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Mr Domenico Conidi
Headteacher
Linby-cum-Papplewick CofE (VA) Primary School
Quarry Lane
Linby
Nottingham
NG15 8GA

Dear Mr Conidi

Requires improvement: monitoring inspection visit to Linby-cum-Papplewick CofE (VA) Primary School

Following my visit to your school on 21 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:

- ensure that governors challenge senior leaders more effectively by checking on the rate of progress being made by different groups of pupils.

Evidence

During the visit, meetings were held with you and other senior leaders, a group of pupils, members of the governing body and a representative of the local authority, to discuss the action taken since the last inspection. I evaluated your plans for improvement. I considered documentation relating to the monitoring of teaching. I reviewed your most recent data on pupils' progress and attainment. We conducted a

tour of the school. I considered the quality of teachers' marking. I considered the quality of pupils' learning in a range of subjects.

Main findings

You have worked more closely with the leaders of English and mathematics in order to check more frequently the rate of improvement in teaching. You have drawn together information gathered from visits to lessons, scrutiny of pupils' work and teachers' plans, in order to provide teachers with recommendations of how to improve their practice. This is helping to improve the quality of teaching, particularly in Key Stage 2. Teachers are more sharply focused upon making sure that the most-able pupils are provided with suitably challenging work in mathematics. Pupils are being provided with more investigations and problems which they have to solve, which is developing their skills in reasoning. Pupils say that these changes are making their learning in mathematics more enjoyable. This is helping them to make faster progress in mathematics. Teachers have benefited from training on how to deploy teaching assistants more effectively. Pupils in Key Stage 2 are appreciative of the additional support they receive, especially when they are finding their work difficult. Pupils say that the revised marking code is helping them to show more easily how they have improved their work. This is helping them to be more involved in reviewing their progress towards reaching their targets and helping them to improve at a faster rate.

The governing body has wasted no time in putting in place a new system for recording and tracking pupils' achievements. This has enabled senior leaders to provide governors with information which has helped them to set suitably challenging targets for pupils in different classes. However, at this stage, governors have not been given information to help them check the progress which has been made by different groups of pupils. Consequently, governors are not able to challenge leaders fully regarding the extent to which gaps in attainment are being narrowed between different groups of pupils.

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 advisor has provided effective support to the school. She has helped governors to produce a detailed action plan which sets out a series of activities targeted at addressing the areas identified for improvement.

The school has benefited from working with the headteacher of Pierrepoint Gamston Church of England Primary School who has helped senior leaders to improve their skills in evaluating the quality of teaching. This has helped senior leaders to provide more detailed feedback to staff on how to improve their practice, particularly in the teaching of mathematics.

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

Yours sincerely

David Carter
Her Majesty's Inspector