

Hughenden Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 110328 |
| Local Authority | Buckinghamshire |
| Inspection number | 337470 |
| Inspection dates | 18–19 May 2010 |
| Reporting inspector | Alison Grainger |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 114 |
| Appropriate authority | The governing body |
| Chair | Mr Charles Pugh |
| Headteacher | Sandy McClelland |
| Date of previous school inspection | 21 June 2007 |
| School address | Spring Valley Drive High Wycombe HP14 4LR |
| Telephone number | 01494 562501 |
| Fax number | 01494 562501 |
| Email address | office@hughenden.bucks.sch.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

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Introduction

This inspection was carried out by two additional inspectors, one of whom evaluated the school's safeguarding arrangements only. Seven lessons, taught by a total of five teachers, were observed. Meetings were held with pupils, governors and key staff. Other informal discussions took place with staff, pupils and parents. The school's work was observed and documentation, such as the records held on pupils and the school improvement plan, was scrutinised. Account was taken of the 52 parental questionnaires received.

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

- the quality of the start given to Reception children
- the contribution of teaching and the curriculum to pupils' learning, independence and initiative in Years 1 to 6
- how successfully the school develops pupils' understanding of cultural and ethnic diversity
- how effectively leadership is delegated to drive improvements.

Information about the school

The school is located in an area of socio-economic advantage and no pupil is known to be eligible for free school meals. Most pupils are of White British heritage. About a tenth of pupils come from minority ethnic backgrounds, all of whom are fluent in English. The percentage of pupils with special educational needs and/or disabilities is below average. These pupils' needs cover a wide range and some are complex.

In 2006, the school was designated as a primary school having previously been an infant school. Currently, it has its first cohort of pupils in Year 6. Since the last inspection, there has been a high turnover of teaching staff. Two class teachers have joined this school year. At the time of the inspection, temporary arrangements were in place to cover the maternity leaves of the two part-time teachers in the Reception class. Privately managed after-school childcare runs on the school's site and was subject to a separate inspection.

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

2

Main findings

Hughenden Primary School is highly effective in valuing all pupils as individuals to promote their all-round development and well-being. At the heart of the school's success and driving its improvement is a dedicated headteacher, supported by a committed and caring staff team. As a result of an absolute conviction among staff that every child matters, the outcomes for pupils are outstanding overall.

When children start in Reception, most have attainment at least at the level expected for their age. Good teaching, together with an excellent curriculum, ensures that pupils' progress is strong throughout the school. Not only has the school successfully maintained high attainment for many years at the end of Year 2, but the first group of pupils to go through to Year 6 are also attaining exceptionally well. More able pupils are challenged well by teachers' high expectations of the level at which they are capable of working and by some very demanding activities. Although other ability groups progress well too, occasionally the support and challenge for the few lower attaining pupils or those with special educational needs and/or disabilities are not quite as sharply focused. This is why the impact of teaching on pupils' learning and progress is judged good, rather than outstanding.

The school is exceptionally good at promoting healthy lifestyles. As one parent observed, 'There are lots of opportunities for extra-curricular sport, walking to school is encouraged and fruit is provided for pupils of all ages.' Pupils understand the importance of keeping fit and healthy very well. Their participation in the many opportunities to be physically active is excellent and is supported by very good links with other schools. Indeed, these activities and the wealth of other clubs and enrichment opportunities, such as residential visits, concerts and performances, contribute much to pupils' huge enjoyment of school. It is not surprising that the attendance rate is high.

Many pupils show tremendous maturity in their interactions with others and in their independence and initiative as learners. Although they make a strong contribution to the smooth running of the school and are actively involved in the wider community, there is potential for pupils to contribute even more. Pupils are not regularly involved in evaluating the school's provision and in helping it to improve. While the school is racially harmonious and pupils are respectful of differences, their direct experience and understanding of the diversity of modern multi-ethnic society in the United Kingdom has scope for development.

The school has improved well since its last inspection. This is evident, for example, in the maintenance of good teaching throughout the school even though there have been changes of teachers. Provision for Reception children has improved greatly, having

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previously been satisfactory. Rigorous and honest self-evaluation results in the school being focused on the right areas to become even more successful, giving it a good capacity for further development.

What does the school need to do to improve further?

