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3 February 2014

Valerie Britnell
Headteacher
Wingrave Church of England Combined School
Twelve Leys
Wingrave
Aylesbury
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Dear Mrs Britnell

Requires improvement: monitoring inspection visit to Wingrave Church of England Combined School

Following my visit to your school on 3 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- secure strong leadership for English, mathematics and provision for disabled pupils and those with special educational needs
- clarify how and when governors will evaluate improvements

Evidence

During the visit, meetings were held with you, two governors and a representative from the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. You showed me around the school and we visited every class. I analysed a range of documentation, including records of lesson

observations, information about pupils' achievement and teachers' lesson plans. I looked at a sample of pupils' work.

Context

A senior leader has left the school since the inspection and one teaching assistant has started.

Main findings

The headteacher is urgently tackling the areas for improvement. Where teaching is not consistently good, especially in Years 3 and 4, she has provided effective support for teachers whilst rightly expecting rapid improvement. She has increased the frequency and sharpness of checks on the quality of teaching and pupils' progress. As a result, all teachers are now held fully accountable for the achievement of the pupils that they teach.

The headteacher has quickly put in place a thorough programme of training for teachers and teaching assistants that focuses on the elements of teaching that need to improve. This is already having an impact. Teachers' marking now helps pupils understand what they need to do to improve their work and pupils are increasingly given regular opportunities to make these improvements. Teachers are beginning to raise the level of challenge in lessons so that all pupils are given work that is hard enough. Teaching assistants are providing better support for disabled pupils and those with special educational needs. Consequently, pupils are achieving more in lessons. Importantly, pupils in Years 5 and 6 are on track to make good progress by the end of Key Stage 2.

Governors have acted swiftly to strengthen the senior leadership of the school by initiating the recruitment of a deputy headteacher. They have rightly established a process to regularly monitor the improvement of the school, although how and when they will do this is currently unclear. Recent changes in staffing and staff responsibilities mean that the headteacher is providing interim cover for a range of leadership roles in the school in addition to her main responsibilities. There is insufficient detail in the school improvement plan about how new permanent leadership will be secured, particularly for English, mathematics and provision for disabled pupils and those with special educational needs.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The headteacher is making good use of the effective support provided on behalf of the local authority by Buckinghamshire Learning Trust. The school improvement consultant visits the school regularly and provides valuable advice, support and challenge for the headteacher and closely monitors the progress of the school. She accompanied the headteacher to a recent Ofsted 'Getting to Good' seminar which they both found useful. Staff have received training on using mathematics in other subjects which teachers are beginning put into practice.

In addition, the headteacher has made links with Overstone Combined School, a nearby good school. Teachers have already visited this school to see how high levels of challenge in lessons help all pupils make rapid progress. The headteacher has also secured support from a Local Leader of Education who will help her monitor the quality of teaching and improvements in pupils' achievement.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Buckinghamshire and the Diocese of Oxford.

Yours sincerely

Matthew Haynes

Her Majesty's Inspector