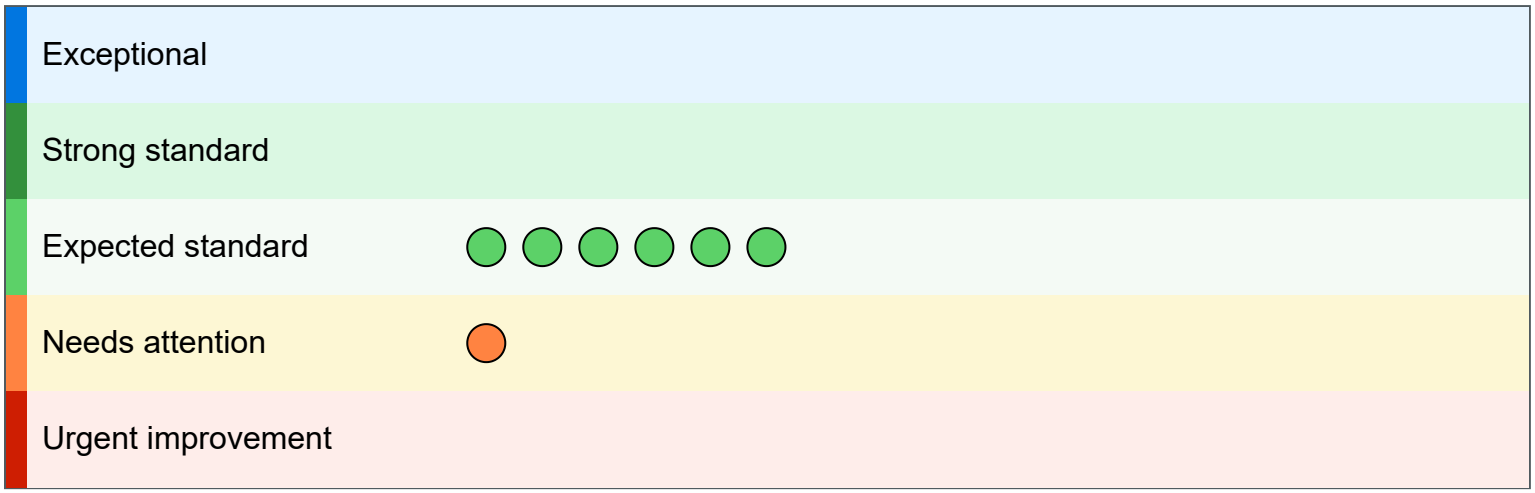
West Wycombe School

Address: Church Lane, West Wycombe, High Wycombe, Buckinghamshire, HP14 3AH

Unique reference number (URN): 144338

Inspection report: 3 February 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Overall, pupils achieve well. They are ready for the next stage in their education. This is reflected in outcomes in the key stage 2 statutory tests that are close to or above the national average. This includes for disadvantaged pupils and those known or previously known to social care. Pupils with special educational needs and/or disabilities progress well from their starting points.

Typically, pupils have the knowledge they need to successfully tackle more-complex tasks. Most pupils are confident in using their reading, writing and mathematical knowledge in different ways to access the whole curriculum successfully.

Across the school, most pupils develop appropriate knowledge across a broad range of subjects. Pupils usually produce work of a high standard, although this is not consistent. On the whole, pupils' knowledge is detailed throughout the curriculum, for example in subjects such as geography and history.

Curriculum and teaching

Expected standard

Leaders have put in place a suitably broad, ambitious and well-sequenced curriculum that builds pupils' knowledge effectively over time. They know where it is working well and where further refinements are needed.

Throughout the school, reading is a priority. Carefully chosen texts support pupils' comprehension and build their vocabulary. Pupils who struggle to read fluently receive the support they need to catch up quickly. This leads to pupils who enjoy reading and can understand what they have read accurately.

Knowledgeable staff are adept at explaining and modelling concepts and new learning. Tasks are well designed to build pupils' learning. However, leaders are working to ensure that staff consistently check pupils' understanding well in lessons, so that gaps in their knowledge are identified quicker and addressed more promptly.

Most staff have a secure understanding of pupils' needs and vulnerabilities. While most staff adapt tasks well, there are times when tasks are not as well matched to pupils' level of understanding as they could be. Staff use information from pupils' support plans to ensure the curriculum is carefully planned around pupils with identified needs and targets. They provide sensitive support so that pupils with special educational needs and/or disabilities can access the whole curriculum successfully.

