

Haddenham Infant School

Inspection report

Unique Reference Number	110229
Local Authority	Buckinghamshire
Inspection number	337454
Inspection dates	26–27 November 2009
Reporting inspector	Paul Missin

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Mr Chris Brownlee
Headteacher	Mrs Justine Mitchener
Date of previous school inspection	2 October 2006
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Introduction

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons and held meetings with governors, staff and parents. The school completed questionnaires from pupils, staff and parents. Inspectors observed the school's work and looked at a wide range of documentation including several policy documents, the single central record and the school's development plan. The responses to 30 parent questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The reasons for the high standards and the good progress that pupils appear to make, especially in reading.
- How successfully the new headteacher has consolidated strengths and planned for future improvements.
- The strengths in provision in the Early Years Foundation Stage

Information about the school

Haddenham Infant School is much smaller than most other schools. The proportion of pupils with special educational needs, including pupils with statements is just below average but is increasing. The most common aspect of need is moderate learning difficulties and speech, language and communication difficulties. Almost all pupils are from white British ethnic backgrounds. Independently run breakfast and after-school clubs meet at the school but these will be inspected separately. The headteacher was appointed in March 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Haddenham Infant School is an outstanding school of which parents are justifiably proud. One parent summed up others' comments. 'My children are very lucky to attend a school with such high standards'. The school provides very rich experiences for all its pupils and is constantly seeking ways of making its work even better. An important strength has been the way in which its very strong ethos which seeks to provide the highest quality of provision in all aspects of its work has been successfully maintained despite some recent changes in school leadership. This has been achieved through the strength of several of the key leadership and management processes and the skill and vision of the new headteacher as she settled quickly since her recent appointment.

These strengths have impacted on raising the standards that pupils reach and accelerating the progress that they make even further. By the end of Year 2, pupils reach standards in reading, writing and mathematics that are well above average, and recently overall standards have continued to rise year-on-year. Standards in other areas, such as speaking and listening, art and design and music are also above those expected for pupils' ages. The progress that pupils make and their achievement are outstanding. This is mainly because the quality of teaching is excellent. Teachers have a very thorough knowledge of pupils in their classes and use all available assessment data very effectively to plan for work which matches pupils' needs and interests very precisely. Planned activities are often practical and link learning across different subjects. Pupils are managed extremely well. They are treated fairly and sensitively and as a result relationships in all classes are extremely positive, behaviour is excellent and pupils are enthusiastic, keen to work hard and to do their best work.

Pupils feel safe and secure at school and have a through appreciation of some of the possible dangers that coming to school might pose. Their excellent awareness of how to lead healthy lifestyles is reflected in their enthusiasm for healthy eating and their keenness to participate in physical education lessons and after-school clubs. Pupils' spiritual, moral and social development is excellent. Pupils have very clear times to reflect on issues and to help those less fortunate than themselves. Pupils' understanding of the need for rules to enable the community to function smoothly is very mature.

The care and support which all pupils receive is outstanding. Procedures to identify the different areas of need which pupils may have are very thorough and pupils are given very sensitive and effective support to help them cope with their particular difficulties. The provision for pupils who may be vulnerable or who have learning difficulties and/or disabilities is excellent. This enables them to maintain a strong self-esteem and to make exceptionally good progress in their learning. Procedures for ensuring the safety and security of pupils including checking the qualifications and suitability of all adults in the

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school are done very thoroughly.

Leadership and management are outstanding. Since her recent appointment, the headteacher has quickly assessed the school needs and has acted decisively to redress areas of relative weakness. Successful initiatives include a focus on standards in writing, especially boys and new rigour in the use of assessment information by all staff and greater accountability for standards and progress of pupils in each class. These have helped to raise standards further and to successfully reduce the gap between girls' and boys' performance. School improvement planning is comprehensive and clear and fully involves governors, staff and parents. The school has begun to analyse its contribution to community cohesion by auditing its impact in the local community. However, there is insufficient reference to comparisons with other contrasting communities within the United Kingdom. The many strengths in this school ensure that there it has an excellent capacity to secure further sustained improvement and it provides outstanding value for money.

What does the school need to do to improve further?

