

Inspection of Stokenchurch Primary School

George Road, Stokenchurch, High Wycombe, Buckinghamshire HP14 3RN

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish in the nurturing and supportive ethos that permeates across all areas of school life. They enjoy the happy and respectful relationships they have with staff, who have high expectations for their behaviour and achievements. Overall, pupils, including disadvantaged pupils, achieve well. In lessons, pupils try their best and take pride in their work. In the early years, younger children listen intently and eagerly explore the vibrant learning environment.

The school has a welcoming and inclusive culture. Pupils feel safe and trust that staff will deal with any incidents of unkindness or bullying quickly. Pupils are respectful of people's differences. They are fiercely opposed to discrimination of any kind. Pupils advocate passionately for the rights of everyone. As one Year 5 pupil said, 'We all have our own beliefs and families. Just because we are different or have different religions does not mean that we are treated differently.'

Pupils relish taking part in an interesting range of opportunities and experiences that harness their talents and interests. These include computing, gardening, drama and multi-sports clubs. Pupils are proud of the school choir and enjoy performing at local and national events. They are pleased about their recent performance with the Garsington Opera.

What does the school do well and what does it need to do better?

There has been a period of change as new pupils and staff have joined the school. Leaders and governors have worked resolutely to ensure that communication between the school and parents and carers is purposeful and positive. Most parents appreciate the information that staff provide about their child's pastoral, behaviour and academic successes. Staff agree that the school actively listens to their feedback and is mindful of their workload and work-life balance.

Over time, there have been changes in the needs of the cohort of pupils attending the school. Consequently, the school has introduced a new curriculum in most subjects and in the early years. This work has made a pivotal difference to pupils' enjoyment of school and to their current academic success. Staff identify the needs of any pupils with special educational needs and/or disabilities quickly. Adaptations to the curriculum and effective support from adults ensure that these pupils achieve well from their individual starting points.

The curriculum in all subjects is interesting, vibrant and ambitious. The school has considered carefully and precisely the essential knowledge, skills and vocabulary that pupils should learn and the order in which this information should be taught. Overall, staff are well trained. For instance, they use their strong subject knowledge to build pupils' mathematical understanding and vocabulary effectively. However, this is not the case in a few other subjects. Sometimes, teachers do not make clear checks on pupils' learning, including in the early years. They do not identify and address swiftly any gaps and

misconceptions pupils may have. As a result, some pupils do not achieve as well as they could.

The school takes every opportunity to promote pupils' love of reading. Books are visible and celebrated throughout school. Staff ensure that pupils are introduced to a range of text types at all stages. Pupils enjoy discussing their opinions of the characters, plot and themes in the books they read. Younger children look forward to listening to the stories that staff share. Staff make sure that the books pupils read help them practise the sounds they are taught. Nevertheless, there are some inconsistencies in the school's approach to the teaching of reading. This means that some of the younger pupils do not learn to read as quickly and fluently as they could.

Pupils like coming to school and are proud of their high rates of attendance. Some pupils struggle more with managing their behaviour. Staff skilfully support these pupils using helpful strategies. Consequently, the atmosphere in classrooms and around school is peaceful and productive.

The school provides a range of opportunities for pupils' wider development. Pupils from the early years and throughout school experience working with different professionals to learn about the jobs they can pursue. Voting their peers onto the school council and as house captains helps pupils to learn about how life in modern Britain works. Pupils are taught how to keep themselves safe, including online. They know how to keep themselves healthy, including through diet, exercise and looking after their mental health.

Governors know the school well. They have an incisive oversight of the impact of agreed policies and actions. Governors provide the school with effective challenge and support to ensure that this school moves from strength to strength in all areas of its work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In phonics and a small number of foundation subjects, teachers do not identify and address gaps and misconceptions in pupils' knowledge and understanding. As a result, some pupils do not achieve as well as they could. The school should ensure that teachers are suitably equipped to check pupils' learning so that they can rectify misconceptions quickly and effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110342
Local authority	Buckinghamshire
Inspection number	10321775
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	The governing body
Chair of governing body	Dr Gary Murton
Headteacher	Nick Stevens
Website	www.stokenchurchprimary.co.uk
Dates of previous inspection	21 and 22 May 2013, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up his post in April 2019. Most senior leaders are new to their roles. Several staff joined the school at the start of September 2024.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and other members of staff.
- The lead inspector met with the chair of governors and three other governors. She also spoke on the telephone with a representative of the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and computing and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector spoke to a group of pupils about their learning in other subjects.
- Inspectors observed pupils' behaviour during visits to classrooms, during breaktimes and as pupils moved around the school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online surveys for staff and pupils. An inspector spoke to parents and carers at the start of the day to gather their views and opinions about the school.

Inspection team

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