

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

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566933
Direct F 01695 729320
Direct email:
ggleaden@cfbt.com



14 February 2013

Mrs Beverley Dolman
Headteacher
Calveley Primary School
School Lane
Calveley
Tarporley
Cheshire
CW6 9LE

Dear Mrs Dolman

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

Following my visit to your school on 13 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 December 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the Executive headteacher, six members of the governing body and a representative of the local authority. The school improvement plan was evaluated and the school's monitoring records were considered. The inspector was taken on a tour of the school to meet staff and pupils.

Context

Since the December inspection, a new member of the governing body has been appointed. The school has entered into a soft federation with a local primary school.

Main findings

Senior leaders were not surprised at the inspection judgements and they all agree the findings are fair and accurate. The Executive headteacher, supported by a

committed governing body, is tackling the school's shortcomings with vigour and enthusiasm. Consequently, no time has been wasted in getting to grips with what they need to do for the school to become good. Essential management systems are in place which means firm foundations have been laid for the school's future success.

Improving teaching is rightly at the heart of the school's drive to become good and much has already taken place to help teachers develop their skills and knowledge. Rigorous systems to check on teaching plus a range of training opportunities are beginning to bear fruit. Teachers' planning has been reviewed so there are greater opportunities for pupils to use their basic skills in other subjects and the updated marking policy is helping teachers to guide pupils' learning more effectively. A whole school focus on checking pupils' progress means there is a collective understanding of how well pupils are performing across the school. Ambitious targets mean teachers' expectations are rising while frequent meetings to discuss pupils' progress mean teachers are being held to account for the achievement of the pupils in their care.

Comprehensive school improvement planning is underpinning the school's drive to tackle weaknesses with urgency. This planning sets a clear road map so all stakeholders know what needs to be achieved at certain points in the year. Consequently, teachers know what is expected and governors have a useful tool to keep an eye on the progress the school is making. Nonetheless, the plan does not have enough detail about who is delivering each action and it is not clear how the school will check on their actions to measure their success.

The newly formed governing body are eager to fulfil their roles effectively and they are highly ambitious for the school. They are keen to ensure continuity in leadership which means they have been instrumental in cementing a strong partnership with a local school. Governors recognise they have areas to develop because they have been proactive in auditing their own skills. Consequently, they have an honest understanding of their strengths and weaknesses which is informing their improvement journey. Nonetheless, their skills in checking the work of the school are in the early stages of development.

Senior leaders and governors are taking 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:

- review the school development plan to ensure there is greater clarity in who will lead on specific actions and how these actions will be checked and their success measured.
- Develop governors' skills in checking on the work of the school.

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

External support

The school is making good use of a range of effective support. The local authority has provided financial assistance so teachers can access up-to-date training in order to refresh their skills. Frequent meeting between school leaders, members of the governing body and local authority officers is helping to keep the school on track. The strengthening links with a partner school are being exploited to support teaching and plans are in place to share good practice in governance and subject leadership.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Cheshire East.

Yours sincerely

Joanne Olsson
Her Majesty's Inspector