

Cadmore End CofE School

Inspection report

Unique Reference Number	110460
Local Authority	Buckinghamshire
Inspection number	356749
Inspection dates	14–15 September 2010
Reporting inspector	Barnard Payne

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	July Wright
Headteacher	Peter Durrant
Date of previous school inspection	10 March 2008
School address	Cadmore End High Wycombe HP14 3PE
Telephone number	01494 881460
Fax number	01494 883653
Email address	office@cadmoreend.bucks.sch.uk

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St Ann's Square
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Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons taught by all five teachers. They held meetings with pupils, governors and staff. They observed the school's work, and looked at the school's plans, policies and performance data and 67 parental questionnaires.

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

- Pupils' progress in mathematics to judge whether their achievement is in line with English.
- The progress of boys to determine whether they make the same rate of progress as girls.
- The extent to which planning and targets are used consistently to enable all groups to make good progress.
- The range of monitoring and evaluation and its impact on improving progress and teaching quality.

Information about the school

Most pupils attending this small school are from White British backgrounds. No pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is in line with the national average and most of this group has difficulties with language and communication. The number of pupils with statements of special educational needs is higher than average. The school has the capacity for 14 children in the Early Years Foundation Stage and during the inspection there were 11 children in the Reception class. The school has the Activemark and Healthy School awards.

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?

3

The school's capacity for sustained improvement

3

Main findings

Cadmore End is a satisfactory school. Lesson observations, as well as reviews of their work, confirm that pupils from all backgrounds and of all abilities make at least satisfactory progress, and those with special educational needs and/or disabilities make good progress. Children start school with attainment that is in line with expectations for their age, although their literacy skills are more limited. They improve these skills and make good progress to meet their learning goals in all areas by the end of Reception. When they leave, in Year 6, they reach the national average in English, mathematics and science. This reflects satisfactory achievement. The school has worked successfully to raise attainment in mathematics to bring it in line with English. It has also focused on improving boys' progress, which had lagged behind girls' but is now at a similar rate. Teaching is satisfactory; while there is some good teaching, the quality is inconsistent. This means that pupils are not consistently challenged to reach the highest levels in English and mathematics. Pupils with language and communication difficulties make good progress because the school invests in good quality, targeted support and makes effective use of local authority resources. This enables pupils to take a full part in activities and enjoy their learning.

Parents and pupils strongly support the school and its values. One parent comments that 'this is a small caring school and has a strong sense of community', an aspect particularly valued by pupils who say that they 'look after each other well'. Pupils' excellent behaviour enables all to feel safe and happy. Pupils enjoy the wide range of opportunities available, which in turn enables them to adopt healthy lifestyles, as many take part in physical activities after school. Pupils have a good range of opportunities to contribute to the school and wider community, including an active school council and 'playground buddy' system. They are reflective and tolerant, showing good spiritual, moral, social and cultural development. They acquire a good capability in information and communication technology (ICT). This, along with satisfactory attendance, shows that their preparation for the future is satisfactory.

The school was judged satisfactory when it was last inspected. It has not stood still since then, as the school's leadership and management have made significant improvements to accommodation and resources. Governors have developed their role effectively. By maintaining a good level of support staff, the school has improved the progress of pupils with special educational needs and/or disabilities, which is now good because these staff are suitably skilled to enable pupils to overcome barriers to learning. There is a wider range of curriculum opportunities. The school has satisfactory self-evaluation systems, including a good, electronic system to track pupils' progress. Actions taken as a result have not yet led to consistently good teaching and learning,

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although there have been improvements in attainment and progress. Taking this into account, the school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- By July 2011, secure consistently good teaching by sharing and embedding best practice and using performance management to set key improvement targets.
- Challenge pupils to make more than just satisfactory progress from their starting points in English and mathematics by:
 - setting all pupils personally challenging targets and showing them the steps needed to take their work to the next level
 - monitoring teaching to identify key actions to improve consistency.

Outcomes for individuals and groups of pupils

3

Pupils are positive, ready to work and their behaviour is outstanding. They show that, when challenged, they will attempt difficult tasks. For example, in one mathematics lesson, all pupils were invited to try higher level tasks when the class reviewed the work at the end of the lesson. Not all pupils consistently receive this level of challenge and, overall, pupils' work shows steady, rather than good, progress in line with that expected given their starting points. At the end of Key Stage 1, pupils' attainment is at the national average in reading, writing and mathematics. In recent years, pupils in Key Stage 2 made better progress in English than in mathematics. The school is successfully closing this gap and the most recent national tests show marked improvement in mathematics. The trend in pupils' science attainment shows pupils consistently reach the national average and make satisfactory progress. Pupils play a key role in maintaining a supportive, caring ethos. They speak highly of the school and value the strong relationships they establish with staff and other pupils. The school council raises funds for charities and for the school and this reflects the strong sense of social responsibility pupils acquire.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

