

Serco Inspections  
Colmore Plaza  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

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

Direct T 0121 6799163  
Direct email: lewis.mackie1@serco.com



5 July 2013

Mr Douglas Dale  
County Headteacher  
St William's Primary School  
Williams Loke  
Thorpe St Andrew  
Norwich  
NR7 0AJ

Dear Mr Dale

### **Requires improvement: monitoring inspection visit to St William's Primary School**

Following my visit to your school on 4 July 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, other senior leaders, staff, governors and a group of parents. I also received information from a representative of the local authority about the action taken since the last inspection. I evaluated the school action plan. I also reviewed documents including the most recent information on pupil achievement and feedback to teachers following lesson observations. I visited lessons in all classrooms.

### **Context**

Since the previous inspection a new headteacher, from the local authority county team, has been appointed. He will lead the school until the appointment of a new permanent headteacher. A new Chair of the Governing Body took up his post in June. Three teachers have left the school.

## **Main findings**

Staff are working well together to put in place their post-inspection action plan. The plan covers appropriately the areas requiring improvement identified at the previous inspection. However, the plan has omissions. It does not always identify who is responsible for leading on each action, who is to monitor it or who will evaluate its impact. Occasionally, the plan does not make clear how the proposed actions will improve pupil outcomes.

There is a clear focus on improving the quality of teaching through training and support for staff. Links with a number of outstanding schools and support from a literacy consultant are helping staff to use questions to extend learning, provide good opportunities for writing in a range of subjects and ensure that marking helps pupils understand how well they are doing and how they can improve. Senior leaders observe teaching regularly and their follow-up discussions with staff identify clearly how teaching and learning can be improved.

The newly appointed Chair of the Governing Body is helping to increase the effectiveness of the governing body. Since the inspection a thorough audit has identified where skills and practice require improvement. Governors have a clear understanding of their roles and are developing the skills that will enable them to provide suitable support and challenge for senior leaders. Parents speak positively about the school and welcome the opportunities they have to meet with governors and share their views about the school.

The previous inspection report asked that middle leaders play a stronger role in securing better teaching and higher standards. The individuals who are going to take on these roles have been identified but it is not yet clear how the teams they lead will operate or how they will report on the impact of their work on teaching and achievement. The special educational needs coordinator is aware that the number of pupils in the school judged to have special educational needs is high and probably reflects over-identification.

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:

- planning shows who responsible for leading, monitoring and evaluating the impact of each improvement activity
- middle leaders are clear about their new roles and how they will report on the impact of their teams
- the identification of pupils with special educational needs is accurate.

## **External support**

The local authority has continued to provide intensive and effective support for the school, particularly through the appointment of a county headteacher and the half-termly meetings of the improvement board. Support from the local authority has helped strengthen governance and the teaching of literacy. School staff speak positively about the quality of training received through partnerships with other schools.

I am copying this letter to the Chair of the Governing Body, the Diocese of Norwich and the Director of Children's Services for Norfolk.

Yours sincerely

Anthony O'Malley  
**Her Majesty's Inspector**