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30 January 2015

Mr T Suiter  
The Headteacher  
St Mary and All Saints Church of England Voluntary Aided Primary School  
Wensley Road  
Coley Park  
Reading  
Berkshire  
RG1 6DU

Dear Mr Suiter

### **Special measures monitoring inspection of St Mary and All Saints Church of England Voluntary Aided Primary School**

Following my visit to your school on 29 January 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. You were not present during this monitoring inspection, but I would like to thank your deputy headteacher for the help she gave during the inspection and for the time that was made available for me to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in October 2014.

### **Evidence**

During this inspection, meetings were held with your deputy headteacher, the Chair of the Governing Body and vice chair, a group of governors, a representative of the local authority and a representative of the diocese. The local authority's statement of action and the school's action plans were evaluated.

### **Context**

You are currently on long-term sick leave. One teacher left at the end of December. One teacher is currently on sick leave. The school business manager and one teaching assistant are leaving at the end of January. Twelve additional children started in the Nursery class in January.

## **The quality of leadership and management at the school**

Senior leaders and governors were disappointed at the inspection judgements. However, the local authority was aware that standards at the school were not high enough. Additional support was being provided prior to the inspection. The local authority provided a 'team around the school'. This team consists of a group of three local headteachers from good schools. They began working with the school in September 2014. However, by the time of the inspection it was too soon to see the impact of their work. Not enough had been done to address the underachievement of pupils which was identified at the time of the inspection.

Prior to the inspection, the governing body had begun to take action by increasing the frequency of checks on the school's performance. Since the inspection, governors have developed their own action plan and organised the review of governance. The review of pupil premium funding (additional government funds for pupils in receipt of free school meals or in local authority care) is underway. However, other necessary improvements have been slow to begin. The planned meeting to inform parents about the outcome of the inspection was cancelled and is yet to take place.

Currently the deputy headteacher is leading the school. She has begun to put an action plan in place to address the key issues identified at the time of the inspection. Although the plan sets out a range of activities, the plan is not sharply focused on the most important actions the school needs to take to bring about rapid improvement. Currently the plan does not have a coherent sequence of bite-sized actions which need to be undertaken in order to achieve the desired objectives. Not all time and financial implications are identified. In addition, although most actions indicate who is responsible for leading the improvements, it is unclear who will check that the actions have been successfully completed. At present, the success of each action is difficult to quantify. The plan does not set out the improvements you expect to see in pupils' progress at set points through the year.

At the start of the spring term, the deputy headteacher successfully implemented improvements in the way pupils move around the school during break times and lunchtimes. Staff are positive about these new arrangements and are working well together to ensure they all apply the new system and that all pupils understand these higher expectations of their behaviour. New systems have been put in place to enable children in the Early Years and Key Stage 1 to have a more calm and enjoyable experience during lunchtimes. The reorganisation of seating arrangements enables older pupils to support younger pupils well. The school is also emphasising the need for pupils to arrive at school on time so their learning begins punctually.

There is now a greater focus on pupils' learning in English and mathematics. Pupils have targets for their own improvement and regular checks on spelling, addition and subtraction facts and multiplication tables take place. The learning that pupils are expected to continue at home has also been relaunched, setting out clear grids for pupils and parents and carers to understand and map out pupils' progress. Pupils are rewarded for their success.

The local authority has increased the level of support provided for the school. The English and mathematics advisors visit the school regularly to provide training and support for subject leaders and teachers. The 'team around the school' continues to work alongside senior leaders to secure improvements. The head of education and the school partnership advisor from the local authority undertake regular checks on the improvement being made. They meet with senior leaders and governors to review pupils' progress and the actions being taken to address the areas identified for improvement. There is limited evidence of the impact of this work at the present time.

The diocesan advisor has visited the school regularly. Before the inspection the advisor provided support for the headteacher. More recently, additional support has been provided to help the school to prepare for the section 48 inspection which reports on the school's denominational religious education, ethos and the content of collective worship.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose. However, it would benefit from the inclusion of more specific actions to show how strategies will be implemented and clear success steps to measure the progress the school is making towards the removal of special measures.

The school's action plan is not fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Reading and the Director of the Diocese of Oxford. This letter will be published on the Ofsted website.

Yours sincerely

Ann Henderson  
**Her Majesty's Inspector**