

Tribal  
Kings Orchard  
One Queen Street  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5359  
**Email:** christina.bannerman@tribalgroup.com

26 February 2015

Mrs Claire Tomkies  
The Headteacher  
Coads Green Primary School  
Coads Green  
Launceston  
Cornwall  
PL15 7LY

Dear Mrs Tomkies

**Requires improvement: monitoring inspection visit to Coads Green Primary School**

Following my visit to your school on Thursday 26 February, 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 October 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:

- reduce the number of action plans and working documents into one simple plan so that governors and the local authority can accurately check on the impact of planned actions
- ensure that teaching and the curriculum for mathematics fully meet the requirements of the new national curriculum through appropriate training and support.

## **Evidence**

During the inspection, meetings were held with the headteacher and two members of the Governing Body. A telephone call was held with a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan, pupil premium plan, governors' action plan, governing body minutes and school data were evaluated. I conducted a brief visit to all classes.

## **Context**

There have been several changes to personnel since the last full inspection. The Early Years Foundation Stage Leader is undertaking a 5 week placement in a local school to complete training requirements. A temporary teacher is covering this post. An additional teaching assistant has been appointed for three days a week to help accelerate the learning of older pupils. An extra teacher has been appointed for one day a week to help accelerate the learning of pupils in Key Stage 1. Two new governors have been appointed.

## **Main findings**

The headteacher, staff and governors are using the findings from the last full inspection to bring about improvements to the quality of teaching and pupils' achievement. A new set of 'non-negotiables' is helping teachers to be clear about the expected rates pupils are required to make. They are also helping pupils to be clearer about what is expected of them during lessons. New systems to appraise the performance of staff have been introduced and better reflect the increased expectation needed. All staff now hold regular meetings to review the performance of pupils. These are being supplemented by effective external checks. As a result, senior leaders and teachers are building an increasingly accurate view of the school's performance and what they need to do to bring about lasting improvements.

The school development plan links well to the areas for improvement in the inspection report and the recently established cycle of monitoring and staff meetings. Correct priorities, with appropriate targets and proposed actions are identified. However, there are currently a large number of plans, actions and working documents. These need reducing into a manageable document so that governors and the local authority can easily check of the impact of planned actions.

The subject leaders for English and mathematics have had their roles clarified. This is enabling them to focus more closely on directly improving the quality of teaching in their areas of responsibility. As a result they are starting to contribute more strongly to securing improvements. However, there is a long journey to travel to ensure that this is a good school. Improvements in English are further ahead than in mathematics, partly because of effective monitoring by the governor responsible. A

detailed analysis of gaps in pupils' mathematical concepts, aligned with the new national curriculum requirements, has recently been undertaken. The findings will be used to plan next steps in pupils' learning. This requires urgent attention because a joint book scrutiny of books in Year 4 with the headteacher illustrated a lack of progress in mathematics for some pupils. Activities planned in October 2014 were repeated again in February 2015 for the same pupils hindering their better progress.

Staff meetings have been reorganised to focus explicitly on improving the quality of teaching. A three weekly 'cycle of review' ensures that issues identified through monitoring activities can be re-visited for improvements. This in turn is helping staff to develop their skills in identifying what pupils can do and what they need to do next to improve. Although some variation remains in the quality of teaching, staff meetings and the more frequent monitoring are beginning to even out differences in performance between classes and subjects.

During our brief learning walk pupils were clear that things were changing. Older pupils feel challenged to achieve more when using persuasive language in their letter writing. Pupils in Key Stage 1 like their smaller class sizes and the more personalised attention they receive. Early signs in pupil performance data indicate acceleration in the rates of their progress in English and mathematics. Teachers and teaching assistants generally question well and check pupils' grasp of key concepts during lessons. Occasionally some adults working on one to one or in small group activities tend to do too much for pupils and hinder their ability to work things out for themselves.

The governing body has taken effective action following their review of governance to secure the future success of the school. The review revealed a lack of appropriate skills in key positions on the governing body. In order to strengthen this aspect school leadership additional governors have now been recruited. Currently a core of knowledgeable governors is playing their part in assisting improvements. They are active in monitoring the impact of actions taken by school leaders and have a good understanding of school data including the improving picture at Key Stage 1. Fortnightly meetings between the chair and the headteacher are providing more opportunities to challenge the work of the school. Regular visits to school help them to keep abreast of improvements for example, to pupils' handwriting, presentation of pupils' work and the quality of marking.

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 provided effective support in the lead up to the last full inspection. Specific actions to improve pupils' achievement and the quality of teaching helped the school to secure a Requires Improvement judgement. However, the role of the local authority when undertaking their statutory duties to support and challenge maintained schools was not been clearly understood by the school. This has led to a strained relationship between the school and the local authority. Following the inspection a detailed review of governance has provided clear development points and support to improve mathematics in the school is ongoing. Termly monitoring of the school's performance is planned and required. Very recently external educational consultants have been supporting the school in their continuing development. Whilst initial signs are promising, this support is in its infancy and has yet to fully impact on the quality of teaching, leadership or pupils' achievement in the school.

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

Yours sincerely

Richard Light  
**Her Majesty's Inspector**