

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 6799154  
**Direct email:** aidan.dunne@serco.com



24 September 2014

Bill Hoten  
Warwick Primary School  
Dulley Avenue  
Wellingborough  
NN8 2PS

Dear Mr Hoten

### **Requires improvement: monitoring inspection visit to Warwick Primary School**

Following my visit to your school on 23 September 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 June 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:

- increase rates of progress in mathematics
- ensure that pupils respond clearly to the feedback teachers give them
- encourage more reading for pleasure
- write an executive summary of the academy development plan which is then shared with everyone involved in improving the school.

### **Evidence**

Meetings were held with you, a vice-principal, the chair of the local governing body and two representatives of the academy sponsor to discuss the action taken since the last inspection. I evaluated the academy improvement plan. We saw the learning that was taking place in every year group.

### **Context**

One teacher has left the school since your recent inspection, and one teacher is new to the school. A teacher who was already working at the school has been appointed vice-principal with responsibility for improving pupil achievement in Key Stage 2.

## **Main findings**

Achievement improved in 2014 when compared to the previous year; Year 2 pupils achieved at least as well as other pupils nationally. However, while achievement in reading and writing improved at Key Stage 2, fewer pupils made the progress expected of them in mathematics. Achievement in Key Stage 2 needs to improve across all subjects, but particularly so in mathematics.

Every teacher and teaching assistant has had at least four hours of training in teaching mathematics effectively. Some have had more than this. This training, combined with the efforts of a part-time mathematics teaching consultant, means that teachers are now more confident in this subject area. You have recently introduced the 'Big Maths' curriculum to establish consistency of teaching. Teachers are currently setting mathematics work that is too easy for many pupils. However, this is a very short-term strategy so you can clearly identify any gaps in individuals' knowledge and address them rigorously. This is appropriate in the very short term as, at the moment, these gaps are restricting the development of pupils' calculation skills. It is vital that all pupils are assessed accurately and challenged appropriately from October half-term. You have successfully engaged some parents in supporting their children's mathematical development by inviting them into school for special lessons.

You have directed teachers to focus more on the teaching of handwriting. Teachers are trying to reinforce good habits in terms of correct pen grip and how pupils should sit to ensure clear writing. In reception, pupils are developing their fine motor skills through clay modelling which will help their future writing development. All classes spend at least ten minutes a day practising handwriting.

You have set much clearer targets for pupils and you have insisted that these be stuck in their exercise books. Pupils now better understand what they are aiming to achieve.

Teachers' marking is more regular and more consistent though you are not content with the variability in quality. Teachers need to be clearer about what they want pupils to do, and pupils should be set extra challenges where appropriate. Of greater concern is the current level of pupil response to teachers' comments. This is very low and therefore the marking is not having the desired impact on pupil progress. Teachers should explain clearly the different ways pupils can respond to marking and ensure pupils are given time in lessons to do so.

There is a really positive atmosphere in the school, but this does not extend to a culture of reading for pleasure. Oral storytelling is valued, but wider reading does

not yet carry the same importance. You have plans to develop this, which include revising the academy's library provision and making this more high-profile. Fifteen Year 6 pupils have been trained as 'peer tutors' so they can read with Year 1 pupils. This is a very positive step but as the activity is yet to begin, no impact can be judged.

Since the academy's recent inspection, one governor has left and a replacement has been appointed. The chair of the local governing body worked with you over the summer holidays to write the academy development plan. Each of the priority areas has an appointed link governor; these governors plan to meet with members of staff leading on these areas to hold them to account for the impact of their activity. As this has not yet happened, no impact can be judged, though governor involvement in actions to improve the school is clear and appropriate.

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**

Following your recent inspection, representatives of the sponsor contributed to the development of the academy improvement plan. They offered support and challenge to ensure that your priorities are the correct ones, and they have identified where they can either offer specialist input or find appropriate help for you. The sponsor's Director of Education met with a vice-principal to assess how well the academy was developing its curriculum. You value the support you receive from your sponsor and feel it positively contributes to your work to improve the academy. A consultant from the sponsor provided training on grammar to academy staff two days ago; this is too recent for any impact to be judged.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Northamptonshire and the Academies Advisers Unit at the Department for Education.

Yours sincerely

Ian McNeilly  
**Her Majesty's Inspector**