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Carl Upton
Headteacher
Newbold and Tredington CofE Primary School
Manor Farm Road
Tredington
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Dear Mr Upton

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Newbold and Tredington CofE Primary School

Following my visit to your school on 4 February 2013, 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, the assistant headteacher and the subject leader for mathematics. Discussions were held with members of the governing body, a representative of the local authority and the local leader in education (LLE), who is supporting the school. The school improvement plan was evaluated. The headteacher conducted HMI on a short tour of the Newbold and Tredington sites.

Context

Since the last inspection the teacher responsible for English has left the school. Temporary arrangements are in place to cover the class and the subject leadership of English.

Main findings

The senior leadership and the governing body are tackling weaknesses determinedly. A sense of urgency to improve is evident. Leaders have planned sensible actions to

move the school to good. These are spaced out carefully so that staff are not overburdened. A few actions need re-wording to tighten them up and avoid misinterpretation. Progress is checked and appraised at regular intervals, but it would be helpful if these checks are not done by the same person leading the work. This process shows if the plan is working and if not, where changes are needed. The absence of a permanent leader for English restricts progress in the subject.

Leaders and governors are familiar with the standards set for teachers and are uncompromising in their expectation that teaching should be at least good, and are setting clear expectations to improve the performance of teaching and non-teaching staff. Learning support assistants value being included in the performance management arrangements which have led to immediate improvement. Significant support and training for teaching staff have been less successful in securing pupils' better learning. The governing body checks for the progress of individual pupils and groups diligently especially those taking part in special programmes designed to boost their learning.

Senior leaders and governors have begun to take 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:

- sharpen up the wording in some of the actions in the school improvement plan ensuring that those responsible for leading and monitoring are separated
- ensure that where appraisal is unable to address underperformance, leaders and governors consider and prepare for the possibility of moving to formal procedures
- secure permanent arrangements for high-quality subject leadership in English.

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

External support

The school makes good use of the LLE support brokered on its behalf by the local authority. The LLE has contributed to the school improvement plan, training for staff and useful activities designed to check the school's progress against its action plan. Support from a specialist leader in education has helped to strengthen leadership of mathematics.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Warwickshire and the Diocese for Coventry and Warwickshire.

Yours sincerely

Linda Killman
Her Majesty's Inspector