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29 June 2015

Miss Zoe Fletcher  
Headteacher  
Borrow Wood Primary School  
Arundel Drive  
Spondon  
Derby  
DE21 7QW

Dear Miss Fletcher

### **Requires improvement: monitoring inspection visit to Borrow Wood Primary School**

Following my visit to your school on 26 June, 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 March 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. The school should take further action to:

- ensure that pupils receive more chances to develop their skills in writing by applying their learning in a range of subjects
- improve the quality of your school improvement plan by including precise milestones relating to pupils' achievements so that governors and senior leaders can keep a closer eye on the rate of improvement
- improve the quality of the presentation of work in pupils' books and standards of handwriting

### **Evidence**

During the inspection, meetings were held with senior leaders, the Chair of the Governing Body, a representative of the local authority, and eight pupils from Key

Stage 2, to discuss the action taken since the last inspection. I evaluated your plans for improvement. I reviewed your most recent data relating to pupils' achievement. I visited each class and considered the quality of pupils' learning in a range of subjects. I looked at the information which the school provides for parents and carers, including that held on its website. I looked at the school's documentation relating to the safeguarding of pupils.

## **Context**

Since the section 5 inspection in March 2015, the governing body has made a number of appointments. These include: a teacher for pupils in Key Stage 1; a temporary teacher to cover the maternity leave of the leader responsible for mathematics; and a teaching assistant. All of these appointees will take up their positions in September 2015. The leader responsible for disabled pupils and those who have special educational needs has recently resigned from her position. Her responsibilities will be covered by the leader responsible for inclusion from September 2015. The local authority governor has resigned from his position; the governing body have started the process of seeking his successor.

## **Main findings**

Teachers have benefited from training on how to use information from their daily assessments to plan work that builds upon pupils' prior learning. This includes providing suitably challenging work for pupils of different abilities. Pupils say that the work that they are given is 'just about right' in relation to levels of challenge.

You have worked closely with the deputy headteacher to keep a close eye on the quality of teaching, through visits to lessons and checking on information relating to pupils' achievement. This is helping you to check on the extent to which staff are implementing what they have learnt from professional development activities, especially in relation to the teaching of writing.

Pupils are receiving more work to help them develