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30 November 2012

Mr Peter Durrant
Headteacher
Cadmore End CofE School
Cadmore End
High Wycombe
HP14 3PE

Dear Mr Durrant

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Cadmore End CofE School, Buckinghamshire

Following my visit to your school on 29 November 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. 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 October 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher and other staff, three members of the governing body including the Chair, a representative from the local authority, and three parents. The school development plan was evaluated.

Context

There have been no significant changes since the recent inspection which judged the school to require improvement. The headteacher had resigned prior to the inspection and the process of replacing him is underway.

Main findings

The school has responded positively to the improvement points identified by the recent inspection and has developed a suitable action plan to supplement the main school development plan. The headteacher and the governing body have taken

strong steps to improve progress in Key Stage 1, improve the teaching of phonics and strengthen leadership and management.

The revised school development plan addresses the key aspects which need improvement. The headteacher has enabled staff to undertake effective training relating to the systematic teaching of phonics and has purchased suitable support materials to improve other aspects of literacy in the school. Teachers now have to ensure that this training leads to improved outcomes. All teachers now have on-line access to tracking data, but they must now use the data effectively to check that pupils are making the right progress and that work plans are suitably amended when weaknesses in learning are spotted. This delegation of responsibility by the headteacher has not yet had the effect of ensuring that all teachers play a bigger part in driving improvement. The governing body has been involved effectively with school improvement planning and in challenging the headteacher about identifying clear indicators of improvement. These indicators of success are not yet evident clearly enough in the school development plan. Parents are now more fully involved in supporting the development of their children's phonics skills.

Senior leaders are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. However, following the visit to the school, HMI recommends that further action is taken to:

- clarify within the school improvement plan how governors will evaluate the impact of the initiatives being undertaken
- ensure that the plan includes measurable outcome targets for pupils' phonic skills
- make sure that improvement planning includes arrangements to check on-line data in a timely manner so that corrective action may be taken and pupils do not fall behind.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

Since the inspection support from the local authority has been shaped more closely and effectively to meet the school's needs, particularly to improve the teaching of phonics. The local authority plans to meet with the school regularly to ensure improving the pace of pupil progress and greater accuracy of teachers' checking of assessment information, are reviewed constantly.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for and as below.

Yours sincerely

Peter Limm
Her Majesty's Inspector