

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5316
Direct F 0117 315 0430
Direct email:
klara.davies@tribalgroup.com



6 March 2013

Mr A Bayford
Headteacher
West Minster Primary School
St George's Avenue
Sheerness
ME12 1ET

Dear Mr Bayford

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to West Minster 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 December 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 action plans were evaluated. A range of documentation was reviewed, including records of monitoring of the quality of teaching and analysis of pupils' attainment and progress. The HMI was taken on a tour of the school by the executive headteacher.

Context

A new executive headteacher has been appointed and will take up post from the beginning of the Summer Term 2013. This will provide an extended handover period as the current post holder will be retiring at the end of the summer term. The head of school is currently on secondment and will not be returning to West Minster Primary School. In his absence the executive headteacher has been acting as head

of school. Governors are ready to move forward with the drive to recruit a suitably skilled and experienced head of school.

Main findings

The school improvement action plan written after the inspection of December 2012 is precisely targeted on the areas for improvement. The plan is succinct and focuses on increasing pupils' achievement through further raising the quality of teaching, and strengthening leadership and its impact on teaching and pupils' progress. Roles and responsibilities, resources and intended outcomes are identified. Time-frames are explicit and ambitious and the roles of the governing body and senior leaders in monitoring and evaluating progress are clear.

Effective monitoring of the quality of teaching by senior leaders is routine. Feedback is precise, with strengths and improvements required identified and exemplified. A range of initiatives including peer observations, mentoring and coaching are being used to ensure that the quality of teaching continues to improve. Most recent monitoring indicates a significant increase in the proportion of good teaching since the inspection of December 2012. Examples of good practice are being identified, highlighted and discussed during staff meetings. As a result teachers are gaining a clearer view of what constitutes good and outstanding practice and teaching is improving more rapidly. Monitoring of planning, pupils' workbooks and progress data is systematic and ensures senior leaders hold a precise view of pupils' achievements as well as progress towards whole school priorities.

Teachers now have a better understanding of their own responsibilities for raising pupils' achievement. Improved communication and regular pupil progress meetings ensure all teachers know exactly the targets they are working towards and that individual pupils' additional needs are correctly identified and met. Processes for the performance management of staff are improving because accountability and expectations are more explicit than previously. Targets for staff are rightly linked to improving achievement of pupils in their class.

The Executive Group of governors provides strong and effective support to the school. They have been instrumental in identifying weaknesses and in levelling significant challenge to senior staff. Capacity for improvement has been further enhanced through the increased leadership roles and skills of the assistant headteachers. As a result, an appropriate sense of ambition and urgency exists.

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:

- work with the support of the local authority in appointing a new head of school
- increase staff confidence and skill in accurately levelling pupils' work and ensure that lesson plans are adjusted in the light of on-going teacher assessments
- ensure that increasing pupils' attendance rates remains a focus
- ensure that performance management systems are used to address weaker teaching with sufficient robustness and timeliness.

Ofsted will continue to monitor the school until its next section 5 inspection. HMI will visit during the Summer Term, as agreed, to observe the quality of teaching with senior leaders.

External support

The high quality and individualised nature of support provided to the school, particularly recently, by the local authority has been central in securing improvements. Local authority officers know the school well and are determined to ensure improvements are embedded. The inclusion manager has been particularly effectively supported to deliver training on the use and moderation of P scales, including the place of progression guidance in target setting and tracking progress.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Kent Local Authority.

Yours sincerely

Hilary Macdonald

Her Majesty's Inspector