



Hazlemere Church of England Combined School

Inspection Report

Unique Reference Number 110462
LEA Buckinghamshire LEA
Inspection number 278438
Inspection dates 22 September 2005 to 23 September 2005
Reporting inspector Sean O'Toole AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Amersham Road
School category	Voluntary aided		Hazlemere
Age range of pupils	3 to 11		High Wycombe, Buckinghamshire HP15 7PZ
Gender of pupils	Mixed	Telephone number	01494521420
Number on roll	186	Fax number	01494521420
Appropriate authority	The governing body	Chair of governors	Mr Steve Parkinson
Date of previous inspection	20 March 2000	Headteacher	Mr Peter Phelps

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is located in an area of socio-economic advantage although approximately 30% of pupils come from less affluent areas. The vast majority of pupils are of white British origin; approximately 3% have English as an additional language, although none is at an early stage of learning English. The percentage with special educational needs has fallen in recent years and is well below average. Almost all pupils benefit from part-time education in the school's nursery. Attainment on admission is good in most areas of learning and average in mathematics. The school has a good reputation for the performing arts. An early years unit was opened in September 2005. At the request of the headteacher and governors, the local education authority has provided an intensive programme of support in order to raise standards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspection evidence confirms the school's views that it provides a satisfactory quality of education and sound value for money. Standards are now rising as there is a shared determination to succeed and commitment to accelerating pupils' progress. Leadership and management are satisfactory. The effective Governing Body ensure that all statutory requirements are met. Teaching and learning are satisfactory and there are some good features in English lessons. Issues raised in the previous inspection report have been tackled satisfactorily. The school is in a secure position to build upon recent improvements. Achievement is satisfactory. Children in the Foundation Stage make good progress and attain the expected goals for their age. By the end of Year 2 pupils achieve satisfactorily in reading, writing and mathematics and standards are above average. Following a period of significant decline in standards, pupils of all abilities and backgrounds in Years 3 to 6 now make satisfactory progress. Standards in English and science have improved and are now above average, although pupils' attainment in mathematics is not as high as it should be. Pupils add much to the life of the school through their very good behaviour and attitudes. They are effective ambassadors for the school, responding enthusiastically to the rich and varied opportunities in the curriculum.

What the school should do to improve further

* Accelerate pupils' progress and raise attainment in mathematics in Years 3 to 6 by;

1. improving opportunities for pupils to use mathematical skills more widely.
2. using assessment more effectively to set more challenging work especially for the more able.
3. increasing the pace of lessons.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall and good in the Foundation Stage. By the end of the reception year, most children attain the expected goals for their age in mathematical development and about half exceed them in communication, language and literacy. Most recent test results at the end of Year 2 show that pupils have maintained their success in reading, writing and mathematics. Well over half of the pupils attain levels which are higher than those expected for their age. Following a downward trend over time and disappointing test results at the end of Year 6, in 2004, the pupils have substantially improved their performance in English and science in 2005. Attainment in English and science is now above average. Given pupils' starting points, the average standards attained in mathematics are not high enough. Pupils lack competence in using mathematics in other subjects and some of the work lacks challenge. Although the school sets realistic targets, and pupils meet them, there is room for further challenge, particularly in mathematics. Standards in ICT have improved since the previous inspection and are average. There are no significant differences in the performance of different groups in the school. Pupils with special educational

needs make steady and slightly better progress than their peers, benefiting from good support. Analysis of pupils' work shows that brighter pupils make uneven progress in mathematics. Pupils from minority ethnic groups make satisfactory progress and achieve as well as their classmates.

Personal development and well-being

Grade: 1

This aspect of the school's work is outstanding. The very positive climate in which all are valued contributes much to the pupils' spiritual, moral, social and cultural development. Pupils are prepared well for life in a culturally diverse society through their involvement in festivals which celebrate various traditions and prestigious events. Inspectors were impressed by pupils' support for Masanga School in Kenya. The school council, Your Voice, have made thoughtful use of funds to create a friendship stop for those who feel lonely. The school's Christian heritage underpins pupils' very good behaviour and attitudes. One pupil said, Teachers care about us and we work hard to please them. Boys and girls take responsibility seriously, acting as house captains and prefects. Pupils have a well developed sense of justice and fairness and this is reflected in freedom from racism and bullying. Pupils enjoy school and this is reflected in their above average attendance. One girl said, It's fun here, the staff really care, and encourage us. Pupils listen well to their teachers, respond positively to homework and participate eagerly in the school's extra-curricular activities. They prepare thoroughly for class assemblies, presenting their work with pride. Pupils have a very good understanding of healthy lifestyles, enjoy exercise and participate successfully in competitive sport. They know about keeping safe and have a good understanding of their role in their own and other communities. The school uses circle times and assemblies to promote sensitive and thoughtful appreciation of others.

