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25 March 2013

Mr Mike Peace  
Frimley CofE Junior School  
Frimley Green Road  
Camberley  
GU16 6ND

Dear Mr Peace

### **Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Frimley CofE Junior School**

Following my visit to your school on 25 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 January 2013. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, I met with the headteacher and other senior leaders, three members of the governing body, including the Chair and Vice Chair, and a representative of the local authority. I evaluated the school's improvement plan. I looked at minutes of recent governing body meetings, as well as the school's most recent assessment information showing the progress pupils are making.

#### **Context**

The headteacher will retire in July 2013. Governors are in the process of appointing a new headteacher. One new learning support assistant has joined the staff.

#### **Main findings**

Leaders, including governors, understand how the school needs to improve. The school's improvement plan has been fully revised since the inspection so that it clearly focuses on making sure that the school becomes good. This means that all of the areas for improvement identified by the inspection are addressed. Key actions

have been identified, as well as those responsible for leading them and monitoring them. There is not enough clarity, however, about who is evaluating improvements and the role of the governing body in this. The plan does not show what success will look like at each stage of the journey which makes it difficult for governors to judge progress. In particular, the specific ways in which teaching needs to improve need to be clearer and judgements about the overall quality of teaching should be linked to improvements in pupils' achievement.

Leaders have improved the way in which information about pupils' progress and learning is collected and analysed. There is now a new data management system in place. Leaders have a much clearer view about how well different groups of pupils are doing, as well as the overall progress of all pupils in the school. This new process has yet to be embedded in the work of the school and not all staff are yet using it effectively to improve pupils' progress. The school's current analysis shows that whilst some pupils are making better progress than before, this still needs to improve further and rapidly.

The subject leaders responsible for mathematics and English have acted quickly to improve a number of aspects of provision, and they are evaluating the impact of these actions on pupils' progress. These leaders feel that many of these actions are already having an impact on pupils' learning. For example, increased levels of challenge in mathematics lessons is helping pupils begin to make better progress. Also, a focus on the editing process in pupils' writing is helping pupils to improve their work. However, the school is not yet doing enough to improve provision in writing for more able pupils, or in agreeing levels of attainment reached by pupils when they leave feeder infant schools.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, I recommend that further action is taken to:

- clarify who is evaluating the impact of the actions in the school's improvement plan, making sure that governors play a key role in this
- develop provision and challenge for more able writers
- check and agree pupils' levels of attainment in reading, writing and mathematics at the end of Year 2 with feeder infant schools.

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

### **External support**

The local authority holds regular meetings with leaders, including governors, to review the progress the school is making. The improvement advisor has helped the school develop the new improvement plan in response to the inspection, and is currently supporting the governors in recruiting a new headteacher. English and mathematics advisors have worked with the school and the foci of their work have

been informed by the outcomes of the inspection. The local authority has also brokered a partnership with a nearby school that was judged good in its recent Ofsted inspection, initially to help improve leadership and management.

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

Yours sincerely

Matthew Haynes  
**Her Majesty's Inspector**