

# Bledlow Ridge School

## Inspection report

---

<b>Unique Reference Number</b>	110209
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	288600
<b>Inspection dates</b>	22–23 May 2007
<b>Reporting inspector</b>	Graham Lee

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	144
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Dougall
<b>Headteacher</b>	Miss R T Rochefort
<b>Date of previous school inspection</b>	6 February 2001
<b>School address</b>	Church Lane Bledlow Ridge High Wycombe HP14 4AZ
<b>Telephone number</b>	01494 481253
<b>Fax number</b>	01494 481253

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	22–23 May 2007
<b>Inspection number</b>	288600

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This smaller than average village school serves a mixed, but relatively advantaged, community. Most pupils are of White British heritage and very few speak English as an additional language. The school is recognised as an Investor in People and recently gained an Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Bledlow Ridge provides an outstanding quality of education for its pupils. This is widely recognised by most parents who hold the school in high regard. One, summarising the views of many, commented 'This is a great school which combines a nice balance between discipline, learning and caring for our children.' Pupils' achievement is outstanding and they reach exceptionally high standards by the end of Year 6. At the same time the school's exemplary care and support means that pupils' personal development is outstanding. Pupils feel very safe, are supportive of one another and are bubbling with enthusiasm for everything that the school has to offer. By the time they leave, pupils are exceptionally well prepared for secondary school and the world beyond.

The school's success over many years is based on the excellent leadership and high expectations of the headteacher. She has created an attractive and stimulating learning environment and is ably supported by a talented senior leadership team, committed staff and knowledgeable governing body. They work in close partnership to provide a high quality of education and care for pupils. Not content to rest on its laurels, however, the school is constantly striving for excellence and seeking ways to improve its provision still further. This is evident in the rigour of its monitoring and in its realistic, if modest, self evaluation. This drive for improvement, together with the school's success in addressing issues from the last inspection, indicates that it has outstanding capacity to improve still further.

Although children make good progress in the Reception class, they have too few opportunities for imaginative play and to explore the world around them. In Key Stages 1 and 2 pupils make rapid progress because of outstanding teaching and very positive attitudes to learning. Good systems to track pupils' progress ensure that any potential underachievement is quickly identified and that effective support is put in place to help pupils to catch up. They also enable challenging targets for improvement to be set. Pupils are clear that these targets help them to improve their work and one remarked, 'they set you a goal which helps you to achieve what you want'. The school's care of its pupils is shown by the way it works in close partnership with a wide range of agencies to look after its vulnerable pupils. Pupils with a range of learning difficulties and disabilities are extremely well supported and make as much progress as their peers as a result.

The curriculum provides exceptionally well for the development of pupils' skills in literacy and numeracy in Years 1 to 6 and gives them many opportunities to use these skills to support their learning in other subjects. For example, in a Year 5 mathematics lesson pupils used their developing understanding of coordinates to undertake a challenging investigation of Ordnance Survey maps as part of a forthcoming exploration of river features in the area. The school also provides pupils with many opportunities to develop their talents and interests in other areas such as the arts, music and sport. The majority learn to play a musical instrument and the many sporting activities contribute to their very good understanding of the need to adopt a healthy lifestyle. Pupils are very proud of the contribution they make to their own community through the school council. The school also ensures that they are extremely well aware of their wider responsibilities. One Year 2 pupil carefully explained that 'if we don't recycle we will pollute the planet'.

## What the school should do to improve further

- Enrich the curriculum in the Reception class by giving children more opportunities for imaginative play and to explore the world around them.

## Achievement and standards

### Grade: 1

Pupils' achievement is outstanding from their broadly average starting points. Children's generally good progress in the Reception class mean that most meet or exceed the goals set for five year olds by the time they enter Year 1. Pupils' rapid progress in Key Stages 1 and 2 have resulted in exceptionally high standards in English, mathematics and science for many years by the ages of seven and eleven. In 2006, all Year 6 pupils reached the highest level in science and most did in mathematics and English. This is far better than in most schools. Whilst most pupils make good progress in writing the school has identified that a few pupils in both key stages do not do quite as well as they do in reading. Teachers have been using a variety of strategies to address this issue. The success of the school's work with pupils with learning difficulties and disabilities is illustrated by their outstanding achievement. Almost all reach age related expectations or better by the time they leave.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being, including the social, moral, spiritual and cultural dimensions, are outstanding. Pupils take a great deal of pride in the school and demonstrate their enjoyment of their education through their very good attendance and enthusiasm for learning in lessons and the well attended additional activities. They are very supportive of one another. The achievement assembly, for example, demonstrated the genuine pleasure they take in one another's accomplishments. Pupils have a very well developed sense of safety issues, for instance 'safe play helpers' routinely report back on 'safe' and 'unsafe' play on the playground. Pupils are well aware that their enthusiastic participation in sporting activities helps to keep them fit and healthy. They also have an exceptionally good understanding of the components of a healthy diet. Pupils make a very good contribution to the school community through taking on various responsibilities, such as house captains, and as members of the school council. They are also very involved with the local community and raise money for a variety of charities.

