

## REVIEWER REPORT

School Name	Head Teacher	Reviewer	Date of Review
Haddenham St Mary's C of E Infant School, Bucks	Karen Collett	Ed Carter & Dame Kathy August	October 3 2014
Names of those present at the Feedback Meeting			
Karen Collett, Headteacher Gaynor Bull, Chair of Governors			

### CONTEXT OF THE SCHOOL

Haddenham St Mary's C of E Infant School is a small one form entry village Infant school. The school was last inspected in 2007 and was judged to be outstanding. The current Headteacher, Karen Collett has been at the school for four years.

### STUDENT ACHIEVEMENT

#### Evidence:

The evaluation relied on the following evidence:

- The most recent Buckinghamshire Data dashboard
- 2013 RAISE online data
- The school's self evaluation documents
- Lesson observations
- The School Improvement Plan
- The school's in year data, tracking and analysis
- Discussion with Headteacher, staff, children and Governors

Evaluation:

The achievement of the pupils is consistently outstanding over time. End of Key Stage 1 results in all areas are outstanding, well above national and local averages. Progress and attainment in each of the year groups is consistently outstanding, with high proportions of children meeting and exceeding national averages.

End of KS1 data for 2014 shows:

Attainment

**Reading:** at 100% 2+ is **significantly above** (11%) 2014 national  
at 57% 3+ is **significantly above** national (28%) 2014 national

**Writing:** at 100% 2+ is **significantly above** (15%) 2014 national  
at 29% 3+ is **significantly above** (14%) 2014 national

**Mathematics:** at 100% 2+ is **significantly above** (9%) 2014 national  
at 43% 3+ is **significantly above** (20%) 2014 national

The quality of the data provided by the school is exemplary. Through discussion it is evident that there are robust assessment processes at all levels. The school's leadership team is forensic with its analysis and all children make at least good progress in all areas. As a result if there are any emerging differences in attainment or progress they are identified at an early stage and addressed effectively.

Pupil progress meetings track the progress of all children. As a result all children's targets and needs are identified and are well supported by teaching provision. Where necessary, interventions to suit individual children's needs are introduced. The effectiveness of interventions are closely monitored and refined to suit the changing needs of children.

There are thorough transition and assessment processes in place so that children's learning, attainment and progress remain strong.

A close scrutiny of children's books clearly demonstrates highly effective and consistent marking strategies across year groups and subjects that enable children to make good progress.

Governors are equally forensic in their approach to monitoring achievement. They are very well informed and knowledgeable, and offer the headteacher and school leaders the appropriate levels of challenge and support.

Suggested steps to take:

As discussed:

- to further extend the knowledge and understanding of data and its analysis to all staff.
- to use 2B+ ( a secure) as the benchmark to measure attainment
- to continue developing strategies that prepare the school for reporting attainment and progress when the use of levels finishes

Evidence and its source:

EYFS & KS1

- Joint lesson observations & school monitoring file to verify typicality of teaching over time
- School assessment data
- National data
- Data dashboard
- Scrutiny of children's books

EYFS & KS1

Six sessions were observed jointly for part of teaching sessions: observation and discussion regarding indoor and outdoor provision in Reception, Big Write activities in Years 1 and 2, Mathematics in Years 1 and 2.

The headteacher's judgements concurred with those of the reviewer. There is a strong correlation between the quality of teaching and the outcomes for pupils. The school methodically records the outcomes of teaching over time in a monitoring file.

The learning environment for all children is excellent. Classrooms are bright and attractive and provision and resources are good. Organisation, planning and class management of the learning is good. There is a whole school consistency to aids and resources for learning in all classes. E.g. visual timetables, literacy and numeracy prompts, the use of rewards and the promotion of values that support learning.

The requirements of the new curriculum have been addressed. There is plenty of evidence that curriculum is well planned through creative themes and topics that engage the children's interest. Alongside this, the school has, for example, developed the Eco Lodge curriculum, as well as identifying other areas of the school grounds to explore with the possibility of incorporating them into an already vibrant and broad curriculum provision.

Every teacher has an individual teaching support programme to develop skills and knowledge, and the school can clearly demonstrate its effectiveness.

There is good evidence that teaching assistants throughout the school make an excellent and consistent contribution to the children's learning.

Evaluation:

Teaching is outstanding. The triangulation of observations, analysis of the school's assessment processes, attainment and data, and the work in children's books clearly demonstrate this. The school is very familiar with the need to do this in the light of the changing arrangements around judgements in lesson observations.

Suggested steps to take:

As discussed:

- To maintain the support for all individual staff as the school aims to further increase the proportion of outstanding teaching over time.

