

Inspections
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8 March 2013

Mr S Mitchell
Headteacher
Hugo Meynell CofE (VC) Primary School
Eccleshall Road
Loggerheads
Market Drayton
TF9 4NU

Dear Mr Mitchell

**Special measures: monitoring inspection of Hugo Meynell CofE (VC)
Primary School**

Following my visit to your school on 6–7 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in February 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

One newly qualified teacher may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board, the Director of Children's Services for Staffordshire, and the Diocesan Education Officer for Litchfield.

Yours sincerely

Brian Cartwright
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2012

- Make sure all pupils achieve good or better progress in their learning by:
 - eliminating any inadequate teaching by December 2012
 - ensuring teachers make effective use of assessment information, in order to provide work at the right level for pupils of all abilities
 - ensuring teachers use a variety of strategies to encourage all pupils' active engagement throughout the lesson
 - improving teachers' knowledge of teaching about the sounds letters make (phonics), guided reading and writing
 - providing more opportunities for pupils to apply their writing and mathematical skills across different subjects
 - giving written feedback to pupils that provides them with clear guidance on what they need to improve their work.

- Improve leadership and management by:
 - establishing a rigorous cycle of checking teachers' planning, work in pupils' books and the progress pupils make
 - improving tracking systems to determine the progress made by each pupil from the beginning of each key stage, the start of a school year and term by term
 - improving performance management processes and making staff accountable for meeting challenging performance targets in relation to the rate of pupils' progress in reading, writing and mathematics
 - implementing a curriculum that supports the systematic development of pupils' knowledge, skills and understanding in all National Curriculum subjects
 - developing the skills of all those with leadership responsibility, including the governing body, to support effective monitoring and evaluation of the school's work.

- Ensure the governing body meets all statutory requirements by agreeing and regularly reviewing all statutory policies and procedures, especially those for safeguarding.

Special measures: monitoring of Hugo Meynell CofE (VC) Primary School

Report from the third monitoring inspection on 6–7 March 2013

Evidence

The inspector observed the school's work, scrutinised documents and met with the headteacher, teaching and support staff, pupils, a representative of the local authority and the Chair of the Interim Executive Board (IEB).

Context

Since the previous monitoring visit, a permanent new headteacher has been appointed.

Achievement of pupils at the school

The school has clear and detailed records of pupils' attainment over time, using twice-termly measuring points. These show that pupils' progress towards expected end-of-year targets is accelerating in most classes. Pupils' work in books is also showing improvement this academic year, with some outstanding examples of creative writing as testimony to pupils' increased engagement with the lessons. At least half the pupils look to be making good progress.

There are still some shortfalls in writing. Year 2 data shows pupils to be undershooting expected targets, but that is not evident in their good classwork and positive attitudes to learning in lessons. Across the school, improvements in teaching of mathematics are ensuring that most pupils are on track to achieve their expected levels.

Progress since the last monitoring inspection on the areas for improvement:

- make sure all pupils achieve good or better progress in their learning – good.

The quality of teaching

HMI observed 11 lessons taught by 11 teachers. None were inadequate, and most were good. Lessons now start promptly, with pupils given activities that are well matched to their prior learning. Teachers are putting their hearts as well as minds into delivering lessons in an interesting way, confidently using costume, drama, humour and demonstration to enliven lessons. The recently introduced 'guided reading' and 'grammar' sessions are increasing the focus on technical literacy skills. As yet, some of the activities are pitched slightly too high in some of these sessions, which then requires on-the-spot adjustments by the teacher.

There are very good examples of 'topic' work exploiting every opportunity to extend literacy skills by using interesting contexts and practical activities. For example, a mathematics lesson on data analysis was being driven by real shadow stick data collected via a science topic on the solar system. This challenged pupils to learn measuring techniques accurately, and at a high level.

There is good evidence of better developmental marking and feedback to pupils. Now, a formal occasion every week is used to give pupils time to respond. Not every comment is yet clear enough for a pupil to respond directly. There are some delightful examples of very creative pupil responses, indicating the success of teachers in establishing a classroom climate that develops pupils' imagination and gives them the confidence to express their ideas.

Progress since the last monitoring inspection on the areas for improvement:

- eliminate any inadequate teaching by December 2012 – good.

Behaviour and safety of pupils

All pupils behave well in class, and in and around the school, and they are very much enjoying improved playground arrangements. Attendance is good.

The quality of leadership in and management of the school

The newly appointed headteacher has quickly picked up the baton of school improvement actions set in place by the previous executive headteacher. He retains the unrelenting focus on improving teaching and learning. The school's, local authority and HMI observations confirm that teaching quality is rising securely. Progress towards removal of special measures is accelerating. Staff morale is high; they are excited by the opportunities to improve their practice, and in the freedom they have to bring their own ideas and imagination to lessons. With the support of the IEB, quick improvements have been made to the appearance and quality of interior aspects of the building. The IEB is establishing a 'shadow' team of potential future governors to help prepare a permanent governing body for the future.

Progress since the last monitoring inspection on the areas for improvement:

- improve the effectiveness of leadership and management at all levels – good.

External support

Support for the school continues on a number of equally effective fronts. Local authority consultants are working closely with subject coordinators. The partnership

with Seabridge Primary School continues to bring advice on data analysis, health and safety, numeracy, guided reading and shared teaching and training.