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13 December 2013

Mrs April Guinness  
Headteacher  
Wroxton Church of England Primary School  
Lampitts Green  
Wroxton  
Banbury  
OX15 6QJ

Dear Mrs Guinness

**Requires improvement: monitoring inspection visit to Wroxton Church of England Primary School**

Following my visit to your school on 12 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report 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 September 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:

- Ensure that the written outcomes of lesson observations are very specific in highlighting the link between the actions of the teacher and the progress pupils make. These written outcomes must also act as a detailed reference for setting long- and short-term improvement targets for teachers.
- Ensure that all leadership roles in school have clearly defined responsibilities that enable the school to make rapid improvement.

## **Evidence**

During the visit, meetings were held with you and the assistant headteacher, the Governing Body and representatives from the local authority and diocese. The school improvement action plans were evaluated alongside information about pupils' progress and the outcomes of your monitoring activities. I accompanied you on brief visits to all classes.

## **Main findings**

You have a good understanding of the school's strengths and weaknesses. The action plan, written after the last inspection, appropriately addresses all the areas that were identified as requiring improvement. Your lesson observations to check on the quality of teaching and teachers' performance targets also correctly focus on these areas. You have made good progress in ensuring that whole school policies are followed.

You have introduced a range of initiatives to address weaknesses identified in pupils' writing. Early indications are that this is giving pupils more opportunities to improve the quality of their extended writing. A more consistent approach to improving pupils' writing is developing. You are fully aware that issues to do with the presentation of pupils' work and its accuracy also need to be addressed.

A large number of initiatives have been introduced to give additional support to pupils who are falling behind with their learning. There are early signs that some are having a positive impact on raising pupils' reading skills, though the school is not yet in a position to determine the effectiveness overall of the various approaches that you are using.

Although teaching is improving, it is not yet consistently good across the school. You have increased the rigour of your monitoring and this is enabling you to identify more clearly what teachers need to do to improve. However, the written outcomes of your observations are not always detailed enough to be used as a reference for future improvement targets. They do not give enough detail about the relationship between the teachers' actions and pupils' learning and progress. You have initiated a range of training to improve teachers' skills but it is too early to determine the longer-term impact of this on raising the quality of teaching overall.

Leadership roles in school are not yet as well developed as they could be in order to spread responsibilities and aid a more rapid improvement in the school.

The governors have built effectively on the outcomes of the review of their effectiveness and are steadily developing the ways they provide both challenge and support to school leaders. Recent visits to the school to see the implementation of

the school's new approaches to the teaching of writing are just one way that they are beginning to gather their own first-hand information about how well the school is doing.

### **External support**

The diocese and local authority have a good understanding of the school's strengths and weaknesses. They provide effective on-going support on matters to do with management, personnel issues and advice on improving the curriculum and teaching.

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

Yours sincerely

Daniel Towl  
**Her Majesty's Inspector**