

Wingrave Church of England Combined School

Inspection report

Unique Reference Number	110423
Local Authority	Buckinghamshire
Inspection number	356737
Inspection dates	18–19 October 2011
Reporting inspector	Barbara Atcheson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair	Karen Smethurst
Headteacher	Valerie Britnell
Date of previous school inspection	9–10 July 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in 10 lessons taught by five teachers. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at school policies, including those relating to safeguarding, minutes of governing body meetings, planning documents, pupils' work and questionnaires returned from 40 parents and carers, as well as staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teaching, assessment and the curriculum are tailored to ensure that all pupils, particularly the most-able, are suitably challenged.
- The balance and quality of child-initiated and adult-led activities in the Early Years Foundation Stage.
- The effectiveness of all leaders in improving the quality of teaching and learning, raising achievement and sustaining improvement.

Information about the school

The school is smaller than most primary schools. Almost all of the pupils are of White British heritage. An above average proportion of pupils are identified as having special educational needs and/or disabilities, including those with a statement of special educational needs. Their needs mainly relate to speech, language and social and communication difficulties, moderate and specific learning difficulties, emotional and behavioural difficulties and physical disabilities. Very few of the pupils are known to be eligible for free school meals. Pupils are organised into five classes. Children in the Early Years Foundation Stage are provided for in one Reception class. The headteacher left to go to another school in July 2011 and the acting headteacher was appointed as substantive headteacher in October 2011.

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

This school provides a satisfactory education for its pupils. The care, guidance and support that pupils receive are good. As a consequence, pupils behave well, have good relationships with adults and other pupils, and respect each other's achievements. It is a cohesive community which provides a warm, welcoming environment where pupils feel cared for, safe, secure and ready to learn. High levels of attainment and rates of attendance mean that pupils are very well equipped for the next stage in their education. Partnerships with parents and carers are good and they are very appreciative of all that the school does for their children.

The school is currently going through a period of transition. As a former class teacher and acting headteacher, the new headteacher has an accurate view of the school. She is effectively supported by members of the governing body, other senior leaders and the staff, who all share her clear vision and focus on improvement. Successful actions have been taken in the past to address deficiencies and ensure that attendance has remained high. Attainment at the end of Year 6 has also remained high over the last three years. However, the school's accurate self-evaluation recognises that improving the quality of teaching and learning, and so accelerating the pupils' progress, is the key priority. All of this confirms the school's satisfactory capacity to sustain improvement.

Teaching is satisfactory overall. There is some good teaching, but not enough to ensure that all pupils make good rather than satisfactory progress. Progress dips when assessment information is not used well enough to plan lessons in which tasks accurately match pupils' differing needs. While some teachers have high expectations of what pupils can do, this is not always the case and pupils, particularly the more-able, are not always suitably challenged. Where teachers provide practical opportunities, pupils quickly become confident learners, but where they do not have these opportunities, pupils' progress slows. Some teachers talk for too long and this limits opportunities for pupils to work independently and use their initiative. Where teachers use good subject knowledge well to structure pupils' learning it helps pupils to build securely on prior attainment. However, when this does not happen gaps are created in pupils' knowledge and understanding.

The curriculum is planned appropriately to meet the needs of pupils in the mixed-age classes, but it does not always provide enough interesting and creative ways for them to make links between subjects or include sufficient opportunities for practical work or independent learning.

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With the successful appointment of the new headteacher, the members of the governing body are committed to increasing their level of involvement in the work of the school at a strategic level. Middle managers are keen to hone their skills in leadership and management so that they can help senior leaders ensure that expectations in lessons are raised and assessment is used accurately to accelerate the rate of progress.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By July 2012, improve the quality of teaching and learning so that it becomes consistently good or better by ensuring that:
 - all teachers use assessment to match work accurately to the needs of the pupils
 - all groups, particularly the more-able, are suitably challenged
 - the pace of learning is brisk and teachers do not talk for too long, so that pupils have sufficient opportunities for independent learning
 - all teachers develop good subject knowledge and an understanding of the the relevant steps for progression.
- Improve the quality of the curriculum by:
 - strengthening the links between subjects to make learning interesting, relevant and challenging
 - increasing the amount of practical work and opportunities for independent learning.
- Improve the quality of leadership and management by ensuring that leaders at all levels:
 - rigorously monitor the expectations for learning in lessons, the rate of progress and the use of assessment
 - provide resulting feedback to teachers and points for action.