## Quality of provision

### Teaching and learning

#### Grade: 1

Pupils' exceptional achievement is the result of outstanding teaching and learning. Teachers have very good relationships with pupils and high expectations of what those of all abilities will achieve. They present activities in exciting ways and use a variety of strategies, including interactive technology, very effectively to engage and interest pupils. One pupil summed up the views of others when she said, 'all the teachers are nice and make lessons fun'. As a consequence, pupils are highly motivated and always strive to do their best. Teachers also use questions very effectively to challenge pupils' thinking and deepen their understanding. In a Year 6, literacy lesson, for example, pupils' appreciation of *The Lady of Shalott* was considerably

enhanced through vivid imagery and incisive questioning which deepened their already good understanding of the poetic devices used in the poem.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good overall with some outstanding features. It ensures that pupils reach high standards but also allows them to be creative and enjoy their education. An emphasis on the practical and exciting aspects of the curriculum contributes to the high standards, particularly in mathematics and science. In an assembly, for example, the oldest pupils challenged others to solve a problem which required them to move pupils around to find the solution. Information and communications technology (ICT) is used effectively to support pupils' learning in other subjects. For example, in an innovative lesson in Year 1, pupils used webcam technology to record scenarios they had created about road safety. The curriculum is considerably enriched through visits, visitors, themed weeks and a variety of clubs and activities as diverse as country dancing, drama, Spanish and various sports often utilising the skills of professional sports specialists and clubs.

The curriculum in the Foundation Stage is too directed and doesn't give children enough opportunities to choose for themselves and to be involved in role play. As a result, children do not develop sufficiently as independent learners and miss opportunities to enhance their language skills.

## **Care, guidance and support**

### **Grade: 1**

The school's exemplary care, guidance and support of pupils contribute to their outstanding personal development and achievement. One parent typified the views of many in noting that 'My child has become a very able, confident, independent, all round individual. The school has been wonderful for her and I cannot praise it enough.' Pupils are extremely well looked after and are confident that 'teachers are always there for you if you need help' as one put it. The school enjoys a fruitful partnership with parents although a small minority do not feel that their views are properly considered. However, regular newsletters are sent out to them and their views are sought, and often acted upon, through annual surveys and meetings. For example, recently the school has allowed parents to wait for their children in the school grounds following concerns about road safety. Academic guidance has improved markedly since the last inspection. The progress of every pupil is tracked carefully and new systems for target setting are challenging pupils of all abilities to achieve as well as they can.

## **Leadership and management**

### **Grade: 1**

The headteacher has a relentless drive for improvement which is shared by all members of the school community. This has resulted in the maintenance of very high standards and a high quality of care and support for pupils. She is very well supported by her new senior leadership team who bring great enthusiasm and considerable expertise to their roles. Their coaching and the rigorous monitoring of teaching and learning by the headteacher have led to clear improvements and the current high standards of teaching. The school's performance is examined rigorously and robust plans for improvement are put in place where relative weaknesses are

identified. Governors are experienced and committed, supporting the school very well but also providing challenge to ensure that the high quality of the school's provision is maintained.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

8 June 2007

Dear Pupils

Inspection of Bledlow Ridge School, High Wycombe, HP14 4AZ

You may remember that I visited your school recently. I really enjoyed my two days at Bledlow Ridge and you all helped by being so friendly and keen to talk to me about your school. I thought you would like to know what I found out.

You and your parents are right to be proud of the school because it is outstanding. All the adults in the school look after you really well and you told me how much they help you if you have a problem. You also told me how much you enjoyed your learning and I was really impressed by how well you behave and how enthusiastic you were in lessons. I also liked the assembly and the way you appreciate one another's achievements. Well done!

By the time you leave the school you are doing extremely well in English, mathematics and science and much better than pupils do in most other schools. This is because you work really hard and the teaching is outstanding. Teachers make lessons fun and interesting for you. I was really impressed by your webcam work in Year 1 and I learnt a few things about the Lady of Shalott in Year 6! You are also lucky to have many extra things to do in school. Lots of you really enjoy the sports activities and the chance to learn to play a musical instrument as well as many other things. By the time you move on to secondary school you are very well prepared for it.

The success of the school is because the headteacher has worked hard over many years to make it the place it is today. She gets lots of help from the teachers and other adults in the school as well as the governors. They are determined to make school even better for you. I have asked them to do one thing which I think might help. I want them to give children in the Reception class more chances for imaginative play and to choose things for themselves which I think will help with their learning. Best of luck to you all.

Yours truly

Graham Lee

Lead Inspector