

PROTECT-INSPECTION

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

Direct T: 01216 799154
Direct email: aidan.dunne@serco.com



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Debbie Middleton
Headteacher
Leigh Church of England Primary School
Plants Hill Crescent
Tile Hill
CV4 9RQ

Dear Mrs Middleton

Requires improvement: monitoring inspection visit to Leigh Church of England Primary School

Following my visit to your school on 11 September 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 June 2013. It was carried out under section 8 of the Education Act 2005.

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

- Improve the quality and consistency of teaching by ensuring:
 - teachers use assessment to inform their planning to meet the needs of individuals and groups
 - teachers' assessments are moderated to ensure accuracy
 - teachers receive training and support tailored to their specific needs
 - a clear induction programme is provided for those pupils who join at other than the usual starting points.

- Improve governance by:
 - implementing their action plan
 - increasing their understanding of data
 - overhauling their monitoring and evaluating systems and structures.

Evidence

During the visit, meetings were held with you and your deputy headteacher, and five members of the Governing Body including the Chair. I also toured the school with you and visited all classes while pupils were in lessons. The school improvement plan was evaluated. Discussions were also held with the Education Improvement Adviser (EIA) responsible for the school and the Chair of Network 10 (This is the cluster of schools you are working closely with and who are providing you with school to school support). Telephone conversations were held with a representative from the commercial firm and the National Leader in Education (NLE) who are providing you with additional support. In addition, I have attended two School Improvement Board (SIB) meetings.

Context

Since the last inspection two teachers have left the school and three teachers have been appointed, including two newly qualified teachers (NQTs). Your deputy headteacher does not have responsibility for teaching a class this year. Two governors have been recruited and the Governing Body has a full quota of governors.

Main findings

Unvalidated national test results for 2013 show that pupils' attainment at the end of Year 6 is below that found nationally in reading, writing and mathematics at the expected level. This picture is mirrored in Year 2. At the end of both Key Stages too few pupils attain the higher levels. This data indicates that the school will be below the government's floor standards, which sets the minimum expectations for pupils' attainment and progress. You, your senior leaders and governors know that pupils' achievement requires urgent improvement.

Suitable changes have been made to the school's staffing and class organisation. The release of your deputy headteacher from her class teaching commitment has the potential to provide a range of informal and formal support to meet teachers' identified and specific needs. A clear programme of support has been constructed for both NQTs. The school improvement plan meets requirements and provides sufficient detail for the autumn term. However, further work is required using the outcomes of this term's monitoring and evaluation to develop a long term strategic plan. The plan rightly identifies the development of teaching and learning as the key priority. Appropriate actions are included to remedy identified weaknesses. For example, pupils' progress is uneven in the school because some teachers have not used marking and other assessments routinely to inform their planning. In addition, training and support has not always been targeted to meet teachers' specific needs. Also, pupils have not been inducted well enough into the school when they arrive

part way through the year. Consequently, some pupils have not made the progress they are capable of.

The Governing Body has responded positively to the recent external review of their work. They are working with a National Leader of Governance to develop their work further. The governors' action plan is linked to the school's improvement plan and identifies how they intend to hold you and the other leaders to account. Governors' understanding of data and their systems and structures for monitoring and evaluating the work of the school require improvement. Suitable plans are in place to remedy this.

You and your staff have received a wide range of support from a variety of sources but the impact has been variable in the past. This is because proposed meetings have not always proceeded as scheduled or outcomes have not been implemented with sufficient rigour. Sometimes the advice provided to you has been conflicting or confusing. You and your deputy are demonstrating a greater focus on securing improvement and you both recognise the need to take control of the school improvement agenda in order to prevent you and your staff from becoming overwhelmed.

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 EIA has worked with you and your deputy headteacher to coordinate a range of useful support for staff. This includes literacy, numeracy and teaching and learning support. The local authority has linked you with a NLE in order to help the school continue improving. You have benefitted from regular communication and visits. You have explored different approaches to teaching learning following support from Eastern Green Junior and Allesley Hall Primary schools. Partnerships are at an early stage of development with other local schools in the network. These have the potential to provide teachers with regular opportunities to observe good practice but have yet to be established.

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

Yours sincerely

Paul Weston
Her Majesty's Inspector