Early years

Expected standard

Children have a positive a start in the early years and are well prepared for Year 1. Staff prioritise developing children's language and communication skills. Staff usually emphasise and model appropriate language and vocabulary. Often this is through the rhymes and

songs children learn. Children seek help from staff if they cannot resolve a problem or when they have worries.

Leaders ensure that the early years curriculum is designed carefully. Children, including those with special educational needs and/or disabilities, access learning in all areas effectively. Staff identify quickly any barriers to learning which children may have and address them well. This includes any children who join at different times of the year. Staff build nurturing relationships with children and respond sensitively to their individual needs. Leaders work supportively with parents and carers. Staff interactions help children feel safe and focus on developing their skills across the curriculum.

Reading is prioritised. Leaders ensure that staff receive the training they need. Consequently, staff have a secure understanding of the school's phonics scheme and teach it skilfully. Pupils are supported effectively to keep up with the phonics programme as soon as they start school. Staff ensure that children get the chance to practise their reading and writing throughout the curriculum.

Inclusion

Expected standard

The school has high expectations of each pupil, no matter what their need is. Leaders promote a school culture where diversity is celebrated and every pupil is valued. They make decisions which are invested in pupils' best interests, for instance improving the resources in each class so pupils can focus better on their learning. This ensures that, regardless of their individual needs, pupils' barriers to learning are usually reduced or removed. This also helps pupils feel a sense of belonging that enables them to focus on their education. Consequently, pupils develop increased confidence and independence.

Staff training is focused on how to improve provision for all pupils. Leaders work well with staff to ensure that the curriculum is adapted effectively. As a result, pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care progress well from their individual starting points.

Leaders and staff work efficiently with external specialists and pupils' families to identify pupils' needs and ensure that the provision is effective. They monitor pupils' progress systematically and evaluate the impact of interventions to inform future planning.

Additional funding is used appropriately to enhance access and outcomes for disadvantaged pupils. Leaders check that this money is having a positive impact on these pupils' progress in all aspects of their education.

Leadership and governance

Expected standard

The school has gone through a period of significant change recently, including changes in leadership. Nevertheless, leaders continue to make decisions in the best interests of all pupils, particularly those who are disadvantaged, have special educational needs and/or disabilities, or face other barriers to learning and/or wellbeing. They ensure that these pupils receive the support they need to succeed. Leaders continue to focus on further developing productive partnerships with all pupils' families.

School and trust leaders work purposefully to raise aspirations for what pupils can achieve. Together with staff, they work effectively to ensure that pupils have every opportunity to succeed. Leaders have a secure understanding of the school's strengths and which areas they need to prioritise. They have put into motion the right actions to ensure that pupils learn ever more effectively. Leaders are continuing their work to strengthen the attendance of all pupils.

Trustees fulfil their statutory duties. For example, oversight of the school's safeguarding systems. They know the school's context well. They challenge leaders effectively to ensure that pupils' educational experience is usually of a high quality.

Leaders prioritise the workload and wellbeing of staff. This helps staff feel valued. An open culture is developing in the school where staff feel empowered to share their views. Staff benefit from a well-structured professional learning programme that is informed by research and tailored to the school's strategic priorities.

Personal development and wellbeing

Expected standard

Leaders and staff help pupils to be confident and kind citizens who respect other people's differences. They ensure that the personal development programme is woven across all areas of school life to develop these aspects. This helps pupils to grow into thoughtful and responsible individuals.

Pastoral support is effective. Strong relationships between pupils and staff underpin a nurturing culture. Targeted support and interventions, such as regular check-ins with staff, help pupils to manage issues such as friendship difficulties. Leaders' mental health and wellbeing strategy ensures that pupils' needs are identified early. The support offered is reviewed for impact. Pupils are confident in accessing help when needed.

Pupils demonstrate respect and celebrate differences. They show a burgeoning understanding of different religions. For example, pupils benefit from visits from people representing different faiths and beliefs. Pupils develop a real understanding of financial management through their school bank system. This enables pupils to value money and use it wisely. The personal, social, and health education curriculum enables pupils to develop detailed knowledge of important aspects, including how to take care of their mental health and wellbeing, and age-appropriate teaching about healthy relationships and consent. Pupils talk confidently about how to stay safe, both online and offline.

Pupils are taught about the importance of living British values such as democracy and the rule of law, and their understanding of these is growing. They use their democratic voice in the school. This begins in the Reception class, where children choose which story they want read to them. Pupils deepen their understanding through choosing school councillors and eco warriors. Leaders track pupils' participation in these activities, especially disadvantaged pupils. Overall, the wider opportunities offered help to develop and broaden all pupils' horizons.

