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10 December 2012

Ms Cheryl Edge
Headteacher
Worth Valley Primary School
Bracken Bank Crescent
Keighley
West Yorkshire
BD22 7AX

Dear Ms Edge

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

Following my visit to your school on 10 December 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 October 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, other senior leaders, members of the governing body and a representative of the local authority. The school improvement plan was evaluated along with records of recent lesson observations, the report following an audit of the work of the governing body and a summary of other actions taken since the section 5 inspection.

Context

There have been no changes to the school's context since the section 5 inspection.

Main findings

The headteacher and deputy headteacher have revised the school development plan so that it matches more closely the key recommendations arising from the October inspection. However, success criteria are not always focused sharply enough on measurable outcomes for pupils and the means by which progress will be checked and evaluated in the short and medium term is not always clear.

Leaders have taken appropriate action to improve the quality of teaching and associated training is being tailored well to support individual and whole-school needs. Senior leaders have conducted lesson observations and subject coordinators have begun to scrutinise pupils' work books in literacy and numeracy. These reviews have provided a baseline from which to tackle some common areas for development and inconsistencies in practice.

Coordinators for literacy, numeracy and special educational needs are benefiting from external support and training commissioned by the local authority which is sharpening their accountability for improving pupils' performance. However, further training is required to equip all middle leaders with the skills to monitor the quality of provision and assess its impact on pupils' outcomes in their subject areas.

Governors have not met since the inspection although a meeting is scheduled before the end of term. An audit of the governing body conducted jointly by the headteacher and local authority achievement officer has proved timely. Recommendations identify rightly the need for governors to sharpen their focus on the impact of actions taken to raise standards and achievement. Governors recognise that while they are highly supportive of the school, they require training in order to hold the school to account for pupils' performance.

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 recommends that further action is taken to:

- strengthen the capacity of governors to check the progress made by the school in meeting objectives in the school development plan and holding leaders to account for pupils' performance
- ensure that the development plan identifies how progress will be measured towards meeting success criteria that are focused sharply on improving pupils' outcomes
- clarify the role of middle leaders and equip them with the skills to monitor and evaluate provision and its impact on pupils' progress in their subject area.

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

External support

Since the October inspection the local authority has provided a broad range of support that responds well to key areas for development. The achievement officer has supported senior leaders in the revision of improvement plans. She has also identified the need for bespoke training to develop the skills of governors so that they can fulfill their role more effectively. Additional support for leaders has been brokered with the headteacher of a nearby outstanding school. Well-established partnerships through the local learning network of schools in Keighley also have the potential for providing further opportunities to share and develop good practice.

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

Yours sincerely

Sara Morrissey
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.