

Wingrave Church of England Combined School

Twelve Leys, Wingrave, Aylesbury HP22 4QG

Inspection dates	28–29 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- As a result of strong leadership, this school is improving rapidly. Pupils in all year groups make good progress in English and mathematics.
- The rich curriculum and good provision for pupils' spiritual, moral, social and cultural development are strengths of the school.
- Good teaching provides imaginative experiences and activities that capture pupils' enthusiasm for learning so that they flourish in this vibrant learning community.
- Children get off to a very good start in the early years. They are well prepared for Year 1 because they make good progress across all areas of development.
- Pupils' behaviour and attitudes to learning are good and this is contributing to their improving progress. They are confident and are not afraid to say how they feel or what they think.
- The staff look after and safeguard pupils well. Pupils feel very safe, secure and happy.
- The school is well led. There is a robust approach to tackling underperformance which has led to improvements in teaching, which is now good. Teachers receive training that has improved the quality of learning.
- Governors know the school well and are providing an effective balance of support and challenge to school leaders in order to secure further improvement.

It is not yet an outstanding school because

- Teachers do not consistently give pupils work that is at the right level for their ability, especially for the most-able pupils.
- Pupils do not deepen their understanding of new ideas in mathematics through investigation and the use of their reasoning skills.
- Pupils' progress in writing is not as fast as it is in reading and mathematics because they do not practise the use of more adventurous writing techniques.

Full report

What does the school need to do to improve further?

- Improve teaching and achievement by ensuring that:
 - pupils have the opportunity to deepen their understanding of new ideas in mathematics through investigation of real-life contexts and use of their reasoning skills
 - work is always set at the right level of challenge for pupils, particularly the most-able pupils
 - pupils write at length more frequently so that they can practise the use of more complex writing features.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and staff have worked in close cooperation with governors to improve teaching and raise achievement. Senior leaders and governors have implemented a clear improvement plan and have made important decisions in order to improve provision for every pupil. Their actions have successfully raised attainment and established a good-quality, highly committed staff team.
- Leaders have effective systems in place to check the work of teachers. They visit classrooms regularly and they look at work in pupils' books. This has brought about improvements to the quality of teaching. Occasionally, monitoring focuses on teaching rather than the impact it has on learning. Leaders for English and mathematics have provided training to staff and have shared ideas with them to help them teach these subjects more effectively.
- Leaders responsible for English and mathematics play a key role in improving the quality of teaching and learning. They do this by making regular checks on the quality of work in pupils' books and monitoring the progress that all groups of pupils are making throughout the year. As a result, they have a clear and accurate view of both strengths and areas for improvement in their subjects.
- The curriculum interests pupils and is broad and balanced. Pupils talk enthusiastically about their learning in subjects like history and art. Some older pupils said they like the practical work, for example experiments in science and making music. Pupils spoke positively about their learning in physical education. This has been supported well by sports premium funding.
- Provision for pupils' spiritual, moral, social and cultural development is good and pupils are well prepared for life in modern Britain. The school teaches pupils effectively about fundamental British values such as democracy, and pupils can talk about the methods of choosing their own school councillors through a vote process.
- Pupil premium funding is spent effectively. For example, additional support is provided to ensure pupils receive highly tailored guidance to address their specific gaps in learning. The school monitors the academic progress of the pupils concerned carefully. Overall, the pupils do well. This includes pupils from service families, whose needs are carefully considered and met.
- The school spends its sport premium funding well. It is used to increase participation in school sport because there are matches and extra events involving other schools and coaches which give pupils extra opportunities and extra challenge when playing in teams.
- Most parents spoken to feel well informed by newsletters, workshops, the website and parents evenings. The inspection team found that the school provides a good education for the pupils. Parent View responses, however, indicate that some parents are not happy with the provision at the school.
- Since the last inspection, the Buckinghamshire Learning Trust has supported the school effectively. The level of support is now much reduced because the local authority rightly recognises the successful improvements that have been made across the school.
- **The governance of the school**
 - Governors are very well informed about all aspects of their school. They manage finances carefully, are not afraid to make difficult decisions or challenge school leaders and hold them to account by asking probing questions.
 - Governors check that the funding for disadvantaged pupils is used effectively to support their progress by undertaking regular and rigorous checks. They visit lessons with leaders and measure a wide range of information about pupils' achievement for all groups of pupils to identify where the school needs to improve. Together with the headteacher, they have developed a rigorous system for understanding the quality of teaching and what has been done to improve teaching and the impact it has on pupils' achievement. This enables governors to ensure that teachers are financially rewarded only when they teach effectively and their pupils achieve well. They are adept at checking how their strategic work makes an impact on the day-to-day work in school, including improvements in teaching. They constantly improve their work by thinking afresh and attending relevant training provided by a range of partners including the local authority.
- The arrangements for safeguarding are effective. Leaders, including governors, ensure that all necessary policies and procedures are in place, and that staff and governors receive regular training to ensure that their knowledge of safeguarding issues is up to date. Leaders work well with parents and outside agencies to ensure that pupils feel and are kept safe. This leads to staff receiving effective training from specialists.

