

Quainton Church of England Combined School

Inspection report

Unique Reference Number	110447
Local Authority	Buckinghamshire
Inspection number	337501
Inspection dates	25–26 May 2010
Reporting inspector	John Earish

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Ms Shelley Davis
Headteacher	Peter Bird
Date of previous school inspection	14 May 2007
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Introduction

This inspection was carried out by three additional inspectors. They saw 19 lessons or parts of lessons taught by nine teachers and looked at samples of pupils' work. The school's documentation was reviewed including its strategic development plan and teachers' lesson planning and information about pupils' progress. The inspectors also talked to governors, pupils and staff in leadership positions. The views of 67 parents and carers expressed in their responses to questionnaires were also taken into account

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

- the progress made by different groups particularly in the core subjects
- the quality of teaching to determine its impact on pupils' standards and attitudes to learning
- the impact of monitoring at all levels to see if it is sufficiently rigorous to raise achievement and improve the quality of learning.

Information about the school

This is a small village school where almost all of the pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities varies from year to year and is broadly similar to that found nationally. It is higher in some year groups. These pupils' needs cover a wide range including specific learning difficulties and physical disabilities. There has been a high turnover of staff and changes to headship of the school since the last inspection. Substantial building work has been completed to improve the school site and add extra teaching areas. The school has received the award of 'Sports School of the Year' for the whole of Buckinghamshire and Milton Keynes.

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

This is an outstanding school that has made rapid progress since the last inspection. It is overwhelmingly supported by parents and carers who provided numerous comments confirming this view. One wrote, 'Quainton has improved massively over the past two to three years – the opportunities, teaching and aspirations to improve represents a fantastic opportunity for my kids to achieve their best.' Another added that 'this is an excellent school, which has a headmaster and staff who care so much for the well-being, protection and educational needs of its children.' One parent summarised the views of many by explaining that 'the school has changed and improved to a very high level.'

Much of this success is due to the outstanding leadership of the headteacher and his senior managers whose pursuit of excellence has led to exceptional improvement in key areas. Previously judged as satisfactory, accurate and detailed self-evaluation of the school performance has highlighted any underachievement. Areas where changes are needed have been identified and decisive action taken. This ensures that previous underachievement, especially for the older pupils, has been successfully addressed so all groups of pupils achieve well with some groups making outstanding progress. This confirms the school's outstanding capacity to continue improving.

Children get off to a good start in the Early Years Foundation Stage from above average starting points and make good progress as they move through the school. The attainment of pupils in the current Year 6 is well on track to reach well above average levels in English, mathematics and science by the time they leave. This is an improvement on last year's results when attainment in English was significantly better than average but weaker in mathematics and science. Inspectors' lesson observations and reviews of pupils' work also confirm that rapid improvement since the last inspection, when national test results were below average overall by Year 6, has now been secured. Pupils achieve well because they are well taught and have an excellent range of interesting and challenging tasks which inspire them to work hard. Teachers use assessment information very skilfully to set work that matches pupils' varying needs and abilities. Teaching assistants provide good quality support. This means that pupils with special educational needs and/or disabilities are able to play a full part in lessons and also achieve well. As one parent wrote, 'I feel that my child with special needs has had her needs met more appropriately in the last two years.' However, on some occasions teachers miss opportunities for higher attaining pupils to explore their own ideas or do not give them enough time to do so. This means that progress is not always as rapid as it could be.

Outstanding levels of care and support are another reason for the school's continuing

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success. Pupils' are exceptionally well cared for and feel very secure and happy. As a consequence, they enjoy coming to school very much, attend very regularly indeed and behave exceptionally well. Pupils are very enthusiastic in their support of healthy lifestyles including eating a balanced diet and taking lots of exercise. They are very involved in the running of the school and make an excellent contribution to the community. A considerable contribution is also made to the wider community and by raising substantial funds for charities.

Teachers have successfully increased the opportunities for creativity and enjoyment within the curriculum so that learning is purposeful and captures pupils' interest and enthusiasm. Extra-curricular provision is outstanding with 27 after-school clubs and activities. The school has, for example, recently performed successfully at the Edinburgh Festival in partnership with others locally. The provision for sporting activities has been extremely well developed in close cooperation with teachers from the independent sector. This is seen in the recent award for sporting excellence

Governors are very supportive of the school and have an excellent understanding of its strengths and weaknesses. They have devised excellent and robust ways of holding the school to account for its performance and are intimately involved in school development planning. Very effective partnerships are making an excellent contribution to pupils' good achievement, especially in sport. They are benefiting pupils in aspects of sport that could not be provided otherwise. Community cohesion is promoted well. Global and local links are very well developed. However, the school acknowledges that it needs to increase the understanding of cultural diversity in contrasting locations within the United Kingdom to the level of the other two strands

What does the school need to do to improve further?