Outcomes for individuals and groups of pupils**3**

Children join the school with skills and understanding that are above the levels typical for their age, and the high standards seen in the older age groups represent satisfactory overall achievement. Progress in the lessons seen was typically satisfactory. It accelerates where teachers use their own good subject knowledge well to ensure that pupils' learning builds progressively. However, there are occasions where the teacher moves the learning forward without checking that all pupils' learning is secure. For example, in a Year 5/6 lesson the teacher accurately defined an isosceles triangle and then proceeded to give the size of one angle,

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asking pupils to write down the two remaining equal angles on individual whiteboards. Most pupils were right, but some were very unsure and this went unnoticed and the whiteboards were wiped clean. Pupils say that they do not always learn as much as they could and that there are times when they want to go on and improve their work but there is not enough time.

Pupils with special educational needs and/or disabilities make satisfactory progress as a result of the well-targeted support that they receive from their teachers and teaching assistants. For example, pupils with behavioural problems are able to sustain concentration for long periods of time, absorbed in their work, and are proud of the results. Progress tracking data show that there is little discrepancy in achievement between boys and girls, or those pupils who are known to be eligible for free school meals and those who are not.

Pupils work and play harmoniously, and come to school regularly. They say there is very little bullying and know that there will always be someone who will listen to them if they have a problem. Pupils know how to stay safe and know what they must do to lead healthy lifestyles. They like to continue to play the games that they have learned in sports clubs when they are at home. They enjoy a healthy choice at lunchtime and fruit for their break. They are proud to be members of the school council and of the part they played in selecting a new headteacher. Pupils’ social, moral, spiritual and cultural development is good. Pupils know right from wrong. They are caring and considerate to each other. As a result, they form strong relationships both with each other and with adults. They have a good understanding of cultural diversity, gained through the curriculum and extra-curricular activities such as their ‘French Breakfast’ and African drumming club.

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	1
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	3
The extent to which pupils feel safe	3
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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

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 of pupils’ spiritual, moral, social and cultural development

2

How effective is the provision?

Teachers have good relationships with their pupils and support them well so that pupils want to learn and do their best. Where teaching is good, the learning is accurately matched to pupils’ ability levels. It is also meaningful with plenty of opportunities for pupils to make choices and be actively engaged in their tasks. For example, Years 3 and 4 pupils were totally absorbed in using the digital photographs that they had taken of significant parts of the locality to compare and contrast their own village with a Kenyan village with which they had started to communicate. They knew that both villages had a pump, but that their village did not have to use it for water and that they wear shoes whereas their Kenyan counterparts do not. Interesting topics such as these motivate pupils and make learning relevant. However, this is not always the case and there are occasions when pupils have to sit for too long, listening to the teacher. For some pupils the work is too easy because it is not accurately planned to match their learning needs and more-able pupils are not always sufficiently challenged. Although the curriculum supports learning appropriately and is enriched by themed events, visits and visitors, links across subject areas have yet to be fully developed to increase the amount of well-organised, imaginative opportunities that inspire and stimulate pupils’ learning.

Pupils feel happy and secure because they know that there is a good level of care, guidance and support and that there is always someone there to listen, help or advise. Pupils who face challenges in their lives benefit from this nurturing environment, which provides them with effective support that is tailored closely to their needs. For example, the ‘Gruffalo Group’ helps to support the bereaved. The group has raised money to buy a bird table which bears their own personal messages to loved ones they have lost. Its members have also planted individual flower pots to help them express their feelings. Good one-to-one support for pupils with disabilities has been a significant factor in helping individuals to become more independent and access the curriculum.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher demonstrates a secure ability to evaluate the quality of

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provision and knows how to improve it. Her own successful track record as a teacher gives her credibility and a unique understanding of what needs to be done. Parents and carers recognise the appointment as a good thing and say she was ‘an excellent teacher’. Senior leaders and staff welcome the new thinking that she has brought. They say that she has motivated them to redouble their efforts to foster improvement. With her appointment, responsibilities have been redistributed to middle managers, but their roles are not yet fully effective in channelling this enthusiasm to accelerate the rate of improvement. The members of the governing body are committed and work hard. Many, including the chair, are relatively new but they say they are ‘under no illusion and can see that the school has to move forward’. Until recently their role in the life and work of the school has been limited but they took part in a whole-school workshop to draw up the new school improvement plan.

The school has a positive relationship with parents and carers. It recognises that they want to help their children improve and is eager to help them. Provision to secure equal opportunities and tackle discrimination is satisfactory. The school’s accurate tracking system highlights any underperformance. Consequently, the school recognises that progress is not yet consistently good across the school and that although those pupils whose circumstances may make them most vulnerable benefit from good support, more-able pupils do not always do as well as they could. Appropriate procedures for safeguarding ensure that all pupils feel safe and that their emotional and social needs are met. The site is secure and restricted, and visitors are carefully monitored. Checks on the suitability of adults to work with children and child protection arrangements are secure and updated regularly. Risk assessments are undertaken regularly and recorded.

