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22 November 2013

Keith Wright  
Executive headteacher  
Bawdeswell Community Primary School  
Fakenham Road  
Bawdeswell  
Norfolk  
NR20 4RR

Dear Mr Wright

### **Requires improvement: monitoring inspection visit to Bawdeswell Community Primary School**

Following my visit to your school on 20 November 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 effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- accelerate the pace of monitoring by staff and the governing body, with a sharp focus on the difference that actions make on the quality of teaching and pupils' achievements.

### **Evidence**

During the visit, meetings were held with you and the deputy headteacher, leaders for literacy and the Early Years Foundation Stage, a class teacher, the Chair of the Governing Body and two governors, to discuss the action taken since the June inspection. The school action plan was evaluated. I spoke on the phone with a representative from the local authority and met with a group of pupils. I observed a mathematics lesson and made a brief visit to each classroom with you and the deputy headteacher. During our discussions, we looked at your records of lesson

observations, the minutes of the Improving Standards Committee and the questionnaires recently returned by parents. Seven governors came to the formal feedback at the end of this monitoring inspection.

## **Context**

Two classes are currently taught by experienced supply staff. These arrangements are for a teacher seconded to a local school until the end of this term, and the planned absence of a member of staff for the rest of this academic year.

## **Main findings**

Staff and the governing body are ambitious for the school to be judged good by the end of this academic year. Actions and the measurements used to check pupils' achievements over the year are appropriate for what needs to be done. The action plan gives a clear overview of what must happen, when and by whom. Senior staff and the governing body know that their judgements must be backed up by a range of reliable evidence for a sustained period of time. Monitoring the difference that actions make on teaching and pupils' learning now needs to pick up pace, particularly by subject leaders and the governing body. For example, governors visit school frequently but are not yet focusing their time on checking the things in the action plan that are being worked on currently. Similarly, actions to improve reading, writing and mathematics are in place but not yet monitored closely enough by subject leaders to check that these things make enough difference to the groups of pupils who need it the most. However, the governing body is about to have training specifically on this aspect of their work, and subject leaders are about to write their own actions plans to supplement the whole-school action plan.

The deputy headteacher has a firm grasp on tracking and evaluating pupils' progress, and teachers have the information that they need to challenge pupils to make faster progress. Early indications from assessments this term suggest that improvements in mathematics mentioned in the June inspection report have continued. Staff and pupils are very positive about improved attitudes towards mathematics. Comparisons between pupils' achievements in autumn last year and now, suggest that more pupils now make good progress in reading and writing, although not as many in reading. These improvements positively reflect the actions taken over the past year.

Responses from the recent questionnaire to parents show improved communication between staff and parents. This is because there is now greater predictability in school routines and expectations, there has now been a period of stability in senior leadership, and all staff have worked hard to keep parents better informed.

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**

Although local authority advisers have not provided a lot of support since the June inspection, apart from suggestions to improve the action plan, senior staff are making good use of external training. You have refined the way that you observe teaching as a result of the training that you are currently doing to become an Ofsted inspector. This gives staff clear information about the progress that pupils make in lessons and the areas to develop further. The literacy leader has used recent training to reflect on how guided reading and the teaching of grammar could improve.

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

Yours sincerely

Heather Yaxley  
**Her Majesty's Inspector**