- Ensure that full attention is given to the learning of lower attaining pupils and those with special educational needs and/or disabilities at all points in lessons.
- Increase pupils' involvement in evaluating and improving the school and broaden opportunities for them to develop understanding of the diversity of modern society in the United Kingdom.

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

Pupils are delightful young people who work hard. This makes a strong contribution to their learning and development, resulting in outstanding achievement. They apply themselves diligently and sustain concentration when working on tasks and also pay good attention to their teachers and teaching assistants. These positive attitudes towards learning are evident, for example, when pupils in Years 3 and 4 focus intently on developing their writing against specific criteria set by their teacher. Pupils demonstrate a keen awareness of what they are aiming to achieve. By Years 5 and 6, they are particularly perceptive in evaluating their learning. This was evident, for example, when they explained their research into world faiths. One pupil noted on a post-it on a display of their work, 'We were given freedom I knew nothing about Hinduism when I started but in the end created a whole poster about it with my friends.' Pupils take great care with the presentation of their work, reflecting their enthusiasm and enjoyment of learning.

Impeccable behaviour in many lessons contributes much to learning. All in all, behaviour is judged good, rather than outstanding, because there are some moments when the highest standards are not maintained by all, for example at lunch times. Pupils from all backgrounds and of all abilities get on well and willingly support each other in lessons. Their care for others extends beyond the school into the work they do to raise funds for charities. They participate enthusiastically in events with other schools. However, pupils' experience and understanding of modern multi-ethnic society are a relatively less secure aspect of their personal development.

Members of the school council undertake their responsibilities conscientiously and pupils have made a positive input to the appointment of new teachers. However, pupils do not contribute fully to the school's improvement by, for instance, being involved in the analysis and evaluation of surveys of their views or by contributing ideas on how to raise behaviour to an outstanding level.

Pupils' highly positive attitudes to learning, their very strong competence in literacy and numeracy, together with their other personal qualities, result in them being extremely well prepared for the next stage of their education.

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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 | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 2 |
| 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 | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Good teaching throughout the school is characterised by very strong subject knowledge and a clear focus on what pupils need to learn next. Time is used well in lessons, with the right balance between whole-class sessions and independent or group work. Points noted by teachers when pupils are working independently are used to support explanations for the whole class where relevant. This happened, for example, in a history lesson in Years 5 and 6 when one group of pupils asked the teacher a question about children in Victorian workhouses. The teacher drew well on this to provide important information for the whole class. Teachers sensibly show flexibility with the planned start and end times of activities, not allowing these to go on for too long if pupils' good productivity means that learning objectives have already been achieved. Although teachers show determination in challenging the many more able pupils, there are occasionally times in whole-class sessions when attention to the learning needs of the few lower attaining pupils is not as sharp. There is also some variation in the effectiveness with which teaching assistants are deployed to support these pupils. Pupils who may have slipped a little behind with their work or who need additional

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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support benefit greatly from the school's very well organised programme of short one-to-one teaching sessions planned to meet their individual needs. The thorough coverage of subjects is a major part of the highly effective curriculum, ensuring that pupils' knowledge, understanding and skills are developed exceptionally well. A broad range of opportunities allows pupils to succeed in many areas. All pupils, for example, have opportunities to learn musical instruments. The range of clubs and activities is very wide and currently includes orienteering, computers, and the environmental club, as well as sports and arts activities.

The school's attention to the needs of vulnerable pupils is exceptional. Pupils with complex needs are included fully in all that the school does and are given sensitive support to very effectively promote their learning and development. The support of outside agencies and expertise is drawn on extremely well, not only to supplement the school's own provision but to develop and improve it. Staff are quick to pick up any signs of a pupil being unhappy and to work together to give support.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| 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 headteacher, well supported by the senior teacher, is unstinting in continuously evaluating the school's effectiveness in meeting pupils' needs and in taking action for improvement. She does not shirk taking difficult action if necessary to ensure that all the teaching is good enough. This is why the quality has been maintained despite staff changes, and also why the weaker aspects of teaching noted at the last inspection have been rectified. Delegation of responsibility for driving improvement, so that all teachers are fully involved is an area that the school recognises as requiring development. This aspect of leadership has, to a large extent, been hampered by the turnover of teachers. Governors are good at challenging senior leaders to improve the school's performance. They know the school's strengths and areas for development well and are keen to ensure that it does its best for all its pupils. In order to support continuous improvement, governors have drawn up a plan of action to increase their effectiveness through better involvement with all stakeholders. The inspection evidence supports their view that this is an important next step in improving the effectiveness of governance. Safeguarding arrangements are thorough. Staff are very mindful of the need to be vigilant. Procedures, such as for the recruitment of staff, met government requirements at the time of the inspection.

