

Serco Inspections  
Colmore Plaza  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T:** 0121 679 9153  
**Direct email:** [naik.sandhu@serco.com](mailto:naik.sandhu@serco.com)



6 March 2014

Simon Gilman  
Headteacher  
The Peele Community College  
84 Little London  
Long Sutton  
Spalding  
PE12 9LF

Dear Mr Gilman

**Requires improvement: monitoring inspection visit to The Peele Community College**

Following my visit to your school on 5 March 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report my 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.

This was the first visit since the school was judged to require improvement 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:

- provide a more concise strategic summary of the school development plan so that all stakeholders have a clear idea of the school's priorities
- strengthen the ways in which the impact of actions is evaluated, making clear who will do the evaluation, when and in what form it will be presented to the governing body
- improve the range of evidence gathered to support diagnostic evaluation of the quality of teaching and leadership, to support both performance management and professional development.

## **Evidence**

During the visit, I met you, the deputy headteacher, an assistant headteacher, the Chair and vice-chair of the Governing Body and a group of students to discuss the actions taken since the last inspection. I toured a part of the school including some English, mathematics and humanities lessons and looked at the school's checks on the quality of teaching and the progress of students. I evaluated the school development plan and spoke with the local authority's school improvement adviser on the telephone.

## **Context**

Shortly after the last inspection, the head of English and head of modern languages left the school and the head of science stepped down to a post of lesser responsibility. Temporary arrangements are currently in place for a number of classes.

## **Main findings**

The headteacher and senior leaders are continuing to take effective action and are strongly committed to ensuring that the students at Peele Community College achieve as well as they possibly can. Leaders have a good understanding of the strengths and weaknesses in teaching and undertake regular checks. Currently, the judgement about its quality is over-dependent on lesson observations and gives insufficient weight to work scrutiny, progress data, students' views and other sources. This would provide a more accurate picture of the typical quality of teaching over time. Leaders invest a significant proportion of time in checks and departmental reviews. At present, plans to evaluate the impact of this time investment are not precise or scheduled. The headteacher has taken clear and decisive action to improve the quality of teaching where necessary. It is sometimes difficult to recruit some specialist teachers in this locality and this has resulted in a number of temporary teachers for some classes.

Leaders check on the progress of students using thorough systems, which have the potential to be very powerful in helping to identify students who fall behind and the most and least effective teaching. The systems are new and have yet to be extended fully across the school, so will require careful evaluation and adjustment to become fully established. A new way to help students and parents understand the progress that is being made in learning, using coloured 'flightpaths', is being phased in across Key Stage 3. Although discussion with some students indicates that this will be a helpful tool, it is too soon to be able to fully evaluate its impact. Achievement has improved annually over the last few years and the school's judgement is that this rising trend will continue in 2014.

The students provided a very positive picture of the improvement in the school. They said that behaviour overall continued to get better, although it was more likely

to be poor when a supply teacher was taking the lesson. They also said that marking was generally more helpful now, with particularly good practice in science, humanities and English. Students explained that they found it really helpful when teachers made them complete a correction, an improvement or an extension activity based on the marking. They said this meant that they were much more likely to act on the advice provided than if the teachers' comments had simply related to their next piece of work. Learning was described as best in lessons where teachers explained the work well, where students could 'learn by doing' and when they were involved in teaching one another. There were some complaints that sometimes teachers unnecessarily over-explained things or did not leave enough time for students to complete work in the lessons.

The governing body has shown a very strong resolve to take firm action to improve the school. Governors check regularly on the quality of the school's work and visit the school frequently. At present, although they have excellent ways to check on the outcomes for students and the quality of teaching, governors lack clear methods to gather a wider range of evidence about the quality of leadership.

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**

School leaders have made good use of the external support available to them. Governors have drawn upon the expertise of the school's human resources consultants and the local authority's school improvement service has supported the school as requested.

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

Yours sincerely

John Peckham  
**Her Majesty's Inspector**