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Mrs Jill Hudson
Acting Headteacher
Windale Community Primary School
Windale Avenue
Blackbird Leys
Oxford, OX4 6JD

Dear Mrs Hudson

Special measures monitoring inspection of Windale Community Primary School

Following my visit to your academy on 23 April 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's recent section 5 inspection.

The inspection was the first monitoring inspection since the academy became subject to special measures following the inspection which took place in January 2015.

Evidence

During this inspection, meetings were held with the acting headteacher, the group of Trustees overseeing the statement of action, senior leaders, and a leadership coach from an educational charity currently providing the academy with support. Brief visits were made to the early years setting, and some classes in Key Stages 1 and 2. The Trustees' statement of action and the academy's action plans were evaluated.

Context

Since the previous inspection, the governance arrangements have changed. A small group of Trustees have replaced the local advisory board and are responsible for overseeing the statement of action. The academy is in the process of recruiting a new head of academy. The executive headteacher of Blackbird Academy Trust is currently the acting headteacher of the academy. The senior leaders have replaced

middle leaders in leading literacy and numeracy. Each senior leader is also responsible for three year groups.

The quality of leadership and management at the school

Since the previous inspection, the Trustees and the academy's leaders have made changes that are improving the academy. Senior leaders are monitoring pupils' behaviour more effectively and pupils' conduct is improving. Senior leaders are well led by the acting headteacher who is crystal clear about the actions needed and how they should best be undertaken. Senior leaders are now rigorously checking that pupils are making progress. Where progress is slower, pupils receive additional help. However, this approach is not as well developed in the early years provision.

Senior leaders have made improvements in the subject areas for which they are responsible. Guided effectively by the external leadership coach, they have started to use information from assessments of pupils' work to evaluate whether new approaches are successful. However, this aspect of their work is as yet underdeveloped. Senior leaders are currently responsible for too many areas and therefore lack the capacity to use their monitoring and evaluation of teaching to drive rapid improvement.

The way the academy is governed has improved since the previous inspection. The newly formed group of Trustees monitoring the statement of action ensures Trustees are sharply focused on what is needed to take the academy out of special measures. For instance, the review of pupil premium spending has already begun. Trustees are making better use of the information they receive about pupils' progress to challenge the academy to do better. Trustees have sensibly asked the academy's leaders to ensure that teachers' assessments are more reliable and that pupils' targets are raised. Trustees have rightly identified that the lack of a substantive headteacher, absence of middle leaders, and difficulties in recruiting staff are key barriers to improvement. Trustees and the academy's sponsor are not resolving this rapidly enough.

The academy's action plans are not coherent enough to help the academy move out of special measures. There are too many separate plans, with different formats that are not clearly linked together. Some of the plans do not contain enough detail about how and when actions will be monitored, or the expected improvements in pupils' achievement.

Although well linked to the areas for improvement from the previous inspection report, the Trustees' statement of action is not effective. Some deadlines for the completion of fundamental actions, which underpin subsequent improvements, are too far away. These actions are not prioritised sharply enough. Some of the milestones in the plan do not describe the expected impact of actions at given points in the plan's timeline. They do not help Trustees to judge whether the academy is

effectively making the incremental steps necessary to reach its goals. The statement of action is built upon the assumption that key staff will be recruited. Not enough detail is provided to show how this will be done. Similarly the actions needed, should recruitment be unsuccessful, are not clearly enough identified.

The Trustees' statement of action is not fit for purpose.

The academy's action plans are not fit for purpose.

Having considered all the evidence, I strongly recommend that the academy does not appoint newly qualified teachers.

I am copying this letter to the Secretary of State, the Chair of the Trustees, and the Director of Children's Services for Oxfordshire. This letter will be published on the Ofsted website.

Yours sincerely

Sarah Hubbard

Her Majesty's Inspector