

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

Direct T: 0121 679 9161
Direct email: ann.morris@serco.com



1 October 2014

Diane Compton
Acting Headteacher
Michael Drayton Junior School
The Woodlands
Hartshill
Nuneaton
CV10 0SZ

Dear Miss Compton

Requires improvement: monitoring inspection visit to Michael Drayton Junior School

Following my visit to your school on 30 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 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:

- include measurable milestones in all sections of the learning improvement plan so that the success of actions taken can be measured
- secure consistency of marking and ensure that the advice that all teachers give is precise enough to help pupils make progress in their learning
- provide a sharp focus for the governor monitoring visits to enable governors to find out for themselves the impact of the actions identified in the learning improvement plan
- ensure that where there are book corners and reading areas, they are inviting, accessible and appropriately stocked.

Evidence

During the inspection, meetings were held with you, senior leaders, two representatives of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school learning improvement plan was evaluated, along with other documents relating to attendance, the checks made on the quality of teaching, minutes from governors meetings and information about pupils' progress. We also visited a number of classrooms together to talk to pupils and look at their work.

Context

Since the inspection in March 2014 the deputy headteacher has retired. The assistant headteacher has been promoted into this vacant position and a senior leader promoted to assistant head. A newly qualified teacher, an experienced teacher and two teaching assistants have been appointed. One teacher is on long term sick leave. One parent governor has recently resigned.

Main findings

There is clear and tangible determination from you and the senior leaders to improve the school as quickly as possible. As a result of your drive and ambition, and strong strategic leadership from the executive head, improvements have already been made. Unvalidated results from the Key Stage 2 tests show that the proportion of pupils achieving the expected level in reading, writing and mathematics has increased compared with last year. The proportion of pupils achieving the higher Level 5 in reading has doubled. Almost all pupils made the progress that is expected in reading, writing and mathematics and an increasing proportion made good progress in mathematics and reading. The proportion of pupils eligible for the pupils premium funding achieving the expected level in reading, writing and mathematics has significantly improved.

School records, validated by the local authority advisor, show that the quality of teaching has improved. This is because the systems in place to check on the quality of teaching are robust and rigorous. You have also reorganised teachers into different year groups to enable good practice to be shared more effectively. Senior leaders provide teachers with clear advice on how to improve their practice after lesson observations and analysis of the work in pupils' books. Teachers have opportunities to learn from good practice within the school and have access to a range of training opportunities. A small proportion of teaching still requires improvement. Appropriate plans are in place to improve this.

Senior leaders focus on the progress of higher ability pupils in the checks that they make on the quality of teaching. School records show that there is still work to be done to ensure that all of these pupils make the progress of which they are capable.

Evidence from my visits to classrooms show that pupils take a pride in the presentation of their work. Work is neatly set out and teachers have high expectations of the standard of handwriting. Some inconsistencies are evident in Year 3 as pupils adjust to the new expectations in Key Stage 2. Teachers are correcting pupils' spelling and grammatical errors regularly. Occasionally when pupils correct their spellings they are inaccurate and the teacher does not pick this up quickly enough. Teachers are implementing the school's marking policy and are providing pupils with guidance on what to do next. However this advice is not always as precise as it could be to enable pupils to make maximum progress. Plans are in place to address this.

Improving the teaching of reading has been a high priority in the learning improvement plan. Teachers have benefitted from training on the teaching of guided reading. Initiatives such as 'extreme reading' and the requirement for pupils to keep a record of the books they have read have helped to raise the profile of reading. Pupils have increasing opportunities to practise their reading in several subjects. As a result progress in reading has improved. There is still work to be done to ensure that reading areas in classrooms are well-organised and inviting.

The learning improvement plan is detailed and thorough and is appropriately focussed on the areas for improvement. It clearly states who will check that the actions taken have made a difference to pupils' learning. It includes some measureable milestones for checking if actions have been successful but these are not sufficiently detailed to enable governors to hold senior leaders to account easily.

Governors are committed to improving the school. Those that met with me had a good understanding of the actions taken by you and senior leaders to make the improvements identified in the last inspection. Governors acknowledge that their visits to school must be more focussed on the areas for improvement and their reports to governors following these visits need to be improved. Plans are in place for a governor learning walk in November to focus on marking, presentation and learning environments.

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 is providing an appropriate level of support. The advisor has validated the senior leaders' judgements of teaching and is providing the headteacher with an external view of the improvements being made. The reports he provides are helpful.

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

Yours sincerely

Rachel Howie
Her Majesty's Inspector