The school’s strategy to promote community cohesion is satisfactory. It has had a positive impact on the school and local community, but evidence of its success in promoting community cohesion beyond the immediate community is limited.

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	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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 settle quickly into a welcoming atmosphere where personal development is good, relationships are strong and they are safe and well cared for. Staff foster positive attitudes to learning and as a result children behave well, are confident and learn to sustain their concentration. The outside area gives children plenty of space to enjoy a range of both child-initiated and adult-led activities. Recent improvements have brought about some exciting activities such as a building site, which is particularly successful in engaging boys who enjoy laying bricks and checking the plans that they have made. However, not all activities are as purposeful and not all children are fully engaged all of the time. Adults concentrate hard on the group with whom they are working and are skilled at asking questions to probe and deepen children’s understanding. However, there are a few times when they are so engrossed with their group that they do not immediately notice when other children are not fully occupied.

Regular assessment ensures that teachers have an appropriate understanding of the learning and developmental needs of the children. This enables staff to plan activities which build upon what children already know, understand and can do. Learning journals provide a bright and full record of children’s learning, but are not yet fully used as a tool to help adults assess and plan for their needs. Teaching assistants provide well-targeted support for children whose circumstances may make them vulnerable and those with special educational needs and/or disabilities. Leadership and management are satisfactory. Leaders know where areas of weakness lie and work hard to ensure that these are tackled effectively. They make sure that all staff are appropriately focused on helping children to make better progress, promoting their welfare, and ensuring that children are well cared for and safeguarding procedures are secure.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire were positive about all aspects of school life. This view was supported by those who spoke to inspectors at the school gate. Evidence from the inspection supports parents’ and

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carers' views that children enjoy school, and that care, guidance and support are good. Parents and carers are happy with the quality of teaching and the way in which the school meets their needs and keeps them informed about their children's progress. An overwhelming majority say they are happy with their child's experience at the school. Evidence from the inspection shows that the quality of teaching and the use of assessment and level of challenge are inconsistent, and this means that pupils make satisfactory rather than good progress. A few felt that the school does not help them support their children's learning. The school recognises this and plans to organise more workshops to address the issue.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wingrave Church of England Combined 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 132 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	73	10	25	1	3	0	0
The school keeps my child safe	22	55	18	45	0	0	0	0
The school informs me about my child’s progress	21	53	18	45	1	3	0	0
My child is making enough progress at this school	13	33	27	68	0	0	0	0
The teaching is good at this school	15	38	25	63	0	0	0	0
The school helps me to support my child’s learning	17	43	17	43	6	15	0	0
The school helps my child to have a healthy lifestyle	14	35	25	63	1	3	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)	14	35	22	55	2	5	0	0
The school meets my child’s particular needs	17	43	21	53	1	3	1	3
The school deals effectively with unacceptable behaviour	12	30	26	65	1	3	0	0
The school takes account of my suggestions and concerns	18	45	19	48	0	0	0	0
The school is led and managed effectively	22	55	16	40	1	3	0	0
Overall, I am happy with my child’s experience at this school	28	70	11	28	1	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



20 October 2011

Dear Pupils

Inspection of Wingrave Church of England Combined School, Wingrave, HP22 4QG

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You were very helpful, polite and friendly. Your school gives you a satisfactory standard of education. There are a lot of things it does well, but also some areas for improvement.

You told us that you enjoy school and that you feel safe. We found that everybody in school looks after you well, especially those of you who have difficulties from time to time. We were impressed with your good behaviour and your clear understanding and knowledge of how to keep healthy. We were pleased to see that you know how important it is to come to school regularly. We could see that you get on well with each other and help the school to run smoothly. Your attendance and standards of work are particularly high.

Your headteacher and other staff know that the school can be even better. This is what we have asked them to do.

- Make sure that teachers give you the right level of work to help you make consistently good progress, and only expect your very best work. Also, make sure that you understand what you are doing before you move on to something new, and that you have plenty of time to do your own work in lessons. We have asked senior leaders to check that all this is happening.
- Make sure that the teachers plan learning opportunities that inspire and stimulate you to learn even more, and provide more opportunities for you to work in a practical way, make choices and extend your own learning.

We hope that you will all continue to enjoy coming to school and try your hardest to do your very best all the time, so that you are even more successful in the future.

Yours sincerely

Barbara Atcheson
Lead inspector

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