- Ensure that teachers capitalise on opportunities during lessons for pupils, especially the higher attainers, to work independently to explore their own ideas and use their initiative in order to sustain their rapid progress.
- Strengthen the links with contrasting locations within the United Kingdom to deepen children's understanding of cultural diversity.

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

□This is a really good school. We are a large happy family and really enjoy learning', said one older pupil. □I am so pleased that I came to this school. Everyone is so kind and it has made me very happy to be here and feel wanted for what I am', said another young pupil with physical difficulties. □We are all very proud of our school and really enjoy learning', was a comment often repeated. Pupils are keen to share their ideas and very willingly help and support each other. Higher ability pupils enjoy challenging themselves. For example, pupils in a Year 5 science lesson were enthusiastically devising ways of measuring air pressure and resistance. One pupil exclaimed, □I think that we should look at the shape of Formula 1 racing cars to see how they have tried to reduce air resistance.' Those with special educational needs and/or disabilities work confidently

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in small groups and enjoy learning because they are well supported. Consequently, pupils of all abilities make good progress from above average starting points and are on track to attain levels that are well above average overall by the time they leave the school. Attainment in science, however, is not quite as strong as in English and mathematics.

Pupils take their responsibilities very seriously, including environmental issues. They grow their own crops, make their own compost and collect rainwater. This makes a significant contribution to their very well-developed understanding of healthy eating and lifestyles. They also make a significant contribution to the wider community through links with the church and community activities such as the Quainton Summer Fayre and groups such as the local Allotment Society. Pupils' very good basic skills, together with their very positive attitudes for learning, mean that they are very well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The care, guidance and support that pupils receive are outstanding. Pupils are valued as

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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individuals. As a consequence, their self-esteem is raised and they are very enthusiastic to learn. This, too, has a very positive effect on their behaviour, motivation and relationships which are excellent. The support for vulnerable pupils is exemplary. The school works in close partnership with parents and carers and outside agencies to meet the learning and welfare needs of these pupils. Consequently, pupils with a range of special needs make good progress in relation to their capabilities.

Teaching is good overall and a number of lessons are of outstanding quality. When teaching is of the very highest quality, there are always opportunities for pupils to consolidate their understanding and clarify any misunderstanding from previous learning. This means that misunderstandings are quickly dealt with before new learning is attempted. Another key feature is the way that teachers adjust the tasks to maintain high levels of challenge with tasks well matched to individual needs. However, this is not yet consistent across the school. There are instances when teachers fail to make the best use of the pupils' abilities to learn confidently and independently on their own. Consequently, there are missed opportunities to develop pupils' self-reliance and critical thinking skills and on these occasions progress is not as rapid as it could be.

The outstanding curriculum is adapted very well for the different ability groups within the school. Pupils benefit from a very well-planned personal, social and health education programme. They develop a strong sense of social responsibility. An outstanding range of school clubs, including sporting, artistic and musical experiences, enhance pupils' learning and add much to their enjoyment of school. As one parents wrote, 'The fantastic array of sporting and drama opportunities and also after-school clubs enhance my children's enjoyment of school life.' Target setting and marking is guiding pupils' academic development very well and is helping pupils gain an even clearer understanding of what they must do to improve.

These are the grades for the quality of provision

The quality of teaching	2
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 impact of leadership is seen in how very effectively the senior managers are embedding ambition and driving improvement. Managers and leaders are all working together extremely well, have pride in what they have achieved and have developed the skills necessary for monitoring the school rigorously. Senior managers take very seriously the need to help move relatively less effective teaching to a level as good as the best. Action taken to move the school forward since the last inspection have been

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very effective and ensure that the school is now good at promoting equality of opportunity and tackling discrimination and at narrowing the gap in performance between different groups of pupils. However, there are still some differences in performance between boys and girls, especially in sport.

Governors ensure that safeguarding procedures are good and that all statutory requirements including child protection and risk assessment are regularly reviewed and approved. They hold the school to account for its work and ensure they are well informed about its progress and effectiveness.

