

Radnage CofE Infant School

Inspection report

Unique Reference Number	110467
Local Authority	Buckinghamshire
Inspection number	356752
Inspection dates	13–14 September 2010
Reporting inspector	Angela Kirk

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Philip Cole
Headteacher	Elizabeth Ramm
Date of previous school inspection	18 October 2007
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Introduction

This inspection was carried out by two additional inspectors. Seven lessons were observed, taught by four teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and scrutinised pupils' books, monitoring and assessment information, the minutes of meetings, policies, teachers' planning and safeguarding documents. Inspectors analysed questionnaires from staff as well as 32 from parents and carers.

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

- The progress made in improving pupils' writing over the past three years.
- How well assessments of pupils' achievements are shared with them and parents and carers, in order to support their progress.
- The effectiveness of the school's assessment tracking system.

Information about the school

Radnage is a smaller than average village infant school. The majority of pupils are White British with very few from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly average, but the proportion eligible for free school meals is low. Children in the Early Years Foundation Stage are taught in a separate Reception class. The school has gained a Healthy Schools Award.

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

Radnage is an outstanding school. Almost all of the parents and carers are happy with their child's experience of the school. Typical comments included, 'An excellent school. I would recommend it to anybody' and 'We are impressed and pleased with the caring, nurturing education and social skills that both our children have experienced.' Most children start in Reception with skills that are expected for their age. By the time pupils leave the school, they have made outstanding progress, reaching high standards in English and mathematics. Most progress is made by pupils in Years 1 and 2 as a result of a broad skills-based curriculum, outstanding teaching and well-targeted support. Good progress is made by children in the Early Years Foundation Stage, but assessment is not linked tightly enough to the planning of activities in order to challenge children to achieve their very best.

A key strength of the school is the curriculum, which provides interesting, exciting and memorable experiences. As a result, pupils have a very positive attitude to learning and are also very confident when trying new experiences due to the excellent care and guidance from dedicated staff who know pupils extremely well. Healthy lifestyles are promoted well with even the youngest able to talk about healthy food choices. They feel very safe and secure in school due to clear rules which the pupils follow carefully.

Staff morale is high, with outstanding teamwork, so everyone shares the driving ambition to ensure that every pupil gets the best from their time at school, both academically and socially. Staff are supported well by the governing body, which has begun to challenge the school more as a result of better information and training being provided for governors. However, their monitoring is not yet linked tightly enough to the school's priorities and their use of first-hand evidence is limited. The performance of pupils is tracked carefully by staff and the school's capacity to improve is good.

Particular attention for pupils with special educational needs and/or disabilities ensures that these pupils make the same outstanding progress as other pupils. Much of their support is individual, aimed at meeting their specific need in the most effective way.

Relationships with parents and carers are outstanding, with an open door policy, good quality information and a dialogue which acts to improve any area as a result of feedback. Community cohesion has been improved mainly as a result of the School's Linking Project, which has provided pupils with first-hand experiences to learn alongside pupils from a variety of backgrounds and cultures. School self-evaluation is accurate and outstanding progress has been made in improving provision and outcomes in Key Stage 1. Good progress has been made in improving provision and outcomes in the Early Years Foundation Stage, but there is work still to be done to raise attainment so that progress is uniform throughout the school.

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What does the school need to do to improve further?

- By July 2010, raise children's levels of attainment at the end of the Early Years Foundation Stage to better than those expected by ensuring planning is more closely linked to the school's monitoring of their progress by more challenging activities being provided for children.
- By July 2010, develop and strengthen the governors' role in monitoring the school's work including the use of focused school visits and by linking their monitoring and evaluation closely to the school's priorities.

Outcomes for individuals and groups of pupils

1

Pupils make outstanding progress in all subjects and reach high standards in reading, writing and mathematics by the end of Year 2. Standards in writing have risen since the last inspection as a result of targeted phonics teaching, integrating writing skills across the curriculum and outstanding teaching. Pupils with special educational needs and/or disabilities also make outstanding progress often due to individual teaching.

Pupils thoroughly enjoy coming to school, they eagerly participate in the wide range of activities offered to make learning interesting and easily understood. For example, in a Year 1 lesson observed, pupils started to learn about the concept of maps by making a variety of model places using equipment to represent different environments such as a town, a treasure island and a zoo. In Year 2, information and communication technology was used effectively to support a pacey and clear introduction for pupils to learn about the addition of tens and units. Pupils particularly enjoyed a phonics lesson where they had to throw their beanbag carefully into a hoop, each time they heard the 'ch' sound in a word spoken by the teacher.

Pupils clearly understand what constitutes an unsafe situation and know who to speak to if they have a concern. Staff help pupils to stay safe in a variety of ways, including using role play with pupils crossing 'roads' in the school hall set up with school crossing signs and traffic lights. Pupils say that everyone plays together well. Behaviour is usually good, although at times, when lining up and in assembly, pupils did need reminding not to talk.

Pupils relish the opportunity to take responsibility such as ringing the school bell and taking the register to the office. Significant opportunities to enable pupils to influence aspects of school life are relatively limited, although they enjoyed taking part in a project to improve the school environment. Attendance levels are high. Pupils are well prepared for the future due to high academic standards, excellent social skills and lessons which place an emphasis on practical work, such as working out the change in games using toy money. Spiritual opportunities are strong through school assembly themes and times for prayer and reflection during the day such as before lunch and at the end of the day. The school has worked hard to enable children to experience cultures other than their own, but these are not regular enough to maximise their understanding.

