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Mrs Jane Edmands
Headteacher
Burton Pidsea Primary School
Church Street
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HU12 9AU

Dear Mrs Edmands

Requires improvement: monitoring inspection visit to Burton Pidsea Primary School, East Riding of Yorkshire

Following my visit with Cathryn Kirby, Her Majesty's Inspector to your school on 2 December 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 October 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 rate of improvement in the teaching and leadership of mathematics
- seek external support, assisted by the local authority, to enable more robust monitoring and development of Early Years Foundation Stage provision.

Evidence

During the visit meetings were held with you, other senior leaders, two members of the governing body and a representative of the local authority, to discuss the action taken since the last inspection. The school improvement action plan was evaluated. One inspector had a brief tour of the school and looked at marking in a small sample of pupils' exercise books.

Main findings

The school has drawn up an appropriate plan to move forward to 'good' at its next inspection. The plan closely fits the areas of improvement identified at the time of the section 5 inspection, with clear 'milestones' to check progress along the way. However, it needs more emphasis and detail on improving pupils' achievement in mathematics. The plan needs to specify: how teaching and achievement in mathematics are to be improved across the school; timescales for actions and expected impact; how the impact of the actions will be measured; and the accountability of the mathematics coordinator for this. The development of phonics also needs to feature more prominently in the plan, as this underpins children's reading skills.

To strengthen leaders' capacity further to monitor teaching, a programme of joint lesson observations by the assistant headteacher and the local authority is due to begin in the Spring term 2014. To help improve teaching a series of visits for teachers to other schools has begun, to see good and outstanding practice. From this, the intention is for the teachers returning to school to lead 'in-house' school training to share ideas.

Some urgency is needed to determine the most effective teaching strategies to improve pupils' progress in mathematics. The school needs to strengthen leadership in this key subject area to ensure that swift, effective action is taken to increase the pace of learning. A clearer vision is needed for what changes will be required in teaching approaches and programmes of work to ensure that pupils can use and apply mathematical skills to solve real life problems.

The system for tracking pupils' progress has been strengthened to include data from more regular assessments. Suitable steps are being taken to identify those pupils who have special educational needs and to track their progress more readily. Marking is beginning to improve so that it is more helpful to pupils.

The school has drawn up a list of those pupils who require extra help with reading and has made changes to reading records so that these will be more helpful to teachers, parents and carers. Inspectors suggest that the school monitors the impact of volunteers and teaching assistants who help with the reading development programmes.

The school has made a good start to improving governance. Governors are growing in awareness of their roles and responsibilities. They have established effective working relationships with the headteacher. Recent changes to the leadership of the governing body are bringing fresh ideas and helpful expertise related to education. Governors realise that they need to establish a system for measuring the impact of how they spend the money the school receives through the pupil premium funding to help individual pupils.

A date has been set in January 2014 for a review of governance. Governors show enthusiasm and clarity for how they will make best use of this. A training plan to develop the skills of governors further is to be developed following the review.

External support

Support from the local authority has been increased since the section5 inspection and is proving helpful to the school, for example in formulating plans and the strategy for improvement. The local authority has brokered a partnership with a local primary school to begin to share good practice in teaching. A programme of staff visits to other schools has started, in order to expose staff to good practice elsewhere. A partner headteacher mentor is offering advice to the headteacher to assist in making decisions. The school is drawing well on the support of the local authority.

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

Yours sincerely

Honoree Gordon
Her Majesty's Inspector