Good partnerships have been established with parents and carers. They make a valuable contribution to the school. Their views are actively sought and valued, and the overwhelming majority believe the school understands and helps their children.

The school is a cohesive community in which diversity is valued and it is also outward-looking. It has forged good links with communities locally, nationally and globally. As a result, the schools promotion of community cohesion is good. Leaders are strengthening this aspect of its work even further by establishing links with communities outside the large urban conurbations to give pupils more experience of life in rural settings within the United Kingdom.

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	1
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

When children join the school their skills and understanding varies from similar to above those expected for their age. They quickly adapt to school routines and learn to play and work together well. Children make good progress and achieve well because teaching

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and learning are consistently good. As one parent wrote, 'The (Reception staff) are a credit to the school, always happy, smiling, very warm and bring out the very best (in the children).' Adults are skilled at encouraging positive attitudes to learning and activities are well matched to children's needs and interests. Children respond well to the challenges that are skilfully planned for them. Assessment information is used well to plan the next stages of learning. There is a good balance between activities that are led by the adults and those that the children choose for themselves. For example, children were exploring weighing and measuring. Some children were cooking under adult supervision; others were shopping in a well equipped shop. Adults used questions well to develop appropriate vocabulary and explore ideas based on quantity and volume. Pupils identified with specific learning physical difficulties are well managed and play a full part in the activities.

The Early Years Foundation Stage is well resourced and good use is made of the inside and outside areas to develop all aspects of children's learning. However, higher attaining children can sometimes dominate whole-class activities and this means that other children sometimes lack opportunities to develop their own ideas. The new leader is managing the setting well. Teamwork is strong and all adults are working together well to ensure that all groups of children achieve as well as they can.

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

The overwhelming majority of parents and carers are very positive about the school, its friendly atmosphere and the care given to pupils. They also indicated that their children are happy at school and are kept safe. The inspectors fully endorse these views. A very small minority had concerns about the information they receive about their children's progress. The teachers and governors are aware of the need for parents and carers to be kept fully informed and are reviewing the procedures to see if improvement can be made. There were a number of written comments in praise of the school. There were a very small number of constructive criticisms, including a safeguarding issue, none of which emerged as recurring concerns. These were shared and discussed with the headteacher. Inspectors were satisfied that governors were taking appropriate action.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Quinton Church of England 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	70	19	28	0	0	0	0
The school keeps my child safe	39	58	25	37	0	0	0	0
The school informs me about my child's progress	28	42	29	43	6	9	1	1
My child is making enough progress at this school	39	58	24	36	0	0	1	1
The teaching is good at this school	46	69	17	25	1	1	0	0
The school helps me to support my child's learning	30	45	32	48	2	3	0	0
The school helps my child to have a healthy lifestyle	46	69	19	28	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)	41	61	20	30	1	1	0	0
The school meets my child's particular needs	31	46	31	46	1	1	0	0
The school deals effectively with unacceptable behaviour	29	43	35	52	0	0	0	0
The school takes account of my suggestions and concerns	27	40	34	51	2	3	1	1
The school is led and managed effectively	44	66	19	28	0	0	1	1
Overall, I am happy with my child's experience at this school	51	76	14	21	1	1	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.



28 May 2010

Dear Pupils

Inspection of Quainton C of E Primary School, Quainton HP22 4BJ

Thank you for being so welcoming and helpful when we visited your school recently. We really did enjoy looking at your work, seeing you in lessons and talking to so many of you. We were pleased to hear how very much you enjoy learning. Almost all your parents or carers are extremely happy with the school, too. You get on extremely well with each other and help the school to run very smoothly. You listen very carefully to what your teachers have to say and learn a lot in lessons. The school has worked really hard to improve since the last inspection to make learning fun and enjoyable. Many of you commented on this and said how very much the school had improved.

Yours is an outstanding school, where all the adults are working hard constantly to make it even better. Your headteacher and all the staff are doing a really good job, but they still want to make things even better for you. We have asked them to do two things we think might help

You told us that you find your lessons interesting and usually challenging. To make it even better, however, I am asking your teachers to give you even more opportunities to use your own initiative during lessons and to work independently so that you can sustain the rapid progress you are already making.

Your teachers are also going to build even more links with contrasting communities within the United Kingdom so that you can have first-hand knowledge of what it means to live in a multiracial community.

Each of you can play your part in making this school even better by continuing to work hard to meet the targets teachers set you.

Yours sincerely

John Earish

Lead Inspector

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