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6 May 2015

Jeanette Lovejoy  
Headteacher  
Abbots Farm Infant School  
Abbotts Way  
Rugby  
CV21 4AP

Dear Mrs Lovejoy

**Requires improvement: monitoring inspection visit to Abbots Farm Infant School**

Following my visit to your school on 5 May 2015, 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:

- make sure that school improvement plans make clear who is responsible for each action, the timescales to complete these action and then who will monitor the impact
- maintain the focus on improving the quality of pupils' writing skills
- attend a 'Getting to Good' seminar

## **Evidence**

During the inspection, meetings were held with the headteacher, the deputy headteacher and two members of the governing body to discuss actions taken since the last inspection. I spoke to a representative of the local authority by telephone and talked to pupils informally in lessons and at lunchtime. The school improvement plan was evaluated and other documents including records related to the management of the performance of teachers, the monitoring of the quality of teaching, information about staff training activities and minutes of governing body meetings were scrutinised. I also visited every classroom and the outdoor area with you and the deputy headteacher. I looked at pupils' work and displays and spoke to a number of pupils about the school during this time.

## **Context**

Since the previous inspection, a teacher of a Reception class has left the school. The class now has a long term supply teacher until the new teacher starts in September. Year 2 pupils have also been taught by a number of supply teachers.

## **Main findings**

In partnership with other senior leaders and governors, you have taken appropriate action to address the areas for improvement identified during the last inspection. The pace of improvement has increased since the start of the spring term and it is now leading to better teaching and improved achievement of pupils.

School improvement plans reflect key priorities and are based upon a sound understanding of the strengths and areas for development across all aspects of the school's work. However, your plans are not sufficiently clear about who is responsible for each action, the timescale in which they should complete the action and who will monitor the activities. In addition to this, the plans do not indicate how leaders will fully evaluate whether the actions are successful and what action will be taken as a result of this evaluation.

Governance has improved since the last inspection. The review, which took place a month after the inspection, identified training needs which the governors acted upon. Consequently, they are now in a position where they are able to scrutinise your detailed reports, analyse school data and hold you to closer account. Governors complement this knowledge with visits to school and the Chair of the Governing Body has regular meetings with you. As a result, governors have a good level of understanding about the improvements that have taken place and what still needs to be done in the school.

The quality and consistency of teaching is improving because teachers have training opportunities which are more closely matched to their current professional skills and knowledge. This means that teachers are able to develop particular skills to improve their teaching, such as using information about what pupils can already know and do to plan activities. There is now an increased rigour to the management of teachers' performance, which includes a clear focus on achievement, the expected standards of teachers and the school's priorities. Senior leaders have set clear expectations for what should happen in lessons. For example, teachers should plan challenging activities for all pupils. These higher expectations are supporting improvements in teaching. In lessons and outside of the classroom, pupils are now given a number of opportunities to develop an understanding of different cultures and faiths and they take part in activities that will help to prepare them for life in modern Britain.

The school's system for monitoring pupils' progress has improved. As a result, you are able to hold staff to closer account. School leaders have taken effective action to improve writing and evidence of improved achievement can be seen in pupils' work, displays, and the school's own tracking data. However, progress in writing does not yet match that found in reading and mathematics.

Nursery staff now provide a more stimulating environment for children to learn and the quality of teaching has improved in the early years. As a result, more children are reaching a good level of development in reception classes.

Behaviour seen during the monitoring inspection was good and action has been taken to improve safety in the school. The site is secure and the hazards mentioned in the last Ofsted report have been removed.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority provides effective support to the school, which includes termly visits from a link adviser. These visits monitor the school's progress against its priorities and suggest further actions which have led to improvements. The early years advisory teacher has also led training, offered advice and shared documents on half termly basis. This has contributed to improvement in the early years. Local authority officers have helped to develop the governing body. For example training on the role of the governing body and on how to use school data has helped governors to support and challenge the headteacher more effectively. The local authority will be conducting a review of the school later this month.

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

Yours sincerely

Simon Mosley  
**Her Majesty's Inspector**

cc. Appropriate authority - Chair of the Governing Body/Interim Executive Board  
cc. Local authority