

Denham Village Infant School

Inspection report

Unique Reference Number	110219
Local Authority	Buckinghamshire
Inspection number	310224
Inspection date	25 January 2008
Reporting inspector	George Rayner

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

Type of school	Infant
School category	Community
Age range of pupils	5-7
Gender of pupils	Mixed
Number on roll	
School	61
Appropriate authority	The governing body
Chair	Mr John Hollands
Headteacher	Mrs Patricia Cameron
Date of previous school inspection	26 April 2004
School address	Cheapside Lane Denham Uxbridge UB9 5AE
Telephone number	01895 832768
Fax number	01895 832768

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This school is much smaller than average. While pupils mainly come from advantaged homes, there is some variation in their individual circumstances. There is a below average proportion of pupils with additional educational needs. Their learning difficulties are generally moderate, so that none have statements. The great majority of pupils have White British heritage and very few are at an early stage of learning to speak English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Parents agree. They say that their children are happy here and make good progress. One expressed the views of many in saying, 'The school is giving a great start to my child's education and life skills.' The staff know and care well for every pupil. Well-organised procedures, diligently carried out, ensure pupils' safety and happiness and contribute to their good personal development and well-being.

Pupils say emphatically that they enjoy school. They show this in their good behaviour and their enthusiasm for joining in with all that the school has to offer. Pupils spoke of their great enjoyment of the opportunities that clubs provide to take part in a variety of sports and cultural activities. Most pupils come to school regularly. The attendance rate is slightly below average however, because a few are more frequently absent and a higher than usual proportion take holidays during term time. Pupils have a good knowledge of the kinds of foods that they should eat and understand why this is important for their health. They know how to keep themselves safe and can explain why it is important to have rules in the playground and regular fire drills. Pupils know who to go to if they need help and are confident that this will be willingly given. From time to time, pupils come up with good ideas, such as for a quiet area in the playground, but they do not have a regular means of discussing these between themselves, or passing them on to the adults. The school plans to introduce a school council to meet this need.

The curriculum provides well for all pupils. The good teaching and learning result in good achievement for pupils. When they leave Year 2 standards are above average in reading, writing and mathematics. The school is ambitious to raise standards further. It knows that, while boys achieve as well as girls in most respects, and develop a good vocabulary, they are less accomplished than girls in writing in a variety of styles. Teachers are improving the help that they give to boys by increasing their opportunities to speak about, or act out, their ideas. Pupils develop a good range of mathematical skills, but they do not always use these well when working independently to solve problems. Teachers are aware that they do not always provide enough opportunities for pupils to practice this.

Teachers make good use of assessment to plan lessons that meet the needs of all pupils. This provides consistent progress across all groups and ensures good challenges for the most able pupils. Good teamwork between teachers and teaching assistants ensures that pupils who find learning more difficult than most receive the help that they need. Teachers plan interesting tasks, so that pupils work willingly. When pupils make mistakes in lessons, teachers prompt them sensitively, which helps the pupils to work out for themselves how they can improve. Marking is encouraging and also gives pupils good help for improving their work.

The school carefully tracks the progress of every pupil. It uses the information to quickly identify any in danger of falling behind their expected progress and providing the help that they need to catch up. It also uses the information to raise the targets of pupils who are doing well, if appropriate, to make sure that these are always challenging. The school is currently improving its tracking systems by making use of information and communication technology (ICT). This is further increasing the accessibility and usefulness of the information to those who need to use it.

The small size of the school means that the headteacher takes on a significant teaching load, while shouldering the burdens of leadership without a senior team. Efficient organisation, plus what the Chair of Governors calls her, 'willingness to get her hands dirty and ability to fit two

days work into one', mean that the school is well led and managed. The tasks involved in the day-to-day running of the school are delegated effectively. Responsibility for strategic development is becoming increasingly shared, although subject leaders are not sufficiently involved in monitoring the quality of teaching and learning in their areas. Governors are well informed, very committed to the school and willing to challenge it when necessary. Governance was judged satisfactory at the last inspection because certain pieces of statutory information were missing from the governors' annual report and school prospectus. This information is now provided and parents are kept fully informed.

Accurate self-evaluation makes this a school that knows itself well. It has used this to maintain good achievement and to address the issues from the last inspection. For example, improved ICT resources have enhanced the contribution that computers make to learning. This track record indicates a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children make a good start in the Foundation Stage. They enter the Reception class with skills and knowledge at expected levels for their age, in most respects. Several have weaknesses in reading and writing though, and while most have good counting skills, many are weaker in making calculations. Children make good progress and by the end of the Reception year, they are working securely in all their areas of learning. Teachers plan a good variety of activities, which effectively balance adult-led tasks with opportunities for children to find things out for themselves through play and exploration. The school has recently improved the Foundation Stage accommodation, which now provides a bright, stimulating and spacious place to learn. The outdoor area is not yet of the same quality, but is currently being improved. The adults care well for the children, so that they are happy and feel secure. The progress of each child is tracked carefully and the adults use the information effectively to help the children to make good progress.

What the school should do to improve further

- Raise mathematics standards further by providing more opportunities for pupils to practise using their skills to solve problems.
- Encourage all pupils to attend school regularly so that there are none whose progress is adversely affected by absence.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

05 February 2008

Dear Pupils

Inspection of Denham Village Infant School, Uxbridge, UB9 5AE

Thank you for welcoming me to your school recently. I enjoyed meeting you. I am grateful for the help you gave, by talking to me and showing me your work. I was able to see that yours is a good school. I could see that it is also a happy school. Your school is smaller than most others. You all make sure that this helps to make it like a happy family. You are cheerful, well behaved and willing to join in. Some of you told me that you really enjoy the clubs.

You make good progress in your learning in all of your subjects. This is because your teachers make sure that work is always hard enough for the brightest ones and that you always get the help you need if you find work difficult. You work hard, which also helps you to do well. Your teachers want to help you to do even better. I have asked them to give you more chances to use your good numeracy skills to solve problems.

Most of you come to school regularly. Just a few are away too much. I have asked the adults to ask your parents and other grown ups at home to make sure you are only absent when you really have to be. This is important because staying off too much can slow down your learning.

The headteacher and other adults are proud of you and know how to make your school even better. Well done to you all and very best wishes for your futures.

Yours faithfully,

George Rayner

Lead Inspector