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Good promotion of equality of opportunity, with effective tackling of discrimination, results in the good achievement of all groups of pupils. Community cohesion is promoted well overall as seen in the way in which all pupils, no matter what their ethnic background or their academic ability, get on well with each other. Nevertheless, the school has already correctly identified that it needs to find ways of increasing pupils' experience and understanding of the diversity of modern multi-ethnic society to be even more effective in this area.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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 | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| 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

The provision for Reception children has been well led and improved since the last inspection. Both indoor and outdoor environments now take good account of all aspects of children's learning and development, with opportunities for children to move freely between the two areas. A good balance of adult-led activities and those that children select for themselves promotes strong progress, particularly in personal and social development, early mathematics and all aspects of knowledge and understanding of the world. Children are particularly confident in working and playing together and they behave well. Children's recorded work shows that the gains children make in early writing are not quite as strong as in other areas. During the inspection, there were few opportunities for children to write in situations such as role play. Although records show that writing in role play is normally promoted better than this, the school agrees that the development of early writing skills for children of all abilities should be given greater attention.

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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

Almost all parents who completed the questionnaire are pleased with the school. Inspection findings confirm parents' positive views, particularly regarding the good quality of teaching, the effective promotion of healthy lifestyles and the arrangements for safeguarding pupils.

A small number of parents consider that the school does not meet their children's particular needs. The inspection found that the school works very hard to meet pupils' differing needs. It noted that there are some moments in lessons when teaching could be even more effective in this respect.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hughenden 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 114 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 28 | 54 | 22 | 42 | 2 | 4 | 0 | 0 |
| The school keeps my child safe | 34 | 65 | 18 | 35 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 21 | 40 | 30 | 58 | 0 | 0 | 1 | 2 |
| My child is making enough progress at this school | 13 | 25 | 37 | 71 | 1 | 2 | 1 | 2 |
| The teaching is good at this school | 23 | 44 | 27 | 52 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 23 | 44 | 28 | 54 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 27 | 52 | 25 | 48 | 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 | 37 | 31 | 60 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 21 | 40 | 26 | 50 | 5 | 10 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 14 | 27 | 30 | 58 | 2 | 4 | 4 | 8 |
| The school takes account of my suggestions and concerns | 26 | 50 | 23 | 44 | 2 | 4 | 0 | 0 |
| The school is led and managed effectively | 29 | 56 | 19 | 37 | 2 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 32 | 62 | 18 | 35 | 2 | 4 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



20 May 2010

Dear Pupils

Inspection of Hughenden Primary School, High Wycombe HP14 4LR

Thank you very much for helping me when I visited your school. I really enjoyed talking with you and watching your lessons. Your school council members represented you well and were able to tell me a huge amount about the school.

I saw that you behave well, and often impeccably, in lessons. I know that some of you think that behaviour could be even better. As a result, I have asked the adults to involve you more in looking at how this improvement and others could be achieved. I have also asked the adults to help you to gain more experience and understanding of the different backgrounds and traditions of people living in the United Kingdom today.

I have judged your school to be outstanding overall. All that it does is at least good. It makes sure that your achievement in your work is excellent. You are exceptionally well prepared for the move to secondary schools and for life beyond. Your knowledge of how to keep fit and healthy is extremely good. All the adults want you to do as well as you can. For this reason, I have asked them to make sure that they always give full attention in lessons to those of you who find learning difficult.

Your parents are confident that you are safe at school and I agree with them. The care that the adults show for you is exceptional. The school also provides you with many exciting activities in lessons and through clubs, performances and visits. The curriculum it provides for you is very impressive.

Thank you once again for all your help. Keep on doing your best and being such pleasant and friendly young people.

Yours sincerely

Alison Grainger

Lead inspector

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