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Mrs Anne Binns
Headteacher
Olympic Primary School
Olympic Way
Off Queensway
Wellingborough
NN8 3QA

Dear Mrs Binns

Requires improvement: monitoring inspection visit to Olympic Primary School

Following my visit to your academy on 2 June 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 academy was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders, governors and the sponsor are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

- rapidly close the attainment gaps so that more pupils achieve age-related expectations or better, particularly in mathematics and writing, by the end of Key Stage 1 and Key Stage 2

Evidence

During the inspection, meetings were held with the acting headteacher and other senior and middle leaders. I held a meeting with the Chief Executive of The Education Fellowship (TEF) and the Director of Information Technology and School Development (DITSD), also from TEF, to discuss the action taken since the last inspection. The academy improvement plan was evaluated. I scrutinised pupils'

books and examined other academy documentation. During the visit, you joined me on a tour of the academy where I spoke with pupils informally about their work. I checked the single central record.

Context

Since the last inspection, one teacher has resigned from the academy. A teaching assistant has also resigned. The Chair of the Academy Advisory Board (AAB) resigned in May 2015 and a new one has been appointed. Two further governors have also been appointed. Two current teachers have been promoted to lead other staff to better pupils' achievement. They join two other teachers who also fulfil this role. A long-term supply teacher has also been appointed. The substantive headteacher remains absent through illness.

Main findings

You have responded quickly to the outcomes of your last inspection. You and other academy leaders demonstrate a determination and commitment to improve outcomes for the pupils of Olympic Primary School. Your action plan focuses correctly on the areas identified in your recent report. It is clear who will be responsible for leading actions for improvement and how you will check whether your actions have been successful. However, some of the proposed actions are not precise enough to ensure a sharp focus on what needs to improve. It is also unclear how the AAB will challenge you and other leaders to make further improvements or how they will hold you to account for your work.

You have identified the strengths and weaknesses in the quality of teaching in different classes. You plan professional development that is matched precisely to meet teachers' needs. Your programme of coaching and support has resulted in better planning to meet the needs of different groups of pupils. Systems for checking the quality of teaching are robust. As a result, pupils are beginning to make better progress in writing and mathematics, although this is not consistent across the academy. The gaps in pupils' attainment and age-related expectations are still wide, particularly for the oldest pupils.

You have ensured your middle leaders have greater opportunities to take responsibility for achievement in their year groups. They are better informed about the quality of teaching and learning because they meet with senior leaders regularly to share information about pupils' progress and the quality of teaching. As a result, they are effective in ensuring key messages about academy improvement are given quickly to their colleagues. Consequently, actions to improve the quality of teaching and learning are rapid and focused correctly on the needs of pupils.

You have begun to improve the quality of feedback given to the pupils, particularly to help them with their writing. You have done this through a careful trial of what works best for your pupils. Teachers' feedback ensures pupils understand where

they need to correct their mistakes in grammar, punctuation, and spelling. Teachers also support their pupils to develop their understanding of how to write with fluency and clarity. As a result, pupils say they have a better understanding of what they need to do to improve their work and pupils' books demonstrate the opportunities they have to correct mistakes and deepen understanding.

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 Education Fellowship demonstrates a clear resolve to raise standards at Olympic Primary School. It has provided effective and robust challenge to school leaders through regular, focused data meetings and support within the academy. TEF has identified effective coaching support for teachers using expertise from the sponsor's other academies including Risdene Academy, Windmill Primary School, and Ruskin Junior School. The DITSD has supported the acting headteacher to develop her role in leading the academy. As a result, there has been a smooth transition for the acting headteacher while the substantive headteacher is absent.

I am copying this letter to the Chair of the Academy Advisory Board, the Chief Executive of The Education Fellowship, the Director of Children's Services for Northamptonshire and the Department for Education Academies Advisers Unit.

Yours sincerely

Jan Connor
Her Majesty's Inspector