

Haversham Village School

Inspection report

Unique Reference Number	110231
Local Authority	Milton Keynes
Inspection number	356708
Inspection dates	30 September–1 October 2010
Reporting inspector	Marion Wallace

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Terence Sythes
Headteacher	Alison Mears
Date of previous school inspection	14 January 2008
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Introduction

This inspection was carried out by one additional inspector. Most of the time was spent looking at learning: three teachers were seen; 11 lessons were observed; meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at its improvement plan and those of the subject departments, the governing body minutes, assessment information and curriculum planning. In addition, a scrutiny of pupils' work and 41 parental/carer questionnaires were received and analysed.

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

- the effectiveness of strategies to maintain attainment, achievement, progress and quality of learning throughout the school over time
- the quality of provision and learning in science and other foundation subjects
- the effectiveness of strategies to improve spelling and writing
- the effectiveness of adults management of the mixed-age class and how well the part-time teachers work together to ensure maximum learning.

Information about the school

Haversham Village School is smaller than most others. Most pupils come from Haversham village and the local area. A very large majority of pupils are White British. The percentage of pupils with special educational needs and/or disabilities is below average, the percentage of pupils with a statement of special educational needs is well below average. A very small minority of pupils is known to be eligible for free school meals. There are two classes in the school, a mixed-age class for Years 1 and 2 and Early Years Foundation Stage provision in the Reception class. The school runs a breakfast club. A pre-school playgroup uses the school hall every morning; this provision is not managed by the governing body.

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

Haversham is an outstanding school. Pupils of all abilities achieve well. Parents and carers and pupils appreciate the high-quality care and exciting learning opportunities. One parent/carer summed up the views of most of them saying, 'The school is excellent, a wonderful place to learn, my child is immensely happy and we are very pleased with the progress the children make and the fantastic way the school promote children's confidence. Haversham is very positive and welcoming environment and staff are always open to discussion about progress.'

The key strengths of the school are:

- Pupils make excellent gains in their personal development because relationships are strong and the school ethos is very warm and welcoming.
- All groups of pupils make excellent progress and attainment is high in reading and above average in writing and mathematics because the quality of teaching and learning is outstanding over time. Attainment in science, art, history, information and communication technology, and music are better than expected.
- The provision in the Early Years Foundation Stage is good.
- Care, guidance and support are strong, so pupils behave superbly well and are sensible and enthusiastic learners. Parents and carers commented: 'The staff work incredibly hard and each child is encouraged to reach their potential as well as gaining confidence.'
- Pupils develop a positive attitude to their learning because the curriculum meets the needs of all pupils very well and pupils enjoy the links between subjects.
- The headteacher and middle managers lead the school very effectively and have a very clear vision for its future improvement.
- Excellent links with the local community and external agencies contribute very effectively to the provision. The school is at the heart of the village community, sharing the school hall with pre-school and community groups.

There is an excellent commitment from all staff to provide each pupil with the very best possible education. Equality of opportunity and the elimination of discrimination are pursued determinedly. There is a continual drive for improvement. The very effective systems for evaluating the strengths and weaknesses of the school play their part in sustaining above-average levels of attainment over time and adapting to changes within the school. The school's excellent organisation and strong, shared

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vision demonstrate its outstanding capacity to continue improving. Child protection, risk assessment and safeguarding procedures meet current statutory requirements.

Key weaknesses which remain are:

- The school is developing links with a school in Uganda but these links are at the early stages. Evaluation of the impact of community cohesion initiatives for national and global aspects is less well developed than at local and school level.
- Although provision is good, children in the Early Years Foundation Stage are not always as challenged in their activities to increase their learning.

What does the school need to do to improve further?

- Improve the school's promotion of community cohesion by:
 - tracking the impact of national and global initiatives
 - using the information gained to enhance current provision and pupils' understanding of others with differing backgrounds and beliefs
 - strengthening and expanding the current links with the school in Uganda to broaden pupils' understanding of global communities.
- Improve the provision for Early Years Foundation Stage to match the rest of the school by ensuring children, especially the more able, are challenged fully in their activities.

Outcomes for individuals and groups of pupils

1

Pupils enjoy learning greatly because lessons are very well planned and excellent relationships contribute to an exciting climate for learning. Year 2 pupils used lively language to describe different animals they had seen during 'Animal Week'. One pupil wrote, 'It was fascinating to learn about the slippery snake, the furry guinea pig and to see the beautiful shiny coat of Sky the retriever dog.' They know that the three walks a day help to keep Sky healthy. Attainment in reading is high because children are challenged from Year 1 to read with fluency and expression. The pupils in Year 2 are eager to read aloud and demonstrate fluency and confidence. They explain clearly how they used full stops and commas to guide their reading. There was a buzz of excitement in a literacy lesson as the pupils thoroughly enjoyed the challenge of identifying linking words and 'Wow Words' in a story. This helped them to improve their own writing. In discussion, the pupils demonstrated curiosity about the world, showing that they thought deeply about issues, such as how to make the world a better place. One pupil said, 'We should try to be as good as we can so that we can teach others to be kind to each other.'

