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24 June 2013

Mr Mark Wrigley  
Headteacher  
Stanford Junior and Infant School  
Cooper Lane  
Laceby  
Grimsby  
Lincolnshire  
DN37 7AX

Dear Mr Wrigley

**Requires improvement: monitoring inspection visit to Stanford Junior and Infant School, North East Lincolnshire**

Following my visit to your school on 21 June 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 March 2013. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with you and other leaders, the Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. You accompanied me on a tour of the school during which we looked at a few samples of pupils' work and the working walls in classrooms.

**Context**

Since the previous inspection a new deputy headteacher has been appointed. One teacher has left the school and another is due to leave at the end of this term.

## **Main findings**

The headteacher, supported by the deputy headteacher, governors and subject leaders have made a brisk start to improving the school. They are acutely aware the school has been coasting for many years. Indeed, inspection reports going back to 2005 highlight similar areas for improvement to those identified at the last inspection. Leaders and governors are determined to change this unacceptable state of affairs.

Leaders have backed up their intentions with timely actions. For example, a new marking policy has been introduced. Leaders have checked how well this has been adopted by teachers. Pupils have also been checking on how well work is presented. They have given the headteacher some useful pointers about what has got better and what still needs to improve. Pupils approve of the new marking system and say the new, 'pink to think' marks encourages them to think harder about improving their work. The school has sound plans for pupils to present their findings to teachers and the rest of the school.

Teachers have attended training provided by a Specialist Leader in Education on how to give pupils clear guidance on the steps they need to take to improve their work. Leaders have already checked on how well teachers are doing with this by visiting lessons and talking to pupils. Subject leaders are beginning to take on more responsibility for the quality of work in their areas. For example, the literacy and numeracy co-ordinators are drawing up a tight timetable for checking the quality of teaching and the work in pupils' books. They know they must maintain the momentum of change and be tenacious in their checks and holding others to account.

The school's development plan highlights the areas for improvement identified at the last inspection. The actions leaders plan to take are focused and within a reasonable timescale. Leaders have also identified the times they will check on progress but it is not clear enough what success will look like at these interim points. This will make it difficult for leaders and governors to know exactly what they are looking for to evaluate how successful actions have been.

Members of the governing body have also responded to the need to change. They visit the school regularly and they are working with an external partner to make sure they use the information from their visits more effectively. Governors now have a better understanding of how the pupil premium funding is improving the achievement and behaviour of disadvantaged pupils. The school are reviewing the ways teachers are rewarded for the quality of their work and how this links to the progress of pupils for whom they have responsibility.

Leaders, including governors are taking advantage of a range of external partners to support them in their journey to becoming a good school. However, the way all the work fits together is not clear enough and there is potential for some aspects to be duplicated.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Make sure leaders and governors know exactly what to look for when they are checking on the impact of their work
- Ensure all external partners have a clear understanding of how their work fits together
- Maintain the momentum of improvement through regular checks and developing clear systems to hold teachers and leaders to account for the success of their actions.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority began to work with the school before the last inspection on improving the feedback teachers give to pupils in lessons. However, this stalled and did not have enough impact. Recent training has re-launched this work and so far there are early signs that teachers are making improvements. The local authority now has an important role to play in ensuring there is a cohesive plan for all the external partners in supporting the school.

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

Yours sincerely

Joan Hewitt

**Her Majesty's Inspector**