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28 June 2013

Mr Stuart King  
Headteacher  
Cheswardine Primary School  
Glebe Close  
Cheswardine  
Market Drayton  
TF9 2RU

Dear Mr King

### **Requires improvement: monitoring inspection visit to Cheswardine Primary School**

Following my visit to your school on 27 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report 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, I held meetings with you and your literacy coordinators, the Vice Chair and two other members of the Governing Body, and a representative of the local authority, to discuss the action taken since the last inspection. I evaluated the school development plans and the external review of governance. I looked at teachers' assessment and feedback to pupils, the moderator's comments on assessment, pupils' work in literacy, teachers' planning for cross curricular writing and the school's monitoring cycle.

### **Main findings**

Since the last inspection you have worked with a greater sense of urgency to address the key issues identified in the report. The literacy coordinators have drafted clear plans for improvements in literacy. Work has started on each key issue.

Teachers have visited other schools to improve their teaching of writing and assessment. They plan more opportunities for pupils to write extended prose in all subjects. Pupils are also writing at greater length and more frequently because tasks are set in contexts that are more familiar and interesting to them. The book competition successfully stimulates pupils' interest in writing. The external moderation of teachers' assessment of writing has helped teachers to make accurate judgements of pupils' work. Teachers' marking is more consistent and pupils have sufficient time to follow teachers' suggestions and improve their work. Teachers are more confident in identifying the weaknesses in pupils' writing and specific interventions help all pupils to improve. The reading curriculum has been redesigned from September 2013 so that regular opportunities are timetabled for all pupils' to practise reading more challenging texts to improve their understanding of more complex sentences and to widen their vocabulary.

You have re-written your school development plan so that it covers all key areas for improvement identified in the last report. It is not sufficiently clear how you will show evidence of improvements as it does not include enough milestones to enable you to monitor progress towards your targets. You have begun to monitor pupils' progress more frequently but the range of evidence used to make judgements is too narrow. You have identified the professional development needs of all staff and plans are in hand to provide them with appropriate training.

An external review of the governing body has provided governors with a clearer understanding of their roles and responsibilities. Governors have also made an audit of their skills and training needs. A link governor now has a monitoring responsibility for literacy. The governing body plans to use information from the review to develop the work of all governors.

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:

- ensure there are regular milestones in development plans and that success criteria clearly identify what you are looking for
- ensure that the school's monitoring evidence includes the views of teachers and pupils.

### **External support**

The local authority provides the right level of support to the school. The school improvement adviser regularly monitors and challenges school leaders. Local schools with good practice have been made known to the school and the school is beginning to make good use of them. External moderation is helping the school to gain a more accurate view of the standard of writing.

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

Yours sincerely

Michelle Parker  
**Her Majesty's Inspector**