

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

Mrs N Wilkinson
Headteacher
Quadring Cowley & Brown's Primary School
Church End
Donington
Spalding
Lincolnshire
PE11 4SQ

Dear Mrs Wilkinson

Notice to improve: monitoring inspection of Quadring Cowley & Brown's Primary School

Thank you for the help which you, your staff and members of the governing body gave when I inspected your school on 19 October 2011 and for the information which you provided during the inspection.

There have been some changes since the last inspection: the number of pupils on roll has reduced to 82; the new class teacher for Year 3/4 started at the school in September; and six governors have joined the governing body, including three additional governors arranged through the local authority.

As a result of the inspection on 8 February 2011, 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 is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

From starting points that are broadly in line with age-related expectations, pupils achieve standards that are above average by the time that they leave school. However, the last inspection highlighted the uneven progress made in Key Stage 1 and pinpointed aspects of provision and pupils' work that needed significant improvement. The school has responded positively to these findings and has worked hard to enhance provision in Key Stage 1 and more widely throughout the school.

Improvements in teaching and in the use of assessment have secured greater consistency in the quality of pupils' learning and more even progress across all year groups. Results in the most recent national tests and assessments in 2011 reflect this improvement. Attainment in Key Stage 1 was broadly in line with national figures and results in Key Stage 2 tests in English and mathematics were well above national figures. Although fluctuations reflect, in part, variations in particular cohorts, lesson observations and analysis of assessment and tracking data support the school's view that pupils' progress has accelerated. Suitable emphasis has been placed on building pupils' basic skills in writing, including handwriting, so that younger pupils have a firm foundation for learning. However, the school recognises that outcomes can be strengthened further, for example, by increasing the number of Year 2 pupils achieving the higher Level 3 in writing and mathematics.

The quality of teaching has improved. Lessons are skilfully managed so that time is used well and pupils enjoy their learning, with lots of interaction and discussion. Teachers' planning focuses sharply on both what and how pupils will learn, with a good variety of activities to engage individuals with different abilities and learning aptitudes. Brisk expositions are followed by carefully prepared pair and group work which ensures that all pupils are engaged in learning and are encouraged, from an early age, to work both independently and collaboratively. The development of independence and responsibility is nicely extended through peer- and self-assessment. Pupils are routinely encouraged to evaluate their own understanding and progress against learning objectives so that they know how to improve the standard of their work. Classroom displays support this well because pupils understand how to select and use the information provided. Detailed and helpful marking sets out specifically what pupils have done well and what they need to do to improve. The best lessons are outstanding because work is carefully prepared so that it is interesting and challenging for all groups.

The impact and effectiveness of the school's leadership have been strengthened significantly since the last inspection. External support has been used judiciously to strengthen key aspects of provision and to extend the school's own leadership capacity, ensuring that improvements are sustainable. Procedures for monitoring and evaluating provision have a sharper focus on pupils' learning and progress, and suitable steps have been taken to ensure that assessment is rigorous and that information is used effectively. The headteacher has shown considerable resolve in addressing priorities highlighted in the last report. Her positive approach has maintained staff morale and enabled the school to embrace necessary changes and to make the most of additional support.

The school values the guidance and support from the local authority, including that provided by a consultant headteacher who is a Local Leader in Education. External support has been carefully planned and is of high quality. The local authority

statement of action is fit for purpose; it is well structured and soundly based on rigorous success criteria and key milestones for improvement. The most immediate impact has been on the effectiveness of governance. Training and guidance have improved the governing body's understanding of its role and how to fulfil its responsibilities. The three additional governors have provided considerable experience and expertise, and have been careful to build capacity within the governing body by skilfully mentoring other new governors. The governing body now balances well the need for support and challenge.

The school has worked hard to improve engagement with parents and carers, through newsletters, including from governors, additional information sessions and surveys of parental views. Parental responses to the most recent questionnaire were overwhelmingly positive. All respondents agreed that the school seeks the views of parents and carers, and takes into account their suggestions and concerns, in contrast to the last inspection where one in four disagreed with this statement.

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

Paul Brooker
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2011

- Accelerate pupils' progress in Key Stage 1 so that a large majority make good progress by December 2011, by:
 - placing greater emphasis on systematically building basic skills including correct pencil hold, correct formation of letters and neat presentation
 - ensuring that pupils understand what is expected of them and remain engaged
 - pitching tasks more precisely to pupils' ability by using information about their progress more effectively.

- Improve the effectiveness of the leadership of teaching and learning by:
 - focusing monitoring more sharply on the progress pupils make
 - ensuring that teachers' assessments of pupils work are moderated effectively to ensure accuracy.

- Improve governance by:
 - providing training to improve governors' understanding of their responsibilities and required action
 - ensuring that governors rigorously hold the headteacher and senior leaders to account for any weaknesses in the school.

- Improve the engagement with parents and carers, so that parents and carers agree that their views are taken into account and that communication is effective.