Quality of provision

Teaching and learning

Grade: 3

Inspectors agree with the school's view that teaching and learning are satisfactory overall. There are good examples of work in English which is brought to life through lively exemplification. Lessons are well prepared. Teaching meets most pupils' needs. Support staff work especially well with those with learning difficulties. The needs of pupils from minority ethnic backgrounds are met effectively. Pupils enjoy their teachers' patience and humour. The teaching of ICT has improved well since the previous inspection. A good range of practical activities stimulates learning in the Foundation Stage where the teaching is good. Children share ideas and equipment, benefiting from sensitive intervention which helps them to improve. An outstanding physical education lesson resulted in the children rapidly improving their physical skills through a wide variety of challenging activities. In Years 1 to 6 basic skills are taught thoroughly. Homework is used to reinforce learning. Pupils enjoy English lessons because they are set demanding tasks. However, in mathematics, the staff rely too heavily on published

material which does not stretch pupils' thinking. Teachers keep accurate records and there is satisfactory use of assessment to identify pupils' needs. They mark work conscientiously and in the best examples they add helpful comments which guide pupils on how they might improve. Assessment in mathematics is not as rigorous as that seen in English. Consequently pupils are unsure about how to build on their achievements.

Curriculum and other activities

Grade: 3

Overall the curriculum is Satisfactory with several good features. In the Foundation Stage there is good scope for the children to explore and investigate. Throughout the school there is a particular strength in the links made between the creative arts and English. However, in mathematics, links with other subjects are tenuous and opportunities are missed to extend pupils' thinking. Other aspects of the curriculum are good. There is an extensive programme to support personal, social and emotional development. The school provides well for relationships education and raises pupils' awareness of the benefits and dangers of drugs. Pupils and parents value the school's extra-curricular provision which includes sport, art, homework and music. The curriculum fosters a spirit of cooperation and raises pupils' awareness of the local and wider communities.

Care, guidance and support

Grade: 1

This aspect is outstanding. Pupils are nurtured and cared for very effectively in a safe and secure environment; everyone is included. Their parents expressed overwhelming confidence in the high quality support provided by staff and reported that everyone is valued. The very approachable staff enjoy the trust of all pupils who speak highly of the way in which any problems or worries are dealt with. The headteacher provides an exceptionally strong lead in caring for pupils. There are robust policies and procedures to support child protection. Liaison with outside agencies and attendance on courses ensure that staff have up-to-date knowledge. Pupils with learning difficulties or physical disabilities are supported effectively. Health and safety matters are considered regularly by governors and the school has established effective systems for risk assessment.

Leadership and management

Grade: 3

Inspectors agree with the school's judgement that leadership and management are satisfactory. Two years ago, the headteacher and governors identified some areas of concern in the school's performance and invited the local education authority to provide additional support. This course of action has resulted in a more focused approach to school management and has led to improving standards. The headteacher provides a very strong pastoral lead and following training has reorganised the

leadership team into a cohesive group who are focused on raising standards. This has led to improvement in standards in English and science and satisfactory success in tackling issues identified in the previous inspection report, but more remains to be done to improve mathematics. The school has good potential to build upon its recent successes. Through regular consultation the staff take good account of the views of pupils and their parents. Using this information and the results of regular monitoring of teaching and learning, the leadership team evaluate the school's performance. They have a secure understanding of the school's strengths and weaknesses and have clearly identified the way ahead in a well crafted improvement plan. The governors are active in monitoring and supporting the school and have a shrewd understanding of its strengths and weaknesses. They call the school to account, check on its performance and monitor the teaching. They are proud of the school's inclusive practice and support for those with learning difficulties. They have ensured that funds are spent wisely on good quality equipment and resources. Careful thought has been given to workforce remodelling and their strategies work effectively.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I would like to thank you for the warm way in which you welcomed the inspectors to your school. We were very impressed by your politeness and good manners. We particularly enjoyed our conversations with you. Clearly, you are very fond of your teachers and proud of your school. We felt that the class assembly and the presentation of certificates was a very special occasion.

It was fascinating to watch you work in lessons and we were pleased to see that you concentrated well and listened attentively to your teachers. Your work in English is very interesting because it includes many exciting ideas and is well presented. We liked the displays of your work around the school and thought that the idea of celebrating it on a special board must be a real encouragement to you. Many of you said that your teachers really care for you and listen to your views. We were impressed by e;Your Voicee; and the efforts you are making to ensure that everyone in the school has friends.

We think that most of your work is as good as it should be, although we feel that you could do better in mathematics. Your headteacher and teachers are working hard to make lessons in mathematics as good as in other subjects. Both Mr Rayner and I wish you every success in the future. We are sure that all your teachers and parents are proud of you.