

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566868  
**Direct F** 01695 729320  
**Direct email:**  
pnuttie@cfbt.com



1 October 2014

Mrs Sharon Faulkner  
Headteacher  
Armthorpe Shaw Wood Academy  
Mere Lane  
Doncaster  
South Yorkshire  
DN3 2DG

Dear Mrs Faulkner

**Requires improvement: monitoring inspection visit to Armthorpe Shaw Wood Academy, Doncaster**

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 on 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 May 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. You should take immediate action to:

- enable the governing body to make precise checks on how well the school is doing by making clear the outcomes you expect for the quality of teaching and pupil achievement in your action plan.
- gather an accurate view of the quality of teaching and the progress pupils are making by taking into account all the available evidence.
- tackle underperformance quickly by, formalising procedures to feedback to teachers, setting clear, short-term targets for improvement and following these up rigorously.
- improve teaching by drawing upon the expertise of a local school that has improved teaching quickly and effectively.

## **Evidence**

During the visit, I held meetings with you, other senior and subject leaders, a group of pupils, two members of the governing body, including the Chair of Governors, and an external consultant to discuss the action taken since the last inspection. I evaluated the school action plan, information on pupil assessment and progress and samples of pupils' work. You accompanied me on a tour of the school, which had a particular focus on the areas for improvement in teaching and behaviour identified from the inspection in May.

## **Context**

Since the inspection you have returned to your substantive post. Four teachers have left the school and seven have been appointed, of which three teachers are newly qualified. The number of pupils attending the school has risen resulting in the need for more teaching staff.

## **Main findings**

You have planned appropriate actions to tackle the areas for improvement, however you have not checked and evaluated well-enough the impact of these actions on the quality of teaching and pupil progress. Consequently, you do not have an accurate view of how well the school is doing. Neither have you addressed weaknesses in teaching effectively enough. This means pupils have not had the best possible start to the new academic year. For instance:

- pupils' handwriting and presentation has not improved. They are not addressing errors and misconceptions in their work because, too many teachers are not following the policies and procedures you have introduced. You have not made the frequent and necessary checks to identify this and hold teachers to account.
- teachers have not used the baseline assessment from the new assessment programme to focus on the gaps in pupils' learning or to ensure pupils start at the right point, as you intended. For example, in pupils' mathematics work, pupils spent too long on things they could already do, whilst others were not supported to address misconceptions or undertake work matched to their needs.

Consequently standards have not improved and, in some instances, have fallen.

The actions you have taken to address the poor behaviour are making a difference. Pupils speak animatedly about the new behaviour policy and procedures. They see the steps taken as being fair and giving them a chance to change their behaviour. They feel much safer and happier in the playground because adults are highly visible and respond to their concerns.

The governing body is making checks on the effectiveness of leadership in driving forward the improvements needed and has sought the support of an external consultant. It has an accurate view of the issues and is making every effort to support you to improve the school. In order for the governing body to make accurate checks on how well the school is doing, you must include measurable outcomes for the quality of teaching and pupil achievement in the action plan.

I will undertake a further visit to return to check and evaluate the progress the school is making.

### **External support**

An external consultant has provided effective support to the governing body and leaders during your absence. This has helped your two deputy headteachers to develop their knowledge and skills rapidly during their time as acting headteachers. They now work under your direction. The governing body has continued to fund this support to provide it with an external view of the school and to help manage your return. As a stand-alone academy, it is essential that you work with other partners, including the local authority, to find schools that can offer you the expertise and support the school needs.

I am copying this letter to the Chair of the Governing Body and as below.

Yours sincerely

Anne Bowyer

**Her Majesty's Inspector**