

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

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Serco**  
**Direct T 0121 683 3888**



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Mrs J Cook  
Headteacher  
Watergall Primary School  
Watergall  
Bretton  
Peterborough  
PE3 8NX

Dear Mrs Cook

### **Notice to improve: monitoring inspection of Watergall Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 28 February 2012 and for the information which you provided during the inspection. Please also pass on my thanks to your pupils for their help, and also the two representatives from the local authority who met with me.

Since the previous inspection, several staff changes have taken place. Two teachers have left the school. Two middle leaders have taken up posts with responsibility for leading literacy and numeracy. The school has appointed a new Early Years Foundation Stage leader.

As a result of the inspection on 13 June 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.

Last year's leavers reached standards of attainment that were in line with the national average. This is a significant improvement on the performance of previous years. The current Year 6 is making increased progress and is on track to reach similar levels of attainment. In Key Stage 1, pupils are making increased progress from their low starting points. The current Year 2 cohort is on track to reach standards of attainment nearer to the national average and in a stronger position to access the curriculum in Key Stage 2. Throughout the school, groups of pupils are making better progress.

Significant work has taken place to develop the usefulness of the data held by the school about pupils' progress. As a result, teachers and leaders are in a much

stronger position to understand and respond to gaps in performance of different groups of pupils. The school has developed a sophisticated system for monitoring the effectiveness of teaching and learning, taking into account a full range of evidence. As a consequence, the information it holds is much more detailed and accurate. This is proving significantly more useful in planning teacher's professional development. One effective method of developing teachers' effectiveness has been supported planning time. This is weekly time where leaders work alongside teams and individual teachers to support their planning and preparation. Teachers report that this has been useful in developing their understanding of the needs of different groups within their classes and the strategies they can use to enhance their teaching.

The quality of teaching is improving. As a result, pupils have a much better understanding of what they need to do to achieve well in lessons. Teachers regularly give feedback, both orally and through marking, so pupils are clearer about how they can improve their work. During early morning activities, teachers discuss previous work with pupils, explaining carefully how improvements can be made. Pupils respond well to this guidance and, as a result, make corrections and improvements that accelerate their learning.

Teachers have an increasingly strong understanding of the performance of different groups of pupils and adapt their plans accordingly to ensure pupils make better progress. As a consequence, the gaps between different groups are closing. The gap in attainment between boys and girls is closing rapidly. Pupils who speak English as an additional language are in a stronger position than they have been in the past.

Work is increasingly well matched to pupils' needs and interests. As a result, pupils are better engaged in their work, developing positive attitudes to work, and behaviour is improving. Within most classes, pupils work hard and apply new skills well. Pupils understand their targets and most know what they need to do to achieve these. Teachers plan interesting lessons so pupils remain focused. In one Year 6 lesson, pupils were asked to take on the role of different characters in a novel. Because of the teacher's effective questioning, pupils were able to develop an empathy with the character and make realistic predictions as to how they would respond to different questions and situations. Lessons like these capture pupils' interest and provide effective opportunities to develop increasingly complex vocabulary.

The teaching of mathematics is improving. Many of the developments in this subject are more recent than those in English. In some lessons, teachers' use of real-life situations are providing increased opportunities to apply mathematical skills. Improved opportunities to talk about mathematics means that pupils are developing a deeper understanding of the concepts they are learning about.

The local authority support has been effective and proportionate. They have produced a statement of action that is fit for purpose. Consultants have worked

alongside leaders and teachers, building capacity and developing classroom practice. The local authority has rightly moved away from providing the initial intensive support to the school as leaders' systems and capacity for supporting teachers has become more effective and reliable. The local authority have maintained a close monitoring role and maintain the facility to provide additional support if their monitoring shows this to be necessary.

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

Michael Sheridan  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in June 2011**

- Raise pupils' attainment in reading, writing and mathematics and improve achievement at all stages so that by July 2012:
  - attainment at the end of Year 6 is broadly average
  - the gap between the performance of significant groups of pupils and their peers nationally shows strong evidence of closing.
- Improve teaching so that it is consistently good or better by July 2012 by:
  - ensuring that work is closely matched to the next steps in pupils' learning
  - ensuring that pupils know exactly what to do to achieve well in each lesson.
- Analyse data using a method that enables leaders to use the information easily to quantify and evaluate the attainment and progress of different groups of pupils.