Quality of teaching, learning and assessment is good

- Inspection evidence and school records show that the quality of teaching has risen since the previous inspection and is now consistently good, and sometimes better. Consequently, pupils are making good progress and attainment is rising for different groups of pupils and in each of the year groups.
- The staff have worked effectively together to improve teaching, achieving much quickly. Aspirations for the pupils are high. Teaching is consistent throughout the school. For example, staff apply the school's marking policy very diligently and effectively with the clear identification using 'colour coding' to show pupils the areas to work on the next time they complete a similar piece of work.
- Teachers' good subject knowledge means they are able to recognise and address misconceptions by pupils quickly, so time in lessons is used effectively. Pupils say that teachers make sure that they understand what is taught. In a Year 2 lesson, pupils were learning exceptionally well about complex and simple sentences. The teacher expertly adjusted the level of difficulty to make sure that pupils of different abilities produced work that was of the highest possible quality.
- Reading and phonics (the link between letters and the sounds they make) in particular are taught well. Staff reinforce the use of phonics in other subjects. All staff teach and then practise the same method with pupils, which enhances their consistent understanding of how to read unfamiliar words.
- Writing tasks are meaningful and build on pupils' interests. Pupils move on to the next stage of learning at the right time and when they are fully secure at the current stage. Tasks are usually well matched to individual needs and abilities.
- In mathematics, teachers use questioning effectively to encourage pupils to explain the justification behind their answers, and their secure subject knowledge ensures that they are able to provide clear explanations and support to help move pupils' learning on.
- Support for disadvantaged pupils and pupils who have special educational needs or disability is helping them to make progress that is as good as their peers and sometimes better. This means that gaps for older pupils are closing. Teaching assistants are helpful and help pupils to focus on their work and make better progress.
- Work is very regularly marked across all subjects, with comments to help pupils improve, and gives pupils some extra questions and challenges. Pupils are always expected to respond, making the most of the opportunity to further embed and extend their learning.
- Teaching assistants have clear and purposeful roles in each lesson. They contribute well, knowing which pupils they need to support most, how and why. As a result, pupils with special educational needs or disability and more vulnerable pupils receive good support and guidance.
- Teaching, although typically good, does not routinely challenge in sufficient depth the most-able pupils. At the start of lessons they are not questioned to make them think hard enough and work in books indicates that tasks are not stretching them sufficiently.
- Teaching is not yet outstanding because teachers do not ensure that pupils learn and benefit from having the opportunity to use reasoning and investigation skills in the context of solving real-life problems and when using different calculation strategies. Inspection evidence also shows that pupils do not fully understand or consistently use more advanced writing techniques well enough because they are not encouraged to practise these in longer pieces of work.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe, well supervised and cared for at all times of the day, including lunchtimes and playtimes. They feel strong trust in all of the staff.
- Pupils are well aware of the many different religions and cultures in modern British society and know that everyone deserves equal respect.
- Pupils are aware of risks. The school's personal, social and health education programme and assemblies teach them about dangers such as bullying and road safety. They know about different forms of bullying, including bullying using racist or homophobic language, but say that bullying in school is very rare and any incidents that occur are always quickly dealt with by members of staff.

- Pupils are confident and not afraid to speak their minds. Some pupils who spoke to inspectors were very clear about things that were good about their school and things that they felt needed to be improved.
- Attendance is broadly in line with the national average. The school is working hard to promote and encourage good attendance, and the number of pupils who miss school regularly is reducing.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons. They are keen to learn and know what is expected of them. Teachers have to spend very little time sorting out behaviour problems. Lessons are motivating; they require pupils to be alert but also calm – a balance that pupils observe. However, there are times when a small minority of pupils do not listen attentively and are distracted away from the focus of the lesson.
- School records and inspection evidence show this is typical behaviour over time. Information held by the school also shows that there is very little discrimination, racism or bullying. This is confirmed by pupils.
- In lessons, pupils are eager to participate and are very responsive to staff advice and requests. They apply themselves as 'purple learners' and cooperate well in paired talk or shared tasks.
- Staff manage pupils' behaviour effectively. All staff are familiar with the behaviour policy and pupils fully understand the school's system of rewards and sanctions.
- Pupils say that behaviour in school is good, and that instances of poor behaviour are unusual. They are confident that their teachers will deal with any problems that do occur. As a result, pupils enjoy school. One pupil, typical of many, said, 'I'd give the school a nine out of ten.'

