

Serco Inspections  
Colmore Plaza  
20 Colmore Circus  
Queensway  
Birmingham  
B4 6AT

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

**Direct T:** 0121 679 9154  
**Direct email:** aidan.dunne@serco.com



5 May 2015

Ms Eve Moran  
Walter Halls Primary and Early Years School  
Querneby Road  
Mapperley  
Nottingham  
NG3 5HS

Dear Ms Moran

### **Requires improvement: monitoring inspection visit to Walter Halls Primary and Early Years School**

Following my visit to your school on 1 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 January 2015. 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.

### **Evidence**

During the inspection, meetings were held with you, other senior leaders, two members of the governing body and a representative of the local authority to discuss the actions taken since the last inspection. I also met with teachers with responsibility for different key stages and different subjects. I evaluated your plans for improvement and looked at records of staff observations and achievement data. I visited classes and observed lessons with you. I met with a group of pupils from Year 5 and Year 6 and looked at work in pupils' books.

## **Context**

Since the last inspection the acting deputy headteacher and assistant headteacher have become permanent. There is a new leadership post specifically to improve the teaching of reading.

## **Main findings**

You provide strong leadership to the school and have shared your vision for improvement effectively with governors, staff, parents and pupils. You are determined to provide the very best standard of education for your pupils and to tackle the previous legacy of underperformance. The majority of staff are demanding more of their pupils and, as a result, outcomes for pupils are beginning to improve.

The development plan is clear and detailed and sets out the ambitious targets needed to bring about improvement. However, there are insufficient measures included to compare pupils' achievement with that of other pupils nationally.

All leaders are now involved in a rigorous system of monitoring the quality of teaching. They have worked alongside you and external consultants to develop their confidence and skill in this area of their work. New job descriptions for the phase leaders for the Early Years, Key Stage 1 and Key Stage 2 have ensured greater clarity about what is expected of them. Leaders have a more accurate view of high-quality teaching across the school because they have worked together to share their expertise of teaching different age groups. The senior leadership team is now able to support you effectively and, therefore, the pace of improvement is beginning to quicken.

Teaching is weakest in some Key stage 1 classes. Leaders are working hard to turn this round as a matter of urgency.

Most teachers are presenting work to pupils in increasingly exciting and meaningful ways. However, the high standard of classroom organisation and tidiness is not consistent in all classrooms.

Teachers now understand their responsibilities in tracking the progress of everyone in their class. Pupil progress meetings take place each half term and leaders are helping teachers to set challenging targets for all pupils. Year 5 and Year 6 pupils are very clear that they are now expected to work harder in school. Pupils say that behaviour at playtimes is now 'much better' because adults take part in games and sports activities with them. As a result, behaviour is improving, both and out of lessons.

Standards in attainment are rising but are still too low, particularly in writing, in both Key Stage 1 and Key Stage 2. Mathematics is improving in Key Stage 1 but is still poor in comparison with national expectations. Standards in reading are rising

significantly across the school. The introduction of new reading support programmes is already helping to raise standards.

A new marking policy has been in place since February. There is still some inconsistency in how well this is implemented. Pupils understand what the new marking code means. However, some of them are unclear about what they are expected to do after a teacher has given a correction or written a comment.

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 is giving effective support to the school. It has provided guidance on improving leadership and teaching. Leaders with responsibility for English and mathematics have benefited from training on the analysis of data.

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

Yours sincerely

Clare Cossor

**Her Majesty's Inspector**

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy