective planning and are able to link their results with their original prediction. In all books seen there is strong evidence that all children are encouraged to record their work independently.
51. There is evidence of links with other areas of the curriculum; for example, evidence of pupils' using a wide range of charts and graphs in their science books. In design and technology, pupils had designed and made roundabouts operated by electricity.
52. The subject leader has been in post for little over a year and provides good leadership and management. In that time she has gained a good knowledge of the standard of science in the school and has created her own improvement plan, which includes producing a portfolio of levelled work that will help staff to assess pupils' work. As subject leader she has been given three hours out of her own classroom each week to monitor and assess the science within the school. Her focus for the present is to encourage and support the teaching of scientific enquiry throughout the school.
53. Science was reported as being very good in the last inspection. Since then standards have been maintained.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards are above average by Year 6 and pupils achieve well.
- Well-chosen tasks interest and challenge pupils.
- The quality of teaching and subject leadership is good.
- Pupils' keyboard skills are not fluent.

Commentary

54. Standards by Year 6 in the work seen are above the expectation, maintaining the good position noted at the time of the last inspection. Pupils acquire a good range of skills and achieve well because teachers provide tasks that motivate them to learn. In Year 3, for example, the teacher brought a good sense of reality to the task of designing a bedroom by preparing character cards for the pupils to take on as clients. This prompted a very focused and busy atmosphere as pupils collaborated in pairs to make decisions about design and colour. They demonstrated slightly above average standards overall in dragging items of furniture into position and choosing colours to match. In Year 4, the teacher's thoughtful and clear introduction on examples of art with contrasting atmosphere encouraged pupils to experiment in producing smoky or misty pictures. High attaining pupils demonstrated good skill, producing a buildings landscape confidently with a good eye for design and effect, and using the program's facilities well. In general, pupils do not use fluent and confident key strokes to enter data or commands.
55. Pupils demonstrate good skill with commercial-level software, such as with spreadsheets. In Year 5, for example, through the teacher's good subject knowledge and demonstrations, pupils learnt to apply 'autosum' for a set of numbers and realised the advantage at times over entering a formula. By Year 6 most pupils are confident in using computers to solve problems. In a very good lesson, for example, the class teacher's very good emphasis on the skills required to produce a graph contrasting the data in two columns challenged the pupils to explore and present the information in a clear way. The higher-attaining pupils enjoyed tackling an extension problem, showing a good sense of pleasure and personal appreciation at their results. Pupils' usually very good attitudes and behaviour are significant influences on their achievement.
56. The quality of teaching is good so that pupils both enjoy the activities and have good opportunities to learn new skills. There is a good emphasis on relevant tasks which help motivate pupils so that they achieve well. Teachers' behaviour management is usually good, although on a few occasions the rather cramped conditions in the ICT suite lead to some inattention and teachers' handling of the pupils is not fully effective. There are good assessment procedures to track pupils' progress through the units of work. The quality and range of resources are good overall, and the subject leader provides very good support and direction for developments.

Information and communication technology across the curriculum

57. Pupils' learning across the curriculum is increasingly supported by good applications of ICT. In a Year 6 lesson in history, for example, the teacher prompted pupils to identify features of buildings that gave information about their age or use. The ideas were then applied well to the task of identifying advantages for the development of a new site for Cadbury Bournville using a web-site to look at text and contemporary photographs. The teachers' good subject knowledge is often applied effectively in their clear explanations and demonstrations, showing good developing confidence with the medium.

HUMANITIES

History, geography and religious education (RE)

Provision in the humanities is **good** and meets statutory requirements.

Main strengths and weaknesses

- Provision in RE makes a very good contribution to pupils' spiritual, moral, social and cultural understanding.
- Leadership of the subjects is good.
- Opportunities to extend learning beyond the school environment are very good.
- Teachers' command of the subjects is good.
- There is an imbalance in time allocation to humanities subjects.
- Differentiation for average and below average-attaining pupils is sometimes insufficient for them to make the most of learning at their own level.

