

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

PROTECT-INSPECTION

T 0300 123 1231

Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566937

Direct F 01695 729320

Direct email: jsimmons@cfbt.com



22 November 2012

Mr G Bishop
Headteacher
Normanton Common Primary School
Castleford Road
Normanton
West Yorkshire
WF6 1QU

Dear Mr Bishop

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Normanton Common Primary School

Following my visit to your school on 28 November 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, deputy headteacher, three members of the senior leadership team, three members of the Governing Body and two representatives of the local authority. The school development plan was evaluated along with other school documentation.

Context

There have been a few changes in the context of the school since the last inspection. Three pupils have been issued with statements of special educational need and three new support members of staff have been recruited to support these pupils. There are two vacancies on the governing body.

Main findings

The headteacher and senior leaders have enthusiastically begun to tackle the issues identified in the previous inspection report. Some improvements are already evident, such as the recently introduced daily mathematics work on key instant recall of facts (KIRFS), which is helping to develop pupils' maths skills.

The existing school development plan has been adjusted to take account of the inspection findings. Although the most important areas for improvement are addressed the plan does not address all of the areas connected to improving leadership and management, particularly how it will ensure that governors play a full and active role in monitoring the impact of performance management procedures. The development plan identifies clear success criteria but does not always identify clear actions, timescales or milestones. Consequently, timescales for checking on the implementation of new developments are sometimes unclear.

Effective self-evaluation has been used to identify which teachers require improvement. Consequently, senior leaders have been able to prioritise where additional help, guidance and support are being targeted. In turn senior leaders are now able to focus their lesson observations and work scrutiny where most needed. Senior leaders are clear about their roles and responsibilities and are keen to support the drive to secure improvement. However, there is some confusion around what constitutes actions to bring about improvement and what is in fact checking on the impact of improvement actions.

Governors accept that there is work to be done and are very keen for the school to become good. The Chair of Governors and the Vice Chair of Governors meet with the headteacher every two weeks to review the progress with the implementation of the school development plan. An audit of governors' skills is underway and some training had been planned. Although one governor has had training and some governors have becoming more directly involved in the oversight of performance management there is not a well thought out plan in place to support all governors in fully understanding their roles and responsibilities in this important area.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- Improve the school development plan so that it identifies more sharply the detailed actions, timescale and milestones necessary to bring about improvement.
- Within the school development plan include arrangements for improving leadership and management, particularly the skills of governors in relation to

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ensuring they take a full and active role in monitoring the impact of performance management procedures.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

Senior leaders are engaging well with the local authority. Of note is the involvement of senior staff in the 'Securing Good' programme which is providing additional resources and training. Use is also being made of a coaching scheme and specific courses to develop teaching for individual staff.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Wakefield and as below.

Yours sincerely

Amraz Ali

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority
- the academy chain where relevant
- Diocese – for voluntary aided and voluntary controlled schools
- The Education Funding Agency (EFA) if the school has a sixth form
- The person or body responsible for appointing foundation governors if the school has a foundation
- The lead inspector.