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Mrs Susan Fernyhough
Headteacher
Nun Monkton Primary Foundation School
The Green
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Dear Mrs Fernyhough

Requires improvement: monitoring inspection visit to Nun Monkton Primary Foundation School, North Yorkshire

Following my visit to your school on 3 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection 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 March 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:

- make the improvement plan more specific with dates to show when actions will occur and numerical success criteria
- produce a monitoring and evaluation calendar which details when evidence will be collected through assessment, lesson observations, learning walks, scrutiny of planning and pupils' work and conversations with pupils
- build on the collection of first hand evidence by the governors so it is planned strategically across the school year and focuses on monitoring the impact of actions taken to improve the school.

Evidence

During the inspection, meetings were held with the headteacher, the Key Stage 2 teacher, members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan and other documents provided by the school were evaluated. The headteacher took HMI on a tour of the school.

Context

There will be a new Key Stage 2 teacher in September 2014.

Main findings

There is an improvement plan which lists actions to be taken to address the areas for improvement. However these actions are not specific and it is not clear exactly when they will be done and how they will be measured through numerical success criteria. Although monitoring and evaluation is listed as an activity in the plan, dates for monitoring are not provided. The school should produce an annual calendar for monitoring, evaluation and assessment. The headteacher has carried out checks on teaching and learning, marking and feedback and teacher's planning since the inspection.

Joint monitoring by the headteacher and the local authority adviser suggests that teaching and learning in mathematics is improving. Pupils' books show that marking and feedback has also improved. Pupils respond to the feedback by correcting and improving their work. They are encouraged to set their work out carefully and presentation is better. In Key Stage 2 pupils are now expected to check and mark their own work before handing it in. Mathematics is the main focus of 'morning tasks'. On arrival at school each pupil is provided with individual calculations to complete or problems to solve. This activity is highly personalised and is effective at checking understanding as well as accelerating progress. Mental mathematics and problem solving are included in the curriculum weekly. Where pupils need extra help through one to one support it is provided. This has a positive impact on pupils' confidence in mathematics. More able pupils now have additional challenge. A recent problem solving activity saw pupils working individually, choosing how to collect, present and interpret data. Appropriate training and support is planned to further improve teaching and learning in mathematics.

The governors have collected first hand evidence through a learning walk supported by the local authority adviser and have also scrutinised marking and feedback. The monitoring and evaluation carried out by governors is not sufficiently strategic so opportunities are missed to monitor the impact of actions taken to improve the school.

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

Extensive support has been provided by the local authority to improve behaviour and for training in mathematics teaching is having a positive impact. The local authority adviser is also involved in monitoring and evaluating teaching and learning and pupil progress. The authority has brokered the support of a local outstanding school which will support the development of mathematics teaching, effective monitoring and governance.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Service for North Yorkshire.

Yours sincerely

Helen Lane
Her Majesty's Inspector