Commentary

58. Pupils are on course to exceed the expectations in religious education of the Buckinghamshire Agreed Syllabus by the end of Year 6. Pupils' understanding of major world religions is very good. They have a keen sense of ethics and of moral values. Pupils in Year 3 were clear and knowledgeable about the story of Jonah, for example, which had been illustrated using very effective resources. Pupils in Year 4 were very enthusiastic during their lesson on holy books where they understood the significance to the religion. In Year 5, pupils explored the symbols which represent the Trinity and reached a good understanding through the impact of the teacher's very good subject knowledge. The quality of teaching is good for religious education and prompts good learning through the very thorough planning, based on suitable assessment information, and use of attractive resources. The teacher's high expectations and very good pace and subject knowledge inspired pupils to learn at a very good level for their age in the Year 4 lesson observed. The subject leader for religious education has excellent subject knowledge, carries out a thorough audit of provision and ensures there are good links with pupils' personal development programme.
59. Pupils are on course to reach standards by the end of Key Stage 2 which exceed the expectation in history and to meet the expectation in geography. Pupils understand their place in chronology, relate well to the key figures of different eras and develop skills which enable them to deepen their understanding of and empathy with figures from the past. Pupils understand the reasons why features in landscapes have developed, have knowledge of different countries and cultures and locate places on a map. Improvement since the previous inspection is satisfactory. Pupils' attitudes towards learning are very good and have a significant impact on pupils' achievement by their close interest in the tasks and their motivation to do well.
60. The quality of teaching and learning in the lessons observed was satisfactory in geography and history. In several lessons teachers demonstrate good subject knowledge and high expectations of achievement by pupils. They ask searching questions which extend pupils' understanding and ability to be reflective. Their organisation of space and time is good and teachers instil in pupils their own enthusiasm for the subject content. They are sometimes hampered by a lack of time to develop lines of enquiry sufficiently and for pupils to develop higher level thinking. This is an indication of a need to balance time not just within the timetable, but also within lessons where teaching is sometimes over-directed and fails to allow pupils sufficient time to work independently or in small groups. Whilst pupils' verbal responses and knowledge are good, there is sometimes a lack of productivity in recorded work over time.

61. In most lessons, teachers shared their learning intentions with pupils clearly and this enabled them to have a clear understanding of what was expected and how they were to fulfil their learning. This is a positive feature of teaching and learning. On occasions, however, pupils are unclear about what is expected of them and lower-attaining pupils become confused, causing learning gains to be more limited. The planning in these lessons did not make sufficiently clear how tasks were to be adapted to the needs of pupils of differing attainment. Artefacts are used creatively and imaginatively to both illustrate and stimulate, for example in the history lessons. Effective questioning by teachers enabled pupils to increase their knowledge and understanding. Opportunities to extend the contribution of humanities subjects to pupils' development of literary and mathematical skills are sometimes missed. Lessons are well planned with appropriate learning objectives clearly explained. Marking and feedback are sometimes insufficiently focused upon the skills of an historian or geographer. Whilst higher-achieving pupils receive levels of challenge which stimulate their learning appropriately, differentiation based on useful assessment information for average and below average-attaining pupils is sometimes insufficient for them to make the most of learning at their own level. It is too often by volume or outcome rather than activity-led.
62. The curriculum is appropriately broad and relevant. Pupils have learning opportunities which broaden their understanding of both their place in time, their understanding of how society develops and their understanding of ethics, morals and world religions. There is a good link with Guatemala through the Toybox charity, although there is some evidence from discussion with pupils and work on display that stereotypes have not been completely overcome. For example, writing about children's lives in Guatemala focuses solely upon street children, which is appropriate given the focus of the lessons, but some pupils have retained the view that this is how all Guatemalan children live. Subject leaders monitor and scrutinise appropriately and there are particularly good examples of feedback following monitoring of the quality of teaching in RE. Subject leaders are aware of the strengths and areas for development in their subjects and write and monitor subject action plans appropriately. The quality of opportunities for "hands-on" research by pupils using artefacts and primary sources is good. There are very good field trips and day visits, which make a positive contribution to pupils' learning. There is an imbalance in time allocation to humanities subjects in favour of literacy and numeracy, which results in a lack of time for pupils to develop their skills, knowledge and understanding to levels of which they are capable.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

63. Standards in art and design since the last inspection have continued to be very good by the end of Year 6 and the school is applying for the Gold Artsmark Award. The subject has a high profile, is a strength of the school and provision is very good. Pupils take part each year in Arts Week, where they work alongside visiting artists to improve their artistic skills and widen their experiences. The artwork in the library, in particular, is of excellent quality and displays a selection of Chinese art produced by pupils in Year 6. Throughout the school the art displays are of very good quality. Pupils have created paintings in the style of Munch, Picasso and Lowry, together with models in the style of Giacometti that demonstrate good observation and a clear understanding of how the individual artists worked. In a Year 6 class the pupils are designing masks based on the characters in the poem "Jabberwocky". Pupils were introduced to a way of evaluating someone else's design and their evaluations demonstrated careful thought and observation. Teachers help pupils to assess and evaluate their work, although formal recorded assessments are at an early stage of development. At the present time the post of art co-ordinator has been temporarily filled by the design and technology co-ordinator.

