

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

Ofsted
T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Serco
Direct T 0121 683 3888



20 October 2011

Ms C Matthews
Headteacher
Great Staughton Primary School
The Causeway
Great Staughton
Cambridgeshire
PE19 5BP

Dear Ms Matthews

Ofsted monitoring of Grade 3 schools: monitoring inspection of Great Staughton Primary School

Thank you for the help which you and your staff gave when I inspected your school on 19 October 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

As a result of the inspection on 27 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Pupils join the school with knowledge, understanding and skills which are broadly in line with those found nationally, although they vary from year to year because of the small numbers. Provisional results of national tests for Year 6 pupils in 2011 indicate that attainment is broadly average, with an above average proportion of pupils attaining Level 4 in English. Attainment has improved since 2009 when it was below average. Pupils make satisfactory progress from their starting points. The school now has detailed and accurate assessment information for all year groups. This indicates that pupils generally make good progress in reading and improving progress in writing. In mathematics, progress varies more between years and the school has rightly made this a priority in its new action plan. Assessment information is used well by staff to identify pupils who require additional help to make progress, and to plan lessons accurately to tackle gaps in pupils' understanding.

In lessons, pupils work hard. They concentrate well and collaborate effectively in pairs and small groups. They show enjoyment in contributing to discussion and using knowledge they have gathered, for example in suggesting material for a report on

September 2010



the Victorians. They also work well independently on planning and writing activities. However, a small number of pupils do not readily volunteer to answer teachers' questions and they are not always identified by teachers and encouraged to share their ideas.

The quality of teaching is improving because of the clear expectations established by the headteacher. Teachers now use a range of assessment practices successfully. They set clear objectives for learning and increasingly involve pupils in developing criteria against which they judge whether their learning has been successful. Teachers give pupils time to think and discuss ideas before answering questions. In the best lessons, pupils are challenged at different levels according to their ability. Teachers are now confident in using assessment information to guide their planning of lessons. They track pupils' progress carefully.

The headteacher has rapidly established very clear expectations for teachers' marking and feedback to pupils. All pupils have specific targets for improvement which are recorded in their books or on helpful bookmarks. Teachers and pupils now review these targets regularly and new ones are set as soon as pupils show that they have achieved them. Pupils know their targets and say that they find them helpful. Teachers now use a common approach to marking. This is effective in giving pupils clear guidance on what exactly they have achieved and what they need to do next to improve further. The best marking also involves pupils in editing aspects of their work and responding to teachers' questions. As a result, pupils understand better what they need to do to improve. The outdoor area for younger children is now covered and provides a good range of equipment to engage pupils in challenging practical activities such as constructing machines that will balance two objects.

The new headteacher provides a strong sense of vision and direction for the school. She has rapidly built staff morale and confidence so that they now work effectively as a team. They share best practice readily. The headteacher has used clear and well-focused plans with specific targets to steer the school's development. She reviews these plans regularly against the targets and meets with teachers to check pupils' progress. Based on clear expectations, subject leaders now take responsibility for performance in their areas. They analyse test papers and pupils' progress closely to identify particular aspects which require improvement. They use this information to develop relevant and succinct action plans and to provide appropriate training for staff. They regularly review teachers' planning and marking as well as pupils' work. They observe lessons and, with the headteacher, now have a thorough understanding of the strengths and areas for development in teaching.

Members of the governing body now make focused visits to the school to review specific aspects of the school's priorities and report back to the governing body meetings and to staff. Combined with the raised expectations of teaching and clear guidance on the use of assessment, this rigorous monitoring is beginning to improve

teaching and the use of assessment, raise attainment and improve progress. Pupils' attendance is well above average. The school meets the requirements for keeping children safe.

The local authority provides good support for staff and the governing body. Inspectors and consultants have provided regular training closely linked to the school's priorities. They have worked alongside subject leaders in analysing pupils' performance and identifying areas for improvement. They have assisted in the formulation of action plans and in reviewing progress against targets. They have also provided effective guidance and support for the governing body. Increasingly, the school is building good links with other schools to enable staff to share different approaches to learning and best practice.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Martin Cragg
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in May 2010

- Improve the effectiveness of teaching by:
 - embedding assessment practice that ensures consistency and accuracy
 - improving the understanding of assessment so that teachers plan accurately for identifying next steps for pupils
 - selecting, sharing and monitoring challenging targets for all pupils
 - using effective marking and feedback to pupils.

- Develop leadership and management at all levels to ensure that:
 - all areas of the school's work, especially pupil achievement, is monitored carefully to provide an accurate picture of the school's effectiveness
 - monitoring and evaluation of the school's work becomes central to school strategic planning for improvement.

- Develop and implement robust procedures to monitor the quality of teaching and its input on learning, and use the information to identify what needs to be done to continue the improvement in pupils' achievement, especially in Key Stage 2.

- Improve the provision in the Early Years Foundation Stage by developing the outdoor area.