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24 May 2013

John Ridley
Headteacher
Cadbury Heath Primary School
Lintern Crescent
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BS30 8GB

Dear Mr Ridley

Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Cadbury Heath Primary School, South Gloucestershire

Following my visit to your school on 7 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 first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, I met with you, your senior leadership team, the Chair of the Governing Body with another governor, and a representative from the local authority to discuss the actions being taken to improve the school. I scrutinised a range of documents and did a tour of the school with you.

Main findings

Your school action plan focuses on the areas for improvement identified in the recent section 5 inspection. Since the inspection, a better use of teaching time has helped to improve teaching and pupils' progress. There is a quicker start to literacy and numeracy lessons at the start of each day. Interventions for pupils who need extra help in English and mathematics are better organised and now take place in the afternoons. Following observations of teaching, you give teachers helpful feedback about how they can improve their work. You are holding teachers to

account more precisely for the progress of pupils in their classes. You expect teachers to prepare the information about pupils' progress when they meet with you to discuss their performance.

You told me that teachers are starting to change the way they mark pupils' work, so that comments give pupils more advice about how to improve. I saw evidence of this when I looked at teachers' marking with the English and mathematics subject leaders. The leadership of English and mathematics would be even better, if the subject leaders demonstrated a stronger approach towards leading others and supporting whole school improvements.

Governors have acted quickly to change the way they monitor and evaluate the school's work. There is a clear distinction between checking that things are being done and judging the impact of actions on improving school performance. Governors appreciate the support they are receiving from a national leader in governance.

You told me that the support you are receiving from another headteacher has sharpened your work in leading the school. You also appreciate the opportunity to work with representatives from the local authority in reviewing how quickly improvements to teaching and learning are being established.

Overall, senior leaders and governors have begun to take action to tackle the areas requiring improvement identified at the recent section 5 inspection.

HMI recommend that further action is taken to:

- strengthen the work of English and mathematics subject leaders so they organise, deliver and drive through actions for improving teaching and pupil progress in their subject
- ensure that all senior leaders are accountable for their work by regularly updating governors on improvement work in their subject
- set up coaching activities to help senior leaders increase their impact on leading others.

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

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for South Gloucestershire. This letter will be published on the Ofsted website.

Yours sincerely

Jane Neech
Her Majesty's Inspector