

PROTECT-INSPECTION

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David Morton
Acting Headteacher
Guyhirn CofE VC Primary School
High Road
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Dear Mr Morton

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

Following my visit to your school on 5 March 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 22 November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the acting headteacher, three members of the governing body, including the Chair, a representative of the local authority and a group of pupils from Years 5 and 6. A range of documentation was reviewed, including the outcomes of monitoring activities and the most recent governing body minutes. The school's action plan was evaluated.

Context

Two new governors have been appointed to the governing body so that it is now at a full complement. There have been no other significant changes to staff or the school's organisation since the last inspection.

Main findings

The school has responded positively to the findings of the last inspection. Staff and representatives of the governing body are determined to continue to improve the school. A revised termly operational plan is strongly focused on tackling the areas for improvement identified in the last inspection. There are suitable, measurable success criteria, including in other plans to support improvement. These criteria help to check how well key actions are being carried out to help raise achievement and improve the quality of teaching. However, the operational plan does not refer to the proportion of pupils who are capable of making better than expected progress. Also, there is insufficient clarity in the plan about how the governing body will evaluate the impact of actions taken to secure improvement.

Senior leaders have responded with sufficient urgency and have taken immediate action to:

- raise teachers' expectations about pupils' learning through monitoring and support, for example to help improve pupils' writing skills
- secure stability in staffing and secure the appointment of an acting headteacher on a full-time basis, albeit temporarily
- bring more rigour to the tracking of pupils' progress
- identify sources of further support for training leaders and help them to improve the quality of teaching
- make changes to the learning environment of the school, including the outdoor area, so as to maximise its contribution to help pupils learn better and more quickly.

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 recommend that further action is taken to:

- ensure that the school operational plan provides more details about the proportion of pupils capable of making better than expected progress
- state clearly in the improvement plans how the governing body will evaluate the impact of actions taken to improve teaching and learning
- make sure that the support and challenge offered by the local authority is acted upon, especially as senior leadership arrangements are temporary.

Ofsted will continue to monitor the school until its next section 5 inspection. HMI will evaluate the findings from local authority reviews and further support the governing body to carry out their work.

External support

The school draws on support arranged by the local authority. There is brokered support from a local school, as part of the National College for School Leadership

programme, to support subject leadership, although this is at an early stage of implementation. A local authority consultant for mathematics has provided coaching and a review of pupils' quality of writing have helped to clearly identify strengths and weaknesses. A planned review of governance in April 2013 aims to provide further support to help the governing body to hold the school to account.

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

Yours sincerely

Dilip Kadodwala
Her Majesty's Inspector