## BEHAVIOUR AND SAFETY

Evidence:

- Observations of pupil behaviour
- Attendance
- SEF School Development Plan
- Behaviour policy, rewards and sanctions
- Pupils discussions
- Data dashboard

Evaluation:

Children's behaviour is outstanding throughout the school. All children are fully engaged in their activities in all sessions that were observed. Their behaviour outside the classroom at break time and lunchtime was excellent. This is due in no small part to the strong values ethos that permeates the school, and the very good understanding all children have of the rewards and sanctions system that operates in the school to support their learning.

The children talk proudly of their school and understand and demonstrate their roles of ambassadors very effectively.

Children are also aware of their roles and responsibilities in the school community and members of the School Council are proud of their involvement and the work they do for others.

Attendance is consistently high.

Suggested steps to take:

- To maintain the very positive and successful behaviour strategies that are already effectively in place
- As discussed, to explore further the development of the work on Values that the school is currently considering

**QUALITY OF LEADERSHIP AND MANAGEMENT**

Evidence:

- RAISE
- Data dashboard
- Self Evaluation document
- School Development Plan
- Discussions with Headteacher
- Discussion with governors
- Curriculum planning for changes to pupil performance indicators
- School readiness for 'life beyond levels'

Evaluation:

The leadership of the school is outstanding.

The school's leaders and governors have shared high expectations and aspirations for all children. Over time, since the last inspection, under the leadership of the headteacher, and with the support of a knowledgeable and informed governing body the school has remained consistently outstanding. They set themselves appropriately challenging targets and closely monitor the progress of the School Development Plan and its priorities.

The creation of School Development Plan involves all of the school's stakeholders. Priorities are the result of informed reflection and evaluation, and clearly articulate the school's vision and the practical steps for even further improvement. There is regular monitoring by the governing body through the work of its committees. The governors' summary document is a particularly informative and effective monitoring tool for further improvements.

Governors are very well informed by the headteacher through excellent documentation. Governors have a detailed knowledge of the school's performance and they are rigorous in the challenge and support they offer the headteacher.

Leadership has a very strategic view of the school, and is already addressing the potential effects of proposed expansion in the village, as well as the shorter term implications of rising numbers this year in Reception.

Suggested steps to take:

As discussed:

- Governor monitoring is highly effective already, but it is recommended that governor monitoring opportunities in the School Development should indicate which committee will specifically monitor priorities and when.
- School leaders and governors to reflect on the differences between the time the school was last inspected and the current time, examining the strategies and actions taken and their impact in order for the school to demonstrate how the school has maintained its outstanding status and improved even further over time.

### OVERALL EFFECTIVENESS

Evaluation:

Haddenham St. Mary's C of E Infant school remains outstanding.

Suggested steps to take: (As mentioned above)

**Achievement:**

- to further extend the knowledge and understanding of data and its analysis to all staff.
- to use 2B+ ( a secure) as the benchmark to measure attainment
- to continue developing strategies that prepare the school for reporting attainment and progress when the use of levels finishes

**Teaching:**

- To maintain the support for all individual staff as the school aims to further increase the proportion of outstanding teaching over time.

**Behaviour and Safety:**

- To maintain the very positive and successful behaviour strategies that are already effectively in place
- As discussed, to explore further the development of the work on Values that the school is currently considering

**Leadership:**

- Governor monitoring is highly effective already, but it is recommended that governor monitoring opportunities in the School Development should indicate which committee will specifically monitor priorities and when.
- School leaders and governors to reflect on the differences between the time the school was last inspected and the current time, examining the strategies and actions taken and their impact in order for the school to demonstrate how the school has maintained its outstanding status and improved even further over time.

Reviewer's Evaluation of key documents:

All documentation was of a high standard and modules of good practice that give a clear and detailed picture of the school's performance in all areas, together with a sharply focused strategy for further improvement.

The school's self evaluations are accurate and governors play a full part in the judgements and forming school priorities moving forward.

The use of data analysis is forensic, clear and accurate.

The school website is informative and meets all statutory requirements.

Points for development in key documents:

- School Development Plan: Governor monitoring is highly effective already, but it is recommended that governor monitoring opportunities in the School Development should indicate which committee will specifically monitor priorities and when.

Strengths observed during the review:

- High and consistent attainment and progress of children in all year groups
- Documentation: accurate clear and shows effective strategy setting and monitoring opportunities
- Leadership of the headteacher
- The effectiveness of the governing body
- The consistently high quality of teaching, including the contribution of the teaching assistants
- The consistent, creative and vibrant learning environment
- The engagement and behaviour of the children

Areas of disagreement with school self review and reasons why:

None.