

# Wingrave Church of England Combined School

## Inspection report

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<b>Unique Reference Number</b>	110423
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	310296
<b>Inspection date</b>	4 February 2008
<b>Reporting inspector</b>	Susan Thomas-Pounce

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lynne Roxbee Cox
<b>Headteacher</b>	Mrs Lana Dimic
<b>Date of previous school inspection</b>	6 May 2003
<b>School address</b>	Twelve Leys Wingrave Aylesbury HP22 4QG
<b>Telephone number</b>	01296 681436
<b>Fax number</b>	01296 681437

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school, which is smaller than the average size primary school, is situated in the village of Wingrave and serves the local community. Most pupils are of White British heritage and the proportion of pupils with learning difficulties is below that found nationally. The number on roll has fallen significantly and has reduced by 25% since the previous inspection in 2003. The school has experienced a high level of staff turnover at all levels in recent years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The leadership and management of the school have not been strong enough over several years to ensure that pupils make adequate progress. The school's standards by Year 6 are only just above average; they are in decline and many pupils in Years 3 to 6 underachieve, given their starting points. As a result the school is losing the trust and confidence of parents and the community.

Many parents comment on the lack of challenge and expectation of the pupils, and express concerns at the high turnover of staff and the large number of pupils who have recently left the school. School leadership has been very slow to take action despite the support provided by the local authority. Monitoring of teaching has not been rigorous enough to identify weaknesses. Leaders and managers do not use effective procedures to ensure that pupils work purposefully and make progress.

There is a caring ethos that is commented on positively by both parents and their children and this partly explains why the school judges itself to be effective. However, insufficient priority has been given to raising standards. There have also been weaknesses in the procedures for assessing pupils' performance, and this has contributed to the school forming an over generous view of its performance. The guidance and support pupils receive is inadequate because many pupils do not have a clear understanding of what they have to do to improve their learning. As a consequence many do not make enough progress.

There has been inadequate improvement since the previous inspection and value for money is unsatisfactory. The school was identified by the local authority as causing concern and has recently received substantial help. The local authority has contributed to improvements in the quality of teaching, learning and the curriculum and these are now satisfactory.

Pupils' personal development is satisfactory. There are good relationships in school and a tolerance of other beliefs and cultures. Although the majority of pupils behave well and enjoy coming to school, a few pupils say they are not able to enjoy their education fully, because of their anxiety about occasional incidents of bullying and because they are aware that they are not achieving as well as they could. The comments of a few parents confirmed this view. However, the school is now actively addressing both of these issues.

## Effectiveness of the Foundation Stage

### Grade: 2

Attainment on entry is at least average and sometimes higher and children leave the Foundation Stage having made good progress. They are well prepared to work in Year 1. Good teaching and an effective curriculum enable children to benefit from a rich range of learning opportunities, which contain a good balance of adult-led and free choice activities. Close liaison with parents and an opportunity to visit the classroom ensure that children settle in, and quickly get used to class routines. Each child's individual ability and progress are carefully assessed; this ensures that their different needs are effectively met. Personal and social skills are given a high priority,

which ensures that all children enjoy work and play harmoniously together and enjoy their learning. The Foundation Stage is well led and managed.

### **What the school should do to improve further**

- Raise standards and increase the progress made in lessons, especially in Years 3 to 6.
- Ensure that teachers set suitably challenging tasks matched to pupils' needs.
- Ensure that leaders and managers at all levels are aware of and carry out their roles and responsibilities, particularly in raising standards, effectively.
- Use information on pupils' academic progress more effectively to improve teaching, particularly in Years 3 to 6.

## **Achievement and standards**

### **Grade: 4**

Standards are not high enough when set against the capability of pupils and their starting points. Attainment at the end of Key Stage 1 is high overall and at Key Stage 2 only just above average. Pupils' progress at Key Stage 2 is inadequate and inconsistent. Children make good progress in the Foundation Stage and satisfactory progress by the end of Year 2. Pupils then make inadequate progress overall from Years 3 to 6. There are variations between year groups due to changes in staff and there have been inconsistencies in the quality of teaching. However, the poor progress reflects the lack of action by senior leaders that has allowed the steady decline and low performance of the last few years. Currently there are eleven children in Year 6. There is evidence that, as a result of recent actions led by the key stage coordinators to raise standards, pupils' progress is beginning to improve at Key Stage 2. Pupils with learning difficulties are making the same amount of progress as their peers. Although there are signs of improvement, a significant number of pupils are underachieving.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory with some good features. There is a strong focus on keeping healthy, and pupils adopt healthy lifestyles. Pupils respect and show tolerance for other beliefs and cultures, and spiritual, moral, social and cultural development is good. Relationships are a strength of the school. Pupils are keen to come to school and are well supported by parents. This is reflected in their good attendance. Behaviour is satisfactory. Most pupils say they feel safe in the school but parents are rightly concerned that incidents of bullying are not always addressed swiftly or effectively. The school council plays a satisfactory role in school and makes a good contribution to the local community. The development of pupils' economic well-being is inadequate because progress at Key Stage 2 is inadequate in English, mathematics and science.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The key stage coordinators have worked well with the support of the local authority to improve the quality of teaching and learning. There are some strengths in teaching. Relationships in most classes are good and pupils are willing to learn; teachers manage their pupils' behaviour well. However, there is a lack of pace and excitement in many lessons and some activities are

undemanding. Although teachers take care when planning their lessons, they do not consistently ensure that the work they set is matched well enough to the full ability range in the class. Teachers need to make better use of information from assessments when planning lessons in order to meet more carefully pupils' individual needs. The school has only recently put plans in place to improve pace, challenge and differentiation.

## **Curriculum and other activities**

### **Grade: 3**

Although the curriculum meets the needs of the younger pupils and those with learning difficulties, the curriculum in Years 3 to 6 had not until recently been planned carefully enough to ensure that pupils make adequate progress. The curriculum is now secure as a result of work with a partnership school. However, it needs to be more challenging. Extra-curricular activities are satisfactory but parents have noted some decline and would like more sporting activities.

## **Care, guidance and support**

### **Grade: 4**

Strategies for care, guidance and support are inadequate overall for a number of reasons. School systems and structures are not robust enough. This is a caring school and individual staff care well for their pupils and know them well. However, weaknesses in the management of data have had an adverse effect. Systems to measure the pupils' progress, to identify those who require further support and to group them in lessons have only recently been introduced and it is too soon for their impact to be seen. Work is marked regularly and there are some good examples of guidance for pupils about their work. However the quality of marking varies too widely and the lack of accurate analysis of individual needs has meant that some pupils have not received effective support. Although pupils say bullying happens less often, it remains a concern for some parents who do not have sufficient confidence in the measures for dealing with problems. Procedures for health and safety are satisfactory and child protection procedures are satisfactory.

## **Leadership and management**

### **Grade: 4**

The day-to-day management of the school is satisfactory, enabling it to run smoothly. Leadership is inadequate and has not made sufficient impact on pupils' achievement. The school's self-evaluation is faulty and there is a lack of vision. Until the local authority supported the school, there was no effective analysis to identify poor progress being made by pupils in Key Stage 2. Consequently, the headteacher did not take the appropriate remedial actions. Weaknesses in leadership and management have reduced the quality of care, guidance and support for pupils. The tracking of pupils' performance lacked rigour, did not inform decision-making sufficiently and was not detailed enough to enable teachers to plan work for pupils that matched their abilities. The school has recently started to tackle some of its weaknesses with support from the LA. Action has included the introduction of an assessment system that allows the school to track pupils' progress more rigorously. Middle managers are making a valuable contribution by leading developments in the school. However, the school is still too reliant on the local authority for support. For instance, the local authority initiated the monitoring of the quality of teaching, which has led to some improvements. Governors have increasingly developed their involvement in the school over the course of this year and are now

fulfilling their roles and responsibilities adequately. They are now better informed and understand many of the school's issues for development. Although the weaknesses in the school's performance have been identified, it is too early to judge the impact of actions taken. In spite of considerable support in recent months, the school has an unrealistic view of its capacity to improve, which is inadequate.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

11 March 2008

Dear Pupils

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

Thank you very much for all the help you gave to the inspectors when we came to your school recently. We liked talking to you and to your teachers and coming to assembly. Now we would like to share with you what we thought about your school.

We thought you get on well with each other. You enjoy school and like your teachers. You are taught the importance of eating healthily. You told us you feel safe and well supported. However, at the moment your school is not providing you with an adequate education. In the past few years, not everyone has done as well as they might in their tests in Year 6 and the standards of work in the school have not improved enough. In some lessons the work you are set is too easy for some of you. This means you are not able to make as much progress as you should. Now, things are beginning to happen to help you to improve but your teachers understand that this needs to happen even more quickly.

A few of you told us of your concerns about the bullying which still sometimes goes on in the school and that you feel a bit anxious about this. The school is working hard to put this right as quickly as possible as it is important to help you feel safe and enjoy your learning. We have asked the people who run the school to keep checking how well things are working to make sure you are doing as well as you can. You can help by working hard and telling teachers if you are not sure what you need to do to improve. Inspectors will visit regularly to check on the progress your school is making.

We really enjoyed talking to you about your work and watching you learn and wish you all well for the future.

Yours sincerely

Susan Thomas-Pounce

Lead Inspector