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17 June 2015

Ian Crawford  
Headteacher  
St Andrew's's CofE Junior School  
Hadfield Road  
Hadfield  
Glossop  
SK13 2DR

Dear Mr Crawford

### **Requires improvement: monitoring inspection visit to St Andrew's CofE Junior School**

Following my visit to your school on 16 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 second monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 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.

### **Evidence**

During the inspection meetings were held with the headteacher and deputy headteacher, the Chair and Vice-Chair of the Governing Body, a representative of the local authority, and a representative of the diocese. I met also with a group of pupils. I looked at records of support provided to the school and reports on its progress.

### **Context**

The school was led by an acting headteacher during the summer term 2014. A new headteacher has been appointed and took up post in September 2014. A new deputy headteacher took up post in January 2015. There have been other changes in staffing.

## **Main findings**

The rate of progress at the school has varied since the previous monitoring visit. It has increased notably since the governing body was able to secure the senior leadership of the school and particularly since January 2015.

You took action swiftly to improve the quality of teaching. You have worked progressively to put in place secure staffing and leadership arrangements. The arrangements will not be complete until September and so the full potential of the changes you have made has not been realised yet.

You have underpinned the changes in staffing by establishing systems for checking on the quality of teaching more systematically than was the case previously. You are tracking the progress of the pupils much more frequently than before. You have introduced new ways of assessing how well the pupils are doing. You have provided training for the staff to make sure that their assessments are accurate. As a result, you have better and more-comprehensive data about the pupils' progress than was available at the time of the last monitoring visit.

You are using the data much more effectively now to discuss the pupils' progress more frequently with the teachers. As a result, you are responding more quickly, when it is apparent that some pupils need additional help. You have focused much more on the progress of different groups, including pupils eligible for the pupil premium, looked-after children, pupils for whom English is an additional language, and disabled pupils and those with special educational needs. For example, the teachers now know which of the pupils they teach are eligible for the pupil premium (they did not previously) and so have been able to provide the pupils with support that is better suited to their particular needs.

The pupils told me that there have been lots of changes at the school this year, which have improved their learning. They described in detail things that the teachers are doing differently. For example, they are getting more opportunities to discuss the teachers' marking. As a result, they are clear now about what they need to do to improve their work and have targets that are more meaningful to them. They have a strong sense, as a result, that they are getting more work done. More-able pupils feel that they are being pushed more, getting more help, and better chances to do well than was the case previously. Consequently, your latest data is showing that the pupils are making better progress this year than was the case last year.

The improvements you have made so far have also had a positive effect on the pupils' attitudes. The pupils confirmed that behaviour was better, as a result.

The governing body is better informed about the pupils' progress than was the case at the time of my last visit. Members are able to describe the impact of the pupil premium review. They know that it has enabled the school to provide support for the eligible pupils that is targeted better at their particular needs.

## **External support**

Since my previous visit, the local authority has worked flexibly with the school, reviewed the school's progress thoroughly and, appropriately, increased the level of support it is providing. Support for the recently appointed senior leaders has helped in introducing the leadership and management systems that are leading to improvements in the quality of teaching and the pupils' progress. Other support has led to improvements in the accuracy of the teachers' assessments of the pupils' work. Support from the diocese has helped to revive the ethos and sense of purpose at the school.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Derbyshire and the Director of Education for the Derby Diocese.

Yours sincerely

Clive Moss

**Her Majesty's Inspector**

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

cc. Local authority

cc. Diocese – for voluntary aided and voluntary controlled schools