- Ensure that the school's approach to community cohesion makes pupils more aware of other national and local communities.

Outcomes for individuals and groups of pupils**1**

The school is rightly proud of the quality of pupils' all-round outcomes. The achievement and the progress made by pupils of all abilities and the few from minority ethnic groups are outstanding. When they begin Year 1, pupils are mostly reaching standards that are above those expected for their age, but often lower in language and communication skills. Most make rapid progress to reach standards in reading, writing and mathematics that are well above average by the end of Year 2. Standards and progress in reading and writing are exceptionally strong. Pupils with learning difficulties and/or disabilities and those who are more able often make exceptionally good progress to reach standards that are very high according to their abilities. Pupils make exceptional progress because of the very effective way that they are challenged and supported in their learning by class teachers and their assistants.

All adults share high expectations and as a result pupils' behaviour in class and around the school is exemplary. Pupils contribute exceptionally well to the school community as school and Eco council members and fruit monitors. The way they link with senior citizens and join in the May Pole dancing in the village May Fayre contribute very successfully to the wider community. They have a mature understanding of safety issues and how they need to take responsibility for their own safety. Pupils' spiritual, moral and social development is excellent. They have good opportunity through assemblies and through class discussion to quietly reflect on who they are and respond with thankfulness. They understand about right and wrong and the need for rules to help the community to run smoothly. Pupils' attendance is good. A recent dropping trend has been quickly picked up and procedures for encouraging better attendance have been

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strengthened and improved.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils learn quickly and effectively because the quality of teaching is outstanding. Teachers are enthusiastic and well organised. An excellent lesson to Year 2 pupils illustrated several important strengths in teachers' approach. The focus on factual writing about the process of producing honey included a practical demonstration of sequencing through the use of hoops and arrows to show flow chart procedures. Pupils thoroughly enjoyed the activity, took part enthusiastically and made very good progress in developing a wide range of skills. An important strength is the recently introduced emphasis on providing additional challenges for all pupils, but particular to extend the more able. The very sensitive and effective support provided by teaching assistants is an important reason why pupils who are vulnerable or those with special learning difficulties also make exceptionally good progress in their learning. Teachers use assessment information very effectively to ensure that activities are very closely matched to pupils' interests and abilities. This means that pupils who may be falling

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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behind are identified very quickly and additional support is provided.

The excellent curriculum provides a rich range of opportunities and experiences for pupils across all areas. There is a strong emphasis on providing practical work for pupils and 'hands-on' learning and links between different subjects are strong. Careful thought is given to the progression in basic reading, writing and number skills and speaking and listening skills are developed very well indeed. Specialist support adds quality to provision in art and design and music and there is as strong emphasis on physical and games activities. Parents are involved well through the popular curriculum weeks and 'Drop in Wednesdays' and pupils appreciate their contribution to learning through the weekly 'Special Choosing' groups. There is also a good range of extra-curricular clubs and visits and visitors to the school.

Support for pupils' well-being and welfare is at the heart of the school's provision and is clearly an aspect of the school's ethos which is shared by all adults. Pastoral care supports pupils' learning exceptionally well. The school provides an attractive, welcoming and nurturing environment where pupils feel safe and secure. It is a very safe and orderly place and there are very good procedures for ensuring that adults have the required security checks and that risk is minimised wherever possible. Very effective links are maintained with parents, and there is close collaboration with other agencies when required to provide further support for pupils and their families.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The very strong school ethos which seeks for excellence in all aspects of its work is strongly promoted by the headteacher and shared by all staff and governors. This ensures that there is no complacency and all leaders are committed to maintaining high standards and improving provision where possible. The headteacher has settled extremely well to her new responsibilities and the drive for improvement has been accelerated. This has been reflected in the speed in which the headteacher has assessed the school's needs and worked quickly to respond to possible weaknesses.

Leaders at all levels share the responsibility of monitoring the quality of teaching, assessing and recording the progress which pupils are making. The school's relationship with parents and carers is excellent. Several parents confirm that they are encouraged and valued as parents and appreciate the volume and the quality of the information about school events and the progress of their children that the school provides. Several

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are also appreciative of the excellent way that the school ensures equality of opportunity and is fully inclusive.