Outcomes for pupils

are good

- Current information shows that in all year groups, the vast majority of pupils are on track to achieve the standards expected of them. There are no patterns of weak attainment in subjects.
- This information also shows that across the school, pupils consistently make good progress in English and mathematics. Pupils' work seen in lessons and their books also shows that most pupils are making or exceeding the progress expected of them. In a Year 6 mathematics lesson, for example, pupils worked hard and efficiently to gain a much clearer understanding of how to add fractions, making good use of a 'marking station' to check the accuracy of their calculations for themselves.
- At the end of key stage 1, pupils' attainment is above the national average overall, especially in reading and writing. This is because teaching is effective and learning is well planned. Activities motivate pupils and typically this results in fast progress in all areas of the curriculum.
- In Year 6, the attainment in 2015 was in line with the national average. However, attainment is not as high as it could be because tasks are not always challenging pupils sufficiently and time is spent on what pupils already know and as a result learning does not always move on quickly enough, especially for the most able.
- The proportion of pupils who met the expected standard in the Year 1 phonics check was above the national figure in both 2014 and 2015. Early reading skills are taught well and daily practise of letters and the sounds they make (phonics) means that pupils quickly know how to tackle new words confidently and accurately. Staff provide regular small-group reading sessions to extend their skills and overcome underachievement for older pupils.
- There are very low numbers of disadvantaged pupils in most classes. This group of pupils, as seen from an analysis of their work and achievement information, is making good progress and any gaps between their achievement and that of other pupils in the school are closing quickly. Some pupils from this group are making faster progress than their classmates.
- Those pupils who have special educational needs or disability are well supported and make good progress from their individual starting points. This is because their progress and attainment are carefully monitored by the special educational needs coordinator, who ensures that this leads to additional provision being in place to support their learning where needed.
- Pupils are well prepared for the next stage of their education because they reach standards that are in line with their peers nationally and this is now rising quickly as a result of good teaching.
- Outcomes in writing and mathematics are good but limited because pupils do not have enough time to develop a deep knowledge of how to create more complex text. In mathematics, pupils lack of tasks that enable them to use their reasoning skills hinders even faster progress.

Early years provision

is good

- From starting points that are typically expected for this age all groups of children make good progress, including those who are disadvantaged or have special educational needs or disability. Additional funding is being used to narrow the gaps between disadvantaged children and others. The proportion reaching a good level of development at the end of their time in Reception class is above the national average. Children are ready for further learning in Year 1.
- Staff use assessment information accurately to plan next steps in learning. They challenge children with focused tasks to develop their thinking. Consequently, activities deepen the understanding of all children. However, boys do not make as much progress as girls. The staff are aware of this slower progress and have acted quickly to ensure that boys catch up quickly.
- Staff use skilful questions that capture children's interests and enthusiasm and therefore children join in eagerly, become more independent and select resources freely. They enjoy working outside, where they can choose to play or investigate on the interesting climbing frame, or do quieter activities like reading, writing, counting or painting.
- Children are very keen to explore different aspects of learning. Teachers encourage and support these positive attitudes to learning with a focus on attitudes. Children talk enthusiastically about different topics which interest them.
- Relationships with adults are warm and caring and children show they feel safe by the levels of confidence and independence they show.
- Adults are clear about their responsibilities to keep children safe and regularly check the outside and inside areas to ensure they are safe. Children feel safe and say they enjoy their time in school.
- The teaching assistant very astutely focuses children on learning through targeted questions that encourage children to explore for themselves to find out more about what they are learning.
- The highly capable leader of the early years knows each child very well. She plans the activities with great care and accuracy so that they move children's learning on well. Consequently, the classroom, both inside and outside, is very stimulating and children are very excited to explore the different areas. The 'tea room' is well used by children to consolidate their skills both academic and personal though the adding up of amounts of money and talking to each other as 'owner' and 'customer'.

School details

Unique reference number	110423
Local authority	Buckinghamshire
Inspection number	10002395

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Karen Smethurst
Headteacher	Valerie Britnell
Telephone number	01296 681436
Website	www.wingraveschool.org
Email address	office@wingrave.bucks.sch.uk
Date of previous inspection	19–20 November 2013

Information about this school

- This school is smaller than average in size compared with other primary schools.
- The vast majority of pupils are White British.
- The proportion of pupils who have special educational needs or disability is below average.
- The proportion of pupils who are supported by funding through the pupil premium is below average. The pupil premium is additional government funding which supports pupils who are known to be eligible for free school meals or children looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors visited an assembly and 12 lessons and examined the quality of work in pupils' books. The headteacher joined inspectors for four observations.
- Pupils' behaviour in lessons, around the school and at break and lunchtimes was observed. Inspectors had formal and informal discussions with pupils and met with a group of pupils from across the whole school.
- The 50 responses to the online Ofsted questionnaire, Parent View, were taken into account, as well as the school's own survey of parents' views. Inspectors also considered the 10 responses to the staff questionnaires.
- Inspectors met with parents, the headteacher, other school leaders, a group of governors, and a representative from the local authority and the diocese.
- School documents, including information about pupils' achievement, records of behaviour and attendance, records of monitoring, school self-evaluation, plans for improvement, and information relating to safeguarding was analysed.

Inspection team

Richard Blackmore, lead inspector

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