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9 December 2013

Mrs Emma Mercer  
Headteacher  
Great Creaton Primary School  
Welford Road  
Creaton  
Northamptonshire  
NN6 8NH

Dear Mrs Mercer

### **Requires improvement: monitoring inspection visit to Great Creaton Primary School**

Following my visit to your school on 6 December 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 September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to:

- ensure that teachers are using assessment information more precisely in order to provide work which challenges pupils of different abilities in mathematics
- improve the quality of written feedback to pupils in mathematics so that they are able to correct errors in calculation and show how they have improved their work
- develop the skills of the leaders of English and mathematics so that they are fully involved in monitoring and evaluating the work of the school
- refine your school improvement plan so that governors are able to check more frequently the impact of teaching on pupils' achievement.

## **Evidence**

During the visit, meetings were held with you, members of the governing body and a representative of the local authority, to discuss the action taken since the last inspection. The school improvement plan was evaluated. We conducted a tour of the school. I considered your most recent data on pupils' achievement. I considered the monitoring reports undertaken by governors. I met with a group of 10 pupils from Year 2 to Year 6 and looked at a range of pupils' work.

## **Context**

Since the last section 5 inspection, a part-time teacher of pupils in Year 3 and 4 has informed the governing body of her intention to leave her post at the end of December 2013. The governing body are in the process of recruiting a replacement.

## **Main findings**

You have introduced a new format for teachers to use when they plan lessons in English and mathematics. Although this has heightened teachers' understanding of the need to plan activities which meet the needs of pupils of different abilities, their skills in using information about pupils' achievements is not developing quickly enough. Consequently, more-able pupils are not being provided with sufficient challenge in their work and pupils who find learning difficult are not being provided with enough support. You have revised your policy on marking and feedback. Teachers are providing pupils with more detailed guidance on how to improve their work in writing, but at this stage, pupils are not given the same level of detailed feedback in mathematics. As a result, they are not always able to show how they have corrected errors or how they have improved their work in order to reach their targets. Pupils' mathematics and topic books show that they have limited opportunities in which to apply their skills in a range of other subjects. The leader of mathematics has purchased resources; however, only a few of these are being used to support pupils' learning. Pupils' books show that they are not making fast enough progress in mathematics.

You have begun to develop the skills of the leaders of English and mathematics and they have a better understanding of their roles and accountability. At this stage, they have had few opportunities in which to check upon the quality of teaching. Your checks on the quality of teaching and learning through visits to lessons are frequent and you provide individual staff with more detailed recommendations on how to improve their practice. Despite some improvements, such as pupils having more opportunities in which to apply their skills in writing across a range of subjects, teachers are not applying your guidance quickly enough in order to have a significant impact on pupils' learning.

You have worked closely with governors to produce a detailed school improvement plan. This identifies appropriate actions and makes it clear who is responsible for

leading upon, checking and evaluating the rate of implementation. The lack of frequent measurable criteria relating to pupils' achievements, however, makes it difficult for governors to check the extent to which actions are having a positive impact on pupils' learning.

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 local authority has brokered effective support from the executive headteacher of Boddington and Culworth Primary Schools. She has supported you in ensuring that systems for managing the performance of staff are more rigorous.

Leaders of English and mathematics have a better understanding of their roles and responsibilities through accessing the initial part of training for subject leaders. This has been provided by an external consultant.

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

Yours sincerely

David Carter  
**Her Majesty's Inspector**