

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
White Moss Business Park  
Skelmersdale  
WN8 9TG

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
Direct T 01695 566 857  
Direct F 01695 729 320  
Direct email: jkinsman@cfbt.com



30 October 2013

Mrs J Stratford  
Huyton-with-Roby CofE Primary School  
Rupert Road  
Huyton  
Liverpool  
Merseyside  
L36 9TF

Dear Mrs Stratford

### **Requires improvement: monitoring inspection visit to Huyton-with-Roby CofE Primary School**

Following my visit to your school on 29 October 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 July 2013. It was carried out under section 8 of the Education Act 2005.

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 as below.

- Senior leaders use more figures in the action plan, so that governors can quantify improvements.
- Leaders arrange bespoke classroom coaching for staff where needed.
- Teachers use simpler language and more examples when marking books to make it easier for pupils to act on feedback.
- Senior leaders include older pupils entitled to the premium in confidence boosting activities currently in place for younger children at the school.

### **Evidence**

During the visit, I met you, the deputy headteacher, five members of the Governing Body, and a representative of the local authority to discuss the action taken since

the last inspection. I talked with a group of older pupils, read samples of their work, and took a learning walk into four classes, talking with children and seeing books. The action plan was evaluated, with related documents and analysis of results.

## **Main findings**

Senior leaders have acted on inspection with speed and insight. As headteacher, you wasted no time in observing teaching and learning in the week after inspection. You offered teachers immediate feedback on classroom practice and gave everyone real impetus to move forward.

Your action plan is impressive, a spur to improvement. You begin with pupils and learning and base your analysis firmly on that. In 2013, results for end of Year 6 reading, writing and maths put the school at national average of 75%. It is clear that you intend to do much better. For example, the school's target for reading is that over half the pupils will gain a level 5 or better. The pupils I met were aware of this higher challenge and could give examples of what it meant for their work.

I met a group of more able pupils who told me that they want to do better because work is more demanding. They think behaviour has improved because in the past some pupils were bored or restless when work was too easy. They said that teachers expect more but are still friendly. While tackling inspection issues, the school is keeping up with things which pupils, parents and local churches value. This was evident talking with pupils, thoughtful displays around school, breakfast club, assemblies and after school sports which I saw were taking place.

The inspection found that teaching was uneven in quality. Teachers' marking and feedback to pupils has improved but comments could be simpler to help children act on feedback, which not all are doing yet. Responding to different abilities is a high priority in school. I saw examples of giving different work and of pacy whole class activities too. However, for some children, too many activities were going on at once and children were unclear what to do next. A course for teachers off-site has begun but this is not enough to solve some issues which require bespoke training in school. Classroom coaching and demonstration sessions are planned for the near future.

Governors have responded to the inspection by seeking out training on using data, by specialising more within the governing body, and by a sharper programme of presentations by staff. Governors know the details of the action plan but more use could be made of data to track the impact of 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 school is drawing on the external support of the local collaborative of schools, a consultant and more recently of the local authority. The local authority had not identified the school as in need of extra support before the inspection. This is reasonable given the trends of results in recent years. Since then, a school improvement adviser has visited each fortnight to support and challenge on the plan and the LA is providing governor training. The local teaching school delivers well-established courses in improving teaching. The consultant and local collaborative are used to moderate in-school assessment. The school uses support in a suitable way.

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

Yours sincerely

Barbara Comiskey  
**Her Majesty's Inspector**

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body
- Local authority