Governance is good. Governors support the school well, give it a high profile in the local community and have led the school wisely during the recent changes in headteacher. Individual governors challenge the school very effectively but this is not done uniformly across the full body. The school works effectively with other schools and colleges to widen opportunities for pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good. When children first start school standards are generally in line with those expected for their age but often lower in language and communication skills. Children make good progress in their learning to reach standards that are above those expected for their age by the time they begin Year 1. They also make good progress in their personal development. Progress is good because teaching is good and the caring and warm way that children are welcomed and looked after ensures that relationships and behaviour are very positive. School routines and expectations are made clear and children settle quickly and are soon ready to learn. The clear and detailed planning shows how all areas of learning are addressed in an exciting and enjoyable way. Basic skills are taught effectively. The relationship with parents, in particular the comprehensive introduction pack, support children's learning very well. Regular and useful assessments are made of children's progress and these are used well to encourage effective learning. Planned activities fully meet children's needs

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and interests. There is a good balance between activities which are adult led and those selected by the children themselves. The outdoor activity area, including outdoor classrooms, a spacious covered area, climbing apparatus and areas for riding and a grassed environmental area, is excellent. The indoor classroom promotes interest in areas of learning well, but some displays lack the additional colour and range of textures and vibrancy to make this area outstanding.

Parents feel welcomed and value the partnership established. One commented, 'Everyone is so friendly and approachable. Our child is having a great time learning. Communication is excellent.' Good leadership and management have resulted in an effective staff team. The Early Years Foundation Stage leader is new to her role and is quickly building up her leadership and management skills. Children are well prepared for the next stage of their education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Views of parents and carers

In their responses to the questionnaires, parents and carers were overwhelmingly positive about the school and its impact on their children's learning and well-being. All were happy with their children's experience at school and felt that children enjoyed coming to school. Parents were unanimous in agreeing that their children were safe at school and that the school was led and managed effectively. They all believed that teaching was good and that the school prepared their children well for the future. Inspectors agree with these positive opinions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haddenham Infant School Aylesham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	83	5	17	0	0	0	0
The school keeps my child safe	21	70	9	30	0	0	0	0
The school informs me about my child's progress	15	50	13	43	2	7	0	0
My child is making enough progress at this school	20	67	7	23	3	10	0	0
The teaching is good at this school	23	77	7	23	0	0	0	0
The school helps me to support my child's learning	18	60	10	33	2	7	0	0
The school helps my child to have a healthy lifestyle	26	87	4	13	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	63	8	27	0	0	0	0
The school meets my child's particular needs	22	73	6	2	7	0	0	0
The school deals effectively with unacceptable behaviour	18	60	10	33	0	0	0	0
The school takes account of my suggestions and concerns	17	57	12	40	0	0	0	0
The school is led and managed effectively	25	83	5	17	0	0	0	0
Overall, I am happy with my child's experience at this school	25	83	5	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27th November 2009

Dear Pupils

Inspection of Haddenham Infant School, Aylesbury, HP17 8DS

Thank you for making us so welcome when we came to the school recently to see how well you were doing. We enjoyed talking to you and seeing you at work and at play. Many of you told us how good your school was and how much you enjoyed what was provided. Inspectors agree. Your school is excellent.

Here are some of the best things about your school

- Children in the Early Years Foundation Stage get off to a good start when they begin school.
- You are all looked after and cared for extremely well. The school makes sure that you all have the same opportunities to do things.
- You reach high standards in your reading, writing and mathematics and you work hard and make excellent progress in your learning.
- Most of you behave exceptionally well and get on very well with your friends and other adults in the school.
- Your teachers are very skilled at providing interesting lessons which make learning fun and challenge you to get even better.
- Your headteacher and all the staff and governors work very well together to make sure that the school is continuing to improve.
- Pupils who find learning easier and those who have learning difficulties are supported and encouraged extremely well and they are helped to make excellent progress.

What could be even better?

- You need to understand and appreciate more the lifestyles and cultures of some other communities elsewhere in Britain.

You all need to continue to work hard to make sure that the school's expectations and achievements continue to be as high as they are now. Thank you again for your welcome. We wish you well for the future.

Yours sincerely

Paul Missin

Lead inspector

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