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11 March 2014

Mrs Margot Davison
Headteacher
Church Broughton CofE Primary School
Main Street
Church Broughton
Derby
DE65 5AS

Dear Mrs Davison

Requires improvement: monitoring inspection visit to Church Broughton CofE Primary School

Following my visit to your school on 10 March 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 January 2014. 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:

- sharpen up action plans to ensure that impact criteria are measurable and also relate to pupils' progress outcomes
- improve the way governors carry out their monitoring role in order to hold the school to account effectively.

Evidence

During the visit, meetings were held with you, other senior leaders, the Vice-Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school action plans were evaluated. We toured the school, visiting classes and speaking with pupils about their learning. Other

school documents were scrutinised, including governing body minutes, headteacher's reports, pupils' assessment data and lesson plans.

Context

There have been no staffing changes since the last inspection.

Main findings

Leaders and managers have worked swiftly to implement a clear plan to address the areas for improvement set out in the section 5 report. Planned actions rightly focus on developing teaching expertise and improving the quality of leadership at all levels. The plan does not identify sharply enough the criteria to measure success; this will hinder the ability of governors to hold leaders to account effectively.

Many of the training and development activities undertaken so far have already had a positive effect in the classroom. For example, there is an increased 'free choice' provision within the Early Years Foundation Stage classrooms. In addition, learning plans now identify how progress for groups of pupils can be measured in lessons, based on robust tracking data. You have improved systems in the school for monitoring the quality of teaching and raised expectations among staff about pupils' outcomes. You have actively encouraged staff to learn from best practice in other schools and this has led to increased confidence among some leaders.

You have developed different ways to communicate with parents; for example, you have increased the number of parent forum meetings, and introduced new parent questionnaires and newsletters. These actions have led to positive and constructive feedback, which you are serious about acting upon.

The governing body is currently undergoing a review, led by the local authority. It has already undertaken a reorganisation, which means that governors can support and challenge the school more effectively. You have also developed the reports you deliver to them, ensuring that they relate closely to the school's action plan and Ofsted's inspection framework. Governors are led by knowledgeable and experienced people, who are keen to improve the effectiveness of their role. Currently, the strategies they use to verify the information presented to them by the school are limited. Governors have overseen improvements in performance management targets set for staff, including your own.

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 been supported by a school improvement partner from the local authority. She has a clear understanding of the strengths and weaknesses of the school. Important partnerships with a Local Leader of Education and other local outstanding provision, have already led to improvements in teaching and leadership. In particular, this support is contributing to improvements in the quality of governance and the evaluation of the school's work.

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

Yours sincerely

Zarina Connolly
Her Majesty's Inspector