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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	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	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 planning results in teaching being well matched to pupils' needs in Years 1 and 2. A excellent range of teaching strategies are used such as asking pupils to explain their reasoning behind their answers, enabling pupils to develop their spoken language and thinking skills. Teaching assistants provide additional expertise and guidance for those pupils who need it, although occasionally their time during the main teaching session could be used more productively. Excellent subject knowledge demonstrated by teachers ensures that pupils use correct vocabulary. Pupils have targets which they use across areas of learning. Feedback from their teachers about how to improve their work enables them to focus on what they need to achieve as a next step. These targets are also shared effectively with parents and carers.

The curriculum has been very well tailored to cover a wide range of skills in a cross-curricular approach. This linking of subjects in a well-organised structure ensures excellent progression of skills in all subjects, leading to high standards and a very broad curriculum, particularly in Years 1 and 2. Information and communication technology is used to support learning across subjects and visits and visitors enrich pupils'

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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experiences.

Support for pupils with special educational needs and/or disabilities and vulnerable pupils is extremely robust and effective. Individual programmes support pupils' additional needs, whether through extra subject teaching or emotional support to ensure all pupils achieve their very best. Their progress is carefully monitored using the school's tracking system. Additional advice is sought from medical and other educational professionals in order to help write the individual programmes. Parents and carers are involved at each stage and, through excellent induction arrangements, pupils are very well prepared for their next stage of education.

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?

All teachers play a lead role in the school, encouraged and well supported by the effective headteacher. Morale is high and there is a strong sense of shared purpose towards high achievement for all. Staff share information and expertise effectively with each other in order to drive school improvement. Monitoring is rigorous and other school partners are used to good effect, for example to ensure that standards are accurately assessed. Teaching observations from the headteacher are highly accurate and effective and in helping teaching to be generally outstanding. Careful tracking procedures are used to check that there are no differences in the performance of any groups of pupils so that equal opportunities are promoted effectively.

Safeguarding procedures are robust and governors play a high profile role in monitoring the effectiveness of these. In the past year, significant improvements have been made in the school's promotion of community cohesion, with an audit and action plan in place, with some aspects evaluated to spot where improvements can take place. Opportunities for pupils to develop a meaningful understanding of life in other countries are still limited.

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

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 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	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

Children make good progress in the Early Years Foundation Stage as a result of good teaching. Planning ensures that the newly built outside area is used to support learning across all areas of the curriculum, with effective free-flow of indoor and outdoor choices for children being achieved. Outstanding induction procedures help children to settle in quickly and supportive relationships established by staff help children to develop their self-esteem and behave well. The quality of care, guidance and support is excellent. On entry, although children are at levels that are similar to those expected for their age overall, cohorts vary considerably and some of their communication and number calculation skills are often below those expected.

By the time they enter Year 1, average standards in all areas are achieved as a result of the good teaching. For example, children made good progress in a language-based lesson, where they confidently asked each other questions, prompted by some good examples shared by the teacher. Assessments are accurate, but are not used effectively enough to plan further learning activities which are sufficiently challenging to secure the outstanding progress evident higher up the school. Leadership of the Early Years Foundation Stage is good and there is excellent communication and with parents and carers.

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

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

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Views of parents and carers

Parents and carers are especially happy with the enjoyment that their children have of school and of the priority that the school places on care, guidance and safety for their child. They feel that the teaching is good and that the school is well led and managed. Inspectors agree with the parents' view of the school. A few individual comments were raised, for example, regarding the time of parents' evenings and requesting more information about their child's progress. Inspectors felt that the school takes account of parental views when making policy decisions and that the school takes the views of parents and carers seriously.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Radnage CofE Infant 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	72	9	28	0	0	0	0
The school keeps my child safe	29	91	3	9	0	0	0	0
The school informs me about my child's progress	10	31	18	56	0	0	1	3
My child is making enough progress at this school	16	50	13	41	0	0	0	0
The teaching is good at this school	20	63	11	34	0	0	0	0
The school helps me to support my child's learning	20	63	9	28	1	3	0	0
The school helps my child to have a healthy lifestyle	28	88	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)	20	63	9	28	0	0	0	0
The school meets my child's particular needs	24	75	6	19	0	0	0	0
The school deals effectively with unacceptable behaviour	17	53	9	28	1	3	0	0
The school takes account of my suggestions and concerns	14	44	13	41	1	3	0	0
The school is led and managed effectively	25	78	6	19	0	0	0	0
Overall, I am happy with my child's experience at this school	25	78	6	19	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

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.



15 September 2010

Dear Pupils

Inspection of Radnage Church of England Infant School, Radnage, HP14 4DW

Thank you for making us so welcome during our recent visit to your school. We were particularly impressed with how well you are doing with your work. We were pleased that you follow the rules for healthy living, behave well and by how much you know about keeping yourselves safe. You told us that you really enjoy school and that everyone is very friendly.

Radnage is an outstanding school where you reach high standards in your reading, writing and mathematics and make excellent progress. This is because your teachers work very hard to make your lessons interesting and exciting. They also take a great deal of care to make sure that you understand what you are learning and give you extra help if you need it.

Although all the staff work hard to make the school outstanding, they want to make it even better so we have asked them to:

- make sure that even the very youngest children in the Reception class make the same progress as the older ones by making their work get gradually harder
- arrange for governors to learn more about the things the school is trying to improve by visiting the school and by talking more to the staff and pupils.

You can all help as well by making sure that you listen carefully to your teachers in assemblies and walk really smartly in your lines.

Yours sincerely

Angela Kirk

Lead Inspector

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