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5 February 2014

Mrs Melanie Lawrence  
Headteacher  
Reedness Primary School  
Reedness  
Goole  
DN14 8HG

Dear Mrs Lawrence

### **Requires improvement: monitoring inspection visit to Reedness Primary School, East Riding of Yorkshire**

Following my visit to your school on 4 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. 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 November 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.

### **Evidence**

During the inspection, meetings were held with the headteacher, teaching staff, governors, including the Chair of the Governing Body and a representative from the local authority (the improvement partner). The inspector briefly observed all lessons jointly with the headteacher. A number of documents, including records of monitoring activities and the school's improvement plans were also evaluated.

### **Context**

Since the previous inspection, there have been no staff changes at the school.

## **Main findings**

Since the previous inspection, the headteacher has focused sharply on the school's improvement agenda. In this, she has been well supported by key staff, governors and the local authority. There is a secure understanding of what is required to bring about improvements in teaching and, in turn, pupils' outcomes. This is also evident in the school's improvement planning, which highlights key priorities and is used to regularly check and measure improvements every half term. Those teachers with leadership responsibilities for subject areas now have a better understanding of their role and their accountability for the school's overall effectiveness.

Procedures to check on the school's work include: regular lesson visits; focused scrutiny of pupils' workbooks and teachers' planning; and half-termly meetings with class teachers to discuss pupils' progress. This work is securely linked to the school's expectations in teachers' performance management objectives. This strategic approach is providing the school with the key evidence required to take the necessary decisions to accelerate improvement overall, and, in particular, the classroom practice for pupils in particular year groups.

The school has also focused more sharply on developments in literacy, particularly writing, with a full review of the school's writing, handwriting and marking policies. These now include measurable expectations and these have been regularly monitored by leaders. Similarly, the school has reviewed the quality of the learning environment, including the 'learning walls' and exemplars of pupils' work are now evident in classrooms and around the school. Pupils also have regular opportunities to respond to teachers' marking and review their targets. As a result, pupils are now clear about the school's higher expectations, with a better understanding of what they need to do to improve further to reach their curricular and national curriculum targets.

The governing body continues to challenge and support the school's work, notably through their link roles, recorded visits and meetings at the school. School leaders, in turn, report to governors on aspects of the school's work. Recent training and a review by the local authority have further supported governor's work in holding the school to account.

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 has benefited particularly from the regular visits from the improvement partner. This work has included joint lesson observations, scrutiny and moderation of pupils' work and governor training. As a result, emerging improvements in provision subject leadership and governance are already evident. The school has also started

to develop productive links with a local primary school. School leaders, the governing body and staff value the work 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

Angela Headon  
**Her Majesty's Inspector**