

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566868
Direct F 01695 729320
Direct email:
pnuttie@cfbt.com



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Mrs Diana Mann
Headteacher
Iveson Primary School
Iveson Rise
Leeds
West Yorkshire
LS16 6LW

Dear Mrs Mann

Requires improvement: monitoring inspection visit to Iveson Primary School, Leeds

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 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 May 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:

- strengthen the monitoring of teaching with a clear focus on how effectively pupils learn and make progress in lessons
- sharpen the school improvement plan to include clear and measurable targets against which success can be judged over time.

Evidence

During the visit, meetings were held with the headteacher and senior staff, a group of pupils, governors, a national leader of education and representatives of the local authority. The inspector evaluated a range of documentation including development plans, analyses and reports on achievement, behaviour and attendance, and the monitoring of teaching.

Context

Since the inspection in May, changes have been made to certain year groups following a class reorganisation. In addition, one new member of staff has been appointed. The school has forged links with a local school with excellence in early year's provision and is in the process of developing contact with a neighbouring children's centre.

Main findings

Following the May inspection, senior leaders and governors have taken urgent action to improve the quality of teaching and learning and accelerate pupils' progress. Teachers are more aware of what constitutes effective practice and where their teaching can be improved. The regular reviews of how well pupils are achieving are more focused and staff are held to account more effectively for the progress their pupils are making. As a consequence, the school is better placed to judge how well pupils are achieving and plan appropriate support because staff are acting more decisively in their analysis of data and are working together more efficiently as a team.

Systems to check on the quality of teaching have been tightened with improved programmes in place for lesson observations and scrutinising pupils' work. However, further improvements are required in how senior leaders make judgements on the achievement of pupils and groups in lessons and in measuring with precision the impact of teaching on pupils' progress.

The school development plan closely follows the areas for improvement identified at the previous inspection. It contains some appropriate milestones and targets against which progress can be measured. Nevertheless, some of the targets within the plan are not as sharp as they could be. This makes it difficult for senior leaders and governors to pinpoint with accuracy how well the school is improving over time.

Governors are aware of the actions required to push the school forward and are increasing their knowledge of what goes on in school. As a group, they know why the school is not yet good and are developing their confidence to act as a critical friend and hold senior leaders to account. They were less sure in understanding how successfully the school is improving over time because some of the targets and milestones in the school development plan lack clarity and precision.

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 guidance provided by the national leader of education, commissioned by the local authority is helping to improve pupils' learning and strengthen the skills of senior leaders. The local authority is committed to developing the skills of leaders and managers at all levels to enable them to monitor the quality of provision and use the outcomes of this to inform strategies for further improvement.

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

Yours sincerely

Steve Isherwood

Her Majesty's Inspector