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Miss M Tapp
Headteacher
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Dear Miss Tapp

Ofsted monitoring of Grade 3 schools: monitoring inspection of Kimberworth Community Primary School

Thank you for the help which you and your staff gave when I inspected your school on 29 November 2011 for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Discussions with senior leaders and managers, members of the governing body, the pupils and the previous School Improvement Partner were also very helpful. Please pass on my thanks to all concerned for the time they gave to talk to me and for the welcome I received.

Since the previous inspection there has been considerable change to the school context. One permanent member of staff and one temporary post-holder have left the school. A new deputy headteacher and a new senior leader and manager have been appointed and the senior leadership team has been restructured. The mathematics subject leader returned to school in September 2011 following maternity leave. A temporary teacher took up post in November 2011. Following the 2011 half-term break further changes were made to the Key Stage 1 classes. Year 1 are taught by a newly appointed teacher and the previous Year 1 teacher is now taking the Year 2 class. Five new members of the governing body have been appointed. The Chair and vice-Chair of the Governing Body were elected in March 2011; they are both new to the governing body.

As a result of the inspection on 6 and 7 October 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 satisfactory progress in demonstrating a better capacity for sustained improvement.

Pupils enjoy their learning. They are willing to work hard and keen to share their ideas. Their respectful behaviour and positive attitudes make a significant contribution to their learning. Although overall attainment remains significantly below the national average, the 2011 unvalidated test results show more Year 6 pupils gained the expected and higher levels than in previous years. Pupils' achievement in English is broadly in line with the

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national average. Pupils make better progress in reading than in writing. Pupils' performance in mathematics remains below average but is slowly improving because more pupils are making expected progress. However, expected progress represents the least these pupils are capable of achieving. Many pupils still have considerable gaps in their learning due to historic underachievement. Not enough pupils are making better-than-expected progress to eradicate these achievement gaps and reach age-related expectations. The more-able pupils and pupils with special educational needs and/or disabilities are making better progress from their starting points in almost all year groups. This is because teachers' planning is more focused on their needs and they receive effective support during lessons.

All teaching is characterised by warm and trusting relationships. Teachers are making better use of assessment information to plan relevant and exciting activities which meet the needs of most pupils, particularly the most able. Although improving, teaching is still variable across the school. In some classes, teachers have very high expectations and provide a good level of challenge to all groups. In contrast, some teachers are not fully aware of what pupils need to do to make accelerated progress. The teaching of mathematics is stronger because the whole-school calculation policy is applied consistently in all classrooms. However, not all pupils have sufficient opportunity to apply their skills through mathematical investigations. Pupils have more opportunities to write across different contexts, but gaps in their handwriting, spelling and punctuation skills sometimes limit their progress. Teachers' marking has improved. It is much stronger in writing because it provides pupils with clear guidance on how to improve their work. Pupils talk with confidence about the improved system for target-setting and how it helps them to understand what they need to do next.

Children are making better progress in the Early Years Foundation Stage and outcomes by the end of Reception are higher than at the previous inspection. This is because all adults have a clearer understanding of their role and they are working collaboratively to support children's learning. Teachers' planning is better at meeting children's needs and interests because the systems for assessing children's skills and knowledge are more rigorous. Adults are increasingly effective at supporting children's learning, particularly during adult-led tasks. However, children's learning during child-led tasks is sometimes limited because adults provide too much direction. Children have insufficient opportunity to access the well-organised and exciting outdoor area.

The headteacher has driven forward improvements since the previous inspection despite considerable staff turbulence. Precise planning and regular observations of teaching have led to well-founded areas for whole-school and individual improvement. The systems to monitor the achievement of all pupils are secure and this information is used well by all leaders and managers to drive school priorities. However, some inconsistencies in teaching remain because some of these monitoring activities do not happen regularly enough. Subject leaders have an accurate understanding of what needs to happen to secure better outcomes for pupils. They are providing effective support to other adults through whole-school training, advice and guidance. The re-invigorated members of the governing body have increased their effectiveness because of a renewed sense of purpose and a better understanding of their role. A review of responsibilities means all members of the governing

body are increasingly involved in challenging and supporting the school. Effective training and the good quality information they receive from the headteacher means they have an accurate understanding of the school's strengths and weaknesses. Since the previous inspection, much has been done to establish sound systems to check the work of the school, to improve teaching and to establish a common sense of purpose. Consequently, the foundations to secure further improvement are firmly in place, staff morale is high and there is a shared determination to succeed.

The school has made effective use of the external support they have received. Local authority consultants have provided well-founded support to improve the teaching of mathematics and enhance the subject leader's role. The school has also used the expertise among the local network of schools to support improvements in the Early Years Foundation Stage.

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

Yours sincerely

Joanne Olsson
Her Majesty's Inspector

Annex

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

- Improve attainment and further accelerate progress throughout the school and particularly in mathematics by:
 - making effective use of assessment information to ensure that teaching provides sufficient challenge for all pupils, and especially the more able
 - ensuring pupils understand clearly what they need to do next in order to improve
 - ensuring subject leaders keep a close check on the progress being made by pupils in their subjects and use the information gained to contribute to improving performance.

- Increase the effectiveness of the governing body by ensuring all members play their part in monitoring, evaluating and reviewing the school's performance fully

- Improve the progress of children in the Early Years Foundation Stage by making sure that the activities are pitched at the right level and adults are clear on how to support learning effectively.