Needs attention

Attendance and behaviour

Needs attention

Attendance is below the national average and has been for some time. Rates for pupils who face additional barriers to learning, such as disadvantaged pupils, show that they attend less well than their peers. Consequently, some pupils miss important learning and do not achieve as well as they could. Leaders have a clear plan to improve attendance. They share their expectations with parents and carers. Leaders have also strengthened the way they work with external agencies to support families to build positive attendance habits. While there are individual examples of improved attendance, this is not a consistent trend.

Pupils behave well and have positive attitudes to learning. From the beginning of the Reception Year, children learn the school's routines and expectations well. This builds a culture of care and respect throughout the school. Pupils understand why behaviour is important and explain the systems in place with accuracy. Positive relationships underpin a kind, supportive ethos. Staff understand and apply the behaviour systems effectively. They use this knowledge to give pupils the support they require to meet the school's high expectations. Staff deal with any incidents of derogatory language or unkindness swiftly and effectively. The result is a nurturing environment where pupils can learn with little disruption. This permeates through to social times, when pupils play well together.

What it's like to be a pupil at this school

Pupils are proud to be part of this inclusive school, where all are treated with kindness. There is a calm and kind atmosphere here. Staff know pupils well and foster a culture of mutual respect and care.

Staff form trusting relationships with pupils, as these are at the heart of the school. Incidents of bullying or discrimination are uncommon. Pupils are confident that staff will help them deal quickly with any concerns they may have. They feel safe and well cared for. Pupils' have a secure sense of belonging. Pupils leave school well prepared for the next stage of their education.

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, work hard to meet the expectations that staff have for their behaviour and achievement. Pupils are helped to flourish as staff understand their needs and make appropriate changes when needed. Typically, pupils achieve well. They have the knowledge required to understand what is being taught and benefit from the teaching they receive. They have positive attitudes towards each other and the school. Pupils enjoy learning. Nevertheless, too many do not attend school as often as they need to.

Pupils benefit from a wide range of trips and visits that are matched carefully to their learning. For example, by going to a living rainforest pupils deepen their understanding of animals and plant types. Pupils develop their sense of responsibility through the leadership skills roles which the school offers. These include eco warriors and school councillors. Pupils' horizons are broadened through taking part in a range of clubs and activities, such as

gymnastics and multi-skills. Leaders ensure that these opportunities are inclusive and open to all pupils.

Next steps

- Leaders need to further develop staff expertise in checking learning and using the information from their checks to address gaps and misconceptions, so that pupils consistently understand and use the knowledge they have been taught.
- Leaders should continue to ensure tasks given to pupils are adapted as appropriate to build and deepen all pupils' understanding, based on what they already know.
- Leaders need to make sure that pupils’ attendance continues to rise to at least the national average for all groups.

About this inspection

This school is part of the Great Learner Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sarah Baber, and overseen by a board of trustees, chaired by Nick Phillips.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the head of school, the executive headteacher, other school leaders, the trust's chief education officer and other senior trust leaders during the inspection.

The inspectors confirmed the following information about the school:

The school makes use of no alternative provision.

The school has undergone a significant change since the last inspection. There is now a different executive headteacher and head of school in post.

Executive headteacher: Rachel Lee

Lead inspector:
Neil Pilsworth, His Majesty's Inspector

Team inspectors:
Mineza Maher, Ofsted Inspector
Sue Keeling, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 3 February 2026

School and pupil context

Total pupils

168
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

28.57%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.38%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

19.05%
Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	61%	Close to average
2024/25 (revised)	68%	62%	Close to average
2023/24 (final)	76%	61%	Above
2022/23 (final)	57%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	74%	Above
2024/25 (revised)	95%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	72%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Above
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	81%	72%	Above
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	73%	Above
2024/25 (revised)	82%	74%	Above
2023/24 (final)	90%	73%	Above
2022/23 (final)	79%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	46%	Close to average
2024/25 (revised)	43%	47%	Close to average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	62%	Above
2024/25 (revised)	86%	63%	Above
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25 (revised)	71%	59%	Above
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	60%	Close to average
2024/25 (revised)	57%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	68%	-24 pp
2024/25 (revised)	43%	69%	-26 pp
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-3 pp
2024/25 (revised)	86%	81%	5 pp
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	78%	-9 pp
2024/25 (revised)	71%	78%	-7 pp
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (revised)	57%	81%	-23 pp
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.2%	5.2%	Above
2023/24 (3 term)	7.2%	5.5%	Above
2022/23 (3 term)	8.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	26.9%	13.3%	Above
2023/24 (3 term)	29.0%	14.6%	Above
2022/23 (3 term)	28.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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