

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5323  
**Direct email:** suzy.smith@triblagroup.com



3 May 2013

Mrs S Smith  
Headteacher  
Mason Moor Primary School  
Helvellyn Road  
Millbrook  
Southampton  
SO16 4AS

Dear Mrs Smith

### **Monitoring inspection visit under section 8 of the Education Act 2005 to a school requiring improvement**

Following my visit to your school on 3 May 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 second monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2012.

### **Evidence**

During the visit, I met with you and other senior leaders. You showed me around the school and we visited six lessons. I looked at a range of documentation, including the school's information about pupils' achievement. We looked at pupils' work. I met with a group of pupils, a representative of the local authority, and the education improvement officer of Jefferys Education Trust.

### **Context**

There have been no significant changes in context since the last visit in December 2012.

### **Main findings**

Teaching is improving. Lessons are purposeful and well organised. More pupils are challenged in lessons because more tasks are designed to meet pupils' needs. Pupils

know what they are learning about and how to succeed. Teachers and teaching assistants are beginning to use questions to stretch pupils' thinking. The quality of pupils' writing is improving.

These improvements are helping most pupils make better progress than before. Some pupils, however, are not making as much progress; more able pupils are not always challenged sufficiently in lessons because the work is not hard enough. The school's information about pupils' progress shows that pupils eligible for free school meals are generally doing less well than other pupils, especially in mathematics. Some disabled pupils and pupils with special educational needs are not making as much progress as they should.

Leaders are using a range of effective strategies to improve teaching. These include regular lesson observations that result in precise points for development. Teachers get regular training that focuses on the elements of teaching most in need of improvement. Leaders help teachers plan and deliver lessons. The process for checking on teacher's performance is now more effective.

Marking has got better, but it needs to improve further. Pupils' work is marked regularly. Teachers sometimes give pupils advice about what pupils need to do to improve but this is inconsistent, especially in mathematics. Pupils are given regular opportunities to improve their work which is generally having a positive impact on their progress.

Following my visit to the school, I recommend that further action is taken to:

- improve the achievement of pupils eligible for free school meals, especially in mathematics, and that of disabled pupils and pupils with special educational needs
- measure and increase the proportions of pupils making more than expected progress
- ensure teachers challenge more able pupils effectively by setting them harder work, and asking them questions that stretch their thinking
- always give pupils clear next steps in their learning so they know how to improve.

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

### **External support**

The work of an independent consultant for English is having a demonstrable impact on the standard of pupils' writing. The education improvement officer for the Jefferys Education Trust helps senior leaders accurately evaluate the progress the school is making. The local authority monitors the school's improvement, but this is not based on enough first-hand evidence, such as looking at pupils' work or observing lessons.

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

Yours sincerely

Matthew Haynes

**Her Majesty's Inspector**