Design and technology

64. In the previous inspection report design and technology was seen as a weak subject. Since then, money has been made available to develop teachers' resources, materials and consumables to make the subject into one that is a strength of the school with very good provision.
65. The subject leader, who has played a large part in the improvement of the subject, has been in post for four years and in that time has brought subject specialists into school to work with teachers and pupils to improve knowledge and skills. She has also attended a course for subject leaders and other relevant training courses and, as a result, provides good support to staff in their teaching. Pupils are encouraged to work creatively and independently. In the lessons observed, a Year 4 class were learning the skills of making levers and sliders. These will form part of a pop-up book they are designing and making for a four-year-old child, providing good motivation for the task. In a Year 6 class pupils were designing and making hats. Pupils were very keen to talk about their designs and explain how they were going to make their products. There are very good examples of completed models on display around the school. A dragon made in the style of a Chinese dragon is part of a Chinese display in the library, and in the Year 6 classrooms there are fine examples of roundabouts in full working order. Progression has been built into the scheme of work ensuring that skills are developed as the pupils move through the school. The subject leader has designed an assessment format, which she is trying out at present but hopes to introduce to the whole school in the Summer Term. She is knowledgeable and committed. Resources are good and constantly reviewed. The use of outside experts has helped to improve standards and the profile of design and technology.

Music

66. This is a very musical school and makes very good provision for music. Pupils are enthusiastic and confident when performing. Pupils have a very good sense of rhythm. An excellent Year 6 lesson was observed where pupils achieved a well co-ordinated piece of samba music, played in six parts. The teacher effectively modelled different rhythms, which the pupils repeated, practised and then performed. The effect was very good indeed. A significant feature was that pupils were chosen to listen to other pupils' performance and to suggest ways to improve. This provided a very good assessment and evaluation strategy, although formal recorded assessments are at an early stage of development. Very good planning in music ensures that all pupils are given the opportunity to play an instrument and all musicians, regardless of experience, are welcomed into the school orchestra. There is also a well-established school choir. Too little class music was seen or heard to judge overall standards in knowledge and composition, but from listening to a rehearsal of the school orchestra and watching a video of the school's previous musical production, it is clear that standards of performance are very good. In May, the school hosted a concert organised by the Wycombe District Music Association. Recorded music is sometimes used in lessons to create atmosphere and positive thinking. A key issue in the school improvement plan was to improve music for all pupils and the school has been successful in this. The target was to give all pupils the opportunity to become involved in music. A substantial amount of money was spent on resources to ensure enough instruments for whole classes to perform together. Pupils from Year 4 to Year 6 are involved in performing their music and singing each year.
67. The subject leader has only been in the role since September but in that short time she has taken on responsibility for the choir alongside the headteacher and she directs the school orchestra. There are plans for a new music centre to be built in the school grounds. This would include practice rooms and a conference room that will be shared with the wider community.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards exceed the expectation by Year 6 because teaching is effective.
- Pupils take part in a good variety of sporting activities.

Commentary

68. Standards exceed the expectation by the end of Year 6, maintaining the good position at the time of the last inspection. Pupils develop a good range of indoor and outdoor skills from Year 3. They travel confidently over floor apparatus and have good co-ordination and balance. In outdoor games pupils enjoy healthy competition and reach good levels of skills in controlling and passing a ball, taking account of the need to co-operate in a team. Pupils achieve well because teaching is good and targeted towards the development of skills. Teachers have positive relationships and use good strategies to keep pupils active, which enhances learning. The quality of teaching is good and has a positive impact on learning through the good emphasis on developing and practising skills. Pupils' very good attitudes towards physical education promote their good achievement in applying skills.
69. Planning for the subject meets statutory requirements and there is a good sequence of sports through the year. The subject leader provides good support and is keen to develop the subject. Teachers make careful observations of the pupils during activities and use these to help pupils improve by inviting pupils to demonstrate their skills. Some teachers give the pupils clear criteria to help them evaluate their own performance. Recorded assessments are at an early stage of development. The school provides a good variety of physical education activities outside lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHCE) is **good**.

Main strengths and weaknesses

- Teachers give very good attention to the individual needs of pupils.
- The carefully structured programme of tasks encourages pupils to reflect on relevant issues.

Commentary

70. The curriculum for PSHE is good and provides good opportunities for pupils to reflect on their lives. Pupils generally demonstrate good personal confidence as they enter the school and this increases noticeably as they progress through to Year 6. Pupils are helped to consider matters of significance for their lives. In a Year 6 lesson, for example, pupils mentioned something they thought they were good at and when a child was uncertain several others mentioned something they had noticed. In Year 4, several children spoke of very personal issues in a confidential atmosphere that the teacher encouraged. This demonstrated very well how the school gives pupils' personal development very serious consideration and provides the context in which issues may be explored and shared. The quality of teaching and learning is good and promotes pupils' personal growth effectively. There are, in addition, many opportunities around the school for pupils to take initiative and responsibility, which reinforces the PSHE programme. Visitors and visits such as the residential week also play a significant part in widening pupils' understanding.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).