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1 December 2014

Angela Boxall  
Headteacher  
Warboys Community Primary School  
Humberdale Way  
Warboys  
Huntingdon  
PE28 2RX

Dear Mrs Boxall

### **Requires improvement: monitoring inspection visit to Warboys Community Primary School**

Following my visit to your school on 28 November 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 second monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2013. 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:

- continue to raise standards of writing across the school
- identify more precisely the reasons for the variation in standards achieved by pupils who are eligible for the pupil premium.

### **Evidence**

During the visit, I held meetings with you, a senior leader, six members of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. I also evaluated the school's assessment documentation. You accompanied me during visits to all classes in the school, where we observed teaching and looked at pupils' work.

## **Context**

Two teachers have left the school since the previous monitoring visit. One new teacher has been appointed.

## **Main findings**

You have made significant improvements to the quality of teaching since the previous monitoring visit. Teachers' expectations of pupils are higher across the school and achievement is rising. Pupils in Year 6 left the school in the summer of 2014 with standards in reading and mathematics that were in line with national averages; this is an improvement on previous years. Nevertheless, standards in writing were below the national average in 2014, despite pupils making good progress from low starting points in this subject.

The proportion of pupils who achieved a good level of development in the Early Years Foundation Stage was above the national average. Similarly, the proportion of pupils who achieved the expected level in the Year 1 phonics screening check was above the national average. The achievement of pupils in Year 2 was an improvement on previous years and standards are now slightly above average in reading, writing and mathematics.

Your focus on the improvement of writing has been successful. The school's current assessment data and pupils' books show the quality of pupils' writing has improved considerably. Basic errors are much less common, and pupils' presentation and handwriting have improved markedly. Your policy of a 'pen license' is both popular and effective: Pupils are keen to acquire the license but have to demonstrate a high standard of handwriting to earn it. Teachers' assessment is now accurate and they are providing pupils with more focused feedback when they mark their work. This is impacting positively on standards as more pupils are taking their teachers' comments on board and acting on them.

You have delegated aspects of management that were previously occupying too much of your time to other senior leaders. This has given you more time to concentrate on improving the quality of teaching and raising standards. You have also made changes to the leadership structure and are monitoring the quality of teaching and pupils' outcomes much more regularly and effectively. Your senior leaders are supporting you in this work and, together, you are holding teachers to account for the progress that pupils are making. You have communicated your vision to the staff who are keen to be part of the school's improvement journey. The information that you are providing for the governing body has improved: it is clearer and is helping governors to focus their activities on the school's improvement priorities. Governors are visiting the school more frequently and are more familiar with the way that the school's leadership operates by, for example, observing a senior leadership meeting or taking part in a work scrutiny.

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 support provided by the local authority has been effective and has contributed to the school's progress since the last monitoring visit. The local authority initiated a 'high level plan' following the previous monitoring visit and increased the amount of support available to the school. This plan operated for one term and the school's level of support has subsequently been reduced in recognition of the improvement that had been achieved. A local authority representative has supported the school's leadership effectively, including in improving writing, and is continuing to review the school's progress on a termly basis.

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

Yours sincerely

Christopher Moodie  
**Her Majesty's Inspector**

cc. Chair of the Governing Body  
cc. Local authority