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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The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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 Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The objectives for each activity in lessons are not always clear enough and pupils could often attempt more challenging work. In well taught lessons, staff use assessment effectively to enable pupils to reflect on their own progress and to set work at an appropriate level. The best teaching is ambitious and makes effective use of a variety of resources, including ICT. These lessons proceed at a good pace and transitions between activities are effectively managed. In two lessons, teachers made good links between science and pupils' personal development, as pupils looked at healthy diets and how to be seen on the road at night. This made the activities relevant and interesting for pupils. Pupils find marking helpful, but it seldom indicates the next steps pupils could make to improve their work. Pupils have both personal and academic targets, and the personal targets focus on developing social and independence skills; pupils like the way this involves them in their own learning. The range of learning opportunities is broad for such a small school, and effective partnerships help provide a variety of sports and other activities. The curriculum has a direct impact on developing pupils' positive attitudes, including helping them to adopt healthy lifestyles. The innovative Forest School is an interesting and exciting environment that captures children's curiosity in the Early Years Foundation Stage. Planning for pupils with special educational needs and/or disabilities includes effective staff deployment and well-chosen resources, which enable this group to make good progress. The school has well organised arrangements in place to take care of pupils. It is proactive in seeking advice and support from outside the school and has established good links with a range of professionals who support pupils. The school is also effective in involving and working with families where pupils are having difficulties. Pupils feel well supported and know they can talk easily to staff.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3

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	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's leadership has established a very positive ethos based on values shared by pupils, staff and parents. While pupils' achievement remains satisfactory rather than good, there have been improvements as the school has effectively used its monitoring systems to target groups of pupils and raise their attainment. The school's leadership has an accurate view of strengths and weaknesses in teaching, but this has not yet led to the level of action required to secure consistently good progress by pupils. The governors have developed effective systems to carry out their role and are fully committed to improving the school. The school engages well with parents and carers, overcoming the challenge of its isolated location to create a shared sense of community. The partnerships the school has established, with other schools, sports bodies and the local authority, contribute effectively to pupils' learning and well-being. The school is effective in ensuring that all pupils, regardless of background or difficulties, are able to take part in all activities within a tolerant and supportive environment; there is no discrimination or disharmony. Safeguarding procedures meet all requirements and are given an appropriate level of priority by governors. The school has established good links with its local community, which it knows well, but has identified as a priority the need to establish wider national and global links as part of its community cohesion plan. Taking account of the pupils' progress and achievement and the provision the school makes, it provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	2
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	3

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The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress because staff ensure they have a wide range of experiences that give them the opportunity to be independent and curious about the world around them. The use of the Forest School is a significant development since the previous inspection. This stimulating and varied outdoor environment provides children with a variety of learning opportunities. In one lesson, two boys showed great interest in finding a family of slugs and were able to describe their body parts. Because some children have limited literacy skills, particularly in writing, the provision effectively balances activities to ensure that in Reception there is formal teaching as well as more open activities. There is a well established and informative assessment system in place to track progress. All welfare needs are fully met. The leadership is ambitious, focused on children's needs and has made effective use of external quality assurance.

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

A high proportion of parents and carers returned questionnaires. These show that almost all are happy with their children's experience at the school and feel they enjoy being there. All parents and carers are happy that the school keeps their children safe, and inspectors agree. Most feel well informed about the progress their children make; a few are not happy with their children's progress. Inspectors found that progress is satisfactory, but agree it could be better. Almost all parents and carers are pleased with teaching at the school. A few parents and carers would like more help to support their children's learning. All feel the school helps their children have a healthy lifestyle and most feel that the school prepares children well for the future. Inspectors found that pupils do adopt healthy lifestyles; their preparation for the future is satisfactory. A very small minority of parents and carers does not feel the school meets their children's particular needs. Most are happy with the way the school deals with unacceptable behaviour. Inspectors found behaviour to be outstanding and saw no unacceptable behaviour. Most parents and carers feel the school takes account of their suggestions and concerns and that the school is led and managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cadmore End CofE 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 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	64	23	34	0	0	1	1
The school keeps my child safe	48	72	19	28	0	0	0	0
The school informs me about my child's progress	35	52	29	43	2	3	1	1
My child is making enough progress at this school	27	40	30	45	7	10	2	3
The teaching is good at this school	33	49	32	48	0	0	2	3
The school helps me to support my child's learning	27	40	35	52	2	3	2	3
The school helps my child to have a healthy lifestyle	35	52	32	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)	34	51	27	40	4	6	0	0
The school meets my child's particular needs	32	48	25	37	6	9	2	3
The school deals effectively with unacceptable behaviour	36	54	26	39	4	6	1	1
The school takes account of my suggestions and concerns	28	42	32	48	5	7	0	0
The school is led and managed effectively	35	52	29	43	1	1	2	3
Overall, I am happy with my child's experience at this school	41	61	24	36	0	0	2	3

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



16 September 2010

Dear Pupils

Inspection of Cadmore End Church of England Primary School, High Wycombe HP14 3PE

Thank you for being so welcoming and courteous when we visited your school. You really helped by talking to us and showing us your work. We know how proud you are of your school, and there is a lot to be proud of. We have found that the school is satisfactory; it is good in many aspects, but we believe you could make more progress. We particularly liked the strong sense of community and how well you look after one another. Your behaviour is excellent. The school gives you a wide range of opportunities. Many of you take part in after-school physical activities, which helps you stay fit and healthy. The school cares for you well, and this is something you particularly value. We found that the school could do more to ensure you reach the highest levels you can in English and mathematics. All of the teaching is at least satisfactory and there is some good teaching; we would like there to be more consistency. That is why we have asked the school to improve in two ways.

- Make sure all teaching is good by sharing and using the best ideas in teaching across the school. We feel the school could do this by July 2011.
- Challenge you to make the most progress you can in English and mathematics. You have an important part to play. In particular, you can set yourselves challenging targets and work hard to achieve them. You already have very positive attitudes, so we believe you can do this!

Yours sincerely

Barnard Payne

Lead inspector

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