Achievement is outstanding overall for all groups of pupils, but particularly for pupils in Year 2 in reading, writing and mathematics. The school's tracking and assessment are very well developed. Pupils meet challenging targets. The school has worked

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hard to improve handwriting skills and spelling. Reading, writing, mathematics and science are exceptionally strong throughout the school. Excellent outcomes are contributing well to pupils future education and later life.

Challenge for all groups of pupils has been consistent over time and well-targeted support is effective. Consequently, more-able pupils and those with special educational needs and/or disabilities are challenged successfully in their learning.

Other key features of pupils’ outcomes are:

- Pupils behave well because they thoroughly enjoy coming to school and this is reflected in their attendance, which is above average.
- The pupils say they feel safe because relationships are excellent and they can discuss any problems they have with adults.
- Pupils know what constitutes a healthy lifestyle. They enjoy their fruit breaks and talk knowledgeably about the effect of exercise on their body. Attendance at the excellent range of ‘After-School Curriculum Clubs,’ is good.
- Pupils develop confidence and learn to perform to a high standard in the school end-of-term productions.
- Pupils have well-developed skills in working collaboratively and cooperatively with others in class and during breaktime activities, such as playground games.
- Pupils learn to make an excellent contribution to their school and local community.

The pupils have an excellent awareness of other cultures, ethnicity and religions within their own school. However, their knowledge of the wider world is more limited. They learn to know about and value cultural differences within the school because traditions are celebrated and shared.

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	2
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	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	1

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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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Strong relationships and excellent attitudes and behaviour contribute to a positive climate for learning. Teaching is typically outstanding. The large majority of lessons observed were good and sometimes better. Over time, teaching and learning has been outstanding. In most subjects, teachers use assessment information consistently very well to plan work effectively that matches the needs of all groups within the class. In the mixed-age class, more-able pupils and different groups of pupils are challenged successfully in most lessons. The teachers use questions effectively to check pupils' knowledge and understanding. The pupils respond enthusiastically to questions and are eager to share their ideas. The teachers give excellent oral feedback to pupils on how to improve their work and marking is very good. Pupils with special educational needs and/or disabilities are supported very well by teaching assistants and so they make the same progress as their peers.

The curriculum is well planned and matched to meet the needs of mixed-age classes, those pupils that are more able, and those who need additional support. As well as English and mathematics, art and design, history, music, science and information and communication technology are strengths, alongside the personal, social and health education programme, which contributes to pupils' excellent personal development. Specialist teaching in art and music enhances the provision. The quality of the art work is outstanding. The pupils produced attractive sea pictures inspired by Van Gogh and the textile pictures produced with the school's resident artist are superb. The pupils enjoy the activities provided in the curriculum and this contributes to pupils' growing enthusiasm for learning. The new laptop computers are used effectively and, consequently, links between subjects are substantial and meaningful. Curriculum enrichment is good and there is a wide range of visits, clubs and activities, which are well attended.

The caring ethos results in very happy pupils who thoroughly enjoy school life. Pupils' needs are central to the work of the school and all the adults help children and parents and carers to get the best from learning. Support for pupils who need additional help is well planned. In a small support group, the pupils were enthusiastic about their work. 'I love challenges,' said a girl, gaining confidence in listening to the different sounds in words and spelling them. The school works very well with external support agencies to support all pupils. Excellent support is given to those with special educational needs and/or disabilities. All pupils receive clear guidance on their behaviour and this is reflected in their outstanding conduct. Induction and transition arrangements for children entering the school in the Early Years

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Foundation Stage and when moving on to other schools are excellent.

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?

The headteacher's skilful management and superb leadership have permeated the school and are the key reasons for sustained high levels of attainment and quality over time. Parents and carers commented on the headteacher's clear vision and drive for excellence. Her outstanding leadership and teaching skills were clearly evident within a singing practice when pupils showed lots of expression as they punched the air with dynamic energy, loving every minute. There is strong and enthusiastic commitment from all staff to provide each pupil with the best possible education, with teachers sharing classes working well together. Leaders communicate ambition effectively and they have a very thorough understanding of the strengths and weaknesses of the school. The monitoring of pupils' progress throughout the school is excellent and highlights any areas of weakness, leading to improvement. The headteacher is dedicated to making sure pupils achieve well and that staff bring high quality to their work. She leads the school with competence and compassion, valuing the work of others and encouraging them to take responsibility. A parent/carer commented, 'The headteacher inspires others to commit because of her own commitment.' As a result, there have been many improvements to the school in recent years, including a new entrance.

The governing body supports the staff ably in work to improve the school and challenges all aspects of the school's work rigorously and perceptively. It monitors and evaluates the work of the school effectively. Appropriate developmental areas for improving the effectiveness of the school are clearly identified in the school improvement plan.

The cultural diversity of the school is valued and celebrated and, consequently, the promotion of community cohesion is good. The school has started links with a school in Uganda, but monitoring of the outcomes of national and global initiatives is less well developed than those in the school and local community. The school promotes equality of opportunity expertly, as is reflected in the profile of achievement across groups. All safeguarding procedures and checks on adults are robust and effective in ensuring pupils' safety. Partnership links with local schools and support agencies contribute to the school's excellent provision. The school deploys its resources well,

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particularly to improve provision for pupils who need the extra support.

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	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	1
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

Most children enter the Reception Year with levels of skills and knowledge expected for their age, or slightly below. Children make consistently good progress and, by the time they enter Year 1, their attainment is above average in all areas of learning. The staff are skilled in providing a wide range of interesting activities both indoors and outdoors, which enables the children to get off to a flying start. They challenge children to learn to think, consider others and develop communication skills. All children make good progress in all areas of learning and outstanding progress in their personal, social and emotional development. Phonemes (the sounds that letters make) are taught successfully and this challenges children to sound and identify the beginnings of words clearly. Most children recognise the sounds and link them to letters and objects. They are encouraged to think about the value of money and to consider the amount needed to purchase toys and goods. Work is planned to match the ability of the children and teaching is consistently good, but occasionally opportunities are missed to challenge groups of children, especially the more able. All activities are carefully planned with opportunities to learn through activities led by adults and those they choose for themselves. The children enjoyed the role-play activities, especially the building site when one child showed his excellent awareness of safety, telling the inspector she needed her safety jacket and helmet. Induction arrangements are good. Excellent links with parents and carers are evident and many said how swiftly their children had settled into school. The provision is well led and managed.

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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

There were 41 parental and carer responses. This is an excellent response for a school of this size and every family responded. Most parents and carers are very happy with the school. Parents and carers regard the school as very supportive, happy, welcoming and friendly. Most say that their children enjoy attending and that they make good progress. They regard the school as caring and supportive and say the staff are approachable. They identify a number of strengths in the school, including the activities, the relationships with staff, the good start children receive in the Reception Year, the school ethos and the pupils' enjoyment. There were no major parental or carer criticisms, although a few parents and carers would like more information on their children's progress. All of the issues raised in the questionnaires were discussed with the headteacher. The inspection evidence showed that parents and carers are well informed about their children's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haversham Village 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	71	12	29	0	0	0	0
The school keeps my child safe	36	88	5	12	0	0	0	0
The school informs me about my child's progress	19	46	17	41	2	5	0	0
My child is making enough progress at this school	18	44	18	44	1	2	0	0
The teaching is good at this school	21	51	19	46	1	2	0	0
The school helps me to support my child's learning	23	56	15	37	1	2	0	0
The school helps my child to have a healthy lifestyle	28	68	13	32	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)	17	41	19	46	0	0	0	0
The school meets my child's particular needs	24	59	15	37	0	0	0	0
The school deals effectively with unacceptable behaviour	19	46	14	34	2	5	0	0
The school takes account of my suggestions and concerns	18	44	18	44	2	5	0	0
The school is led and managed effectively	25	61	14	34	0	0	0	0
Overall, I am happy with my child's experience at this school	29	71	10	24	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 all 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 pupils' 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.

1 October 2010

Dear Pupils



Inspection of Haversham Village School, Milton Keynes, MK19 7AN

Thank you all very much for welcoming me to your school. I enjoyed talking with you and your teachers. I will remember your superb singing, wonderful art work, and how polite, considerate and beautifully behaved you were. You and your parents and carers told me that Haversham is an excellent school, and I agree.

These are the things the inspection found that your school does well.

- You get off to a good start in the Reception class and make excellent progress through the school. As a result, your attainment is above average by the end of Year 2 because teaching is outstanding.
- You enjoy learning very much and your attendance is above average.
- Your behaviour is excellent and you are very sensible and know how to keep safe.
- You enjoy very much and benefit from the many fun activities, clubs, visits and visitors such as 'Animal Week', and your visit to Milton Keynes Museum.
- Your end-of-term performances for parents and carers are amazing! All of you perform so well and are gaining confidence.
- Your school cares for you well and teaches you a lot about how to be healthy and to care for others.
- Your headteacher, senior teachers and the governing body lead the school well and all the staff work effectively together as a team to make sure that Haversham is a safe and secure, fun place to learn.

There are two things I have identified for staff and the governing body to improve.

- Make sure that your teachers track and record more rigorously how well you learn about things that happen in this country and around the world, and develop the school's link with Uganda and other countries.
- Make sure that children in the Reception class who find the work easy are given more challenging tasks.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. All of you can help by continuing to work hard.

Yours sincerely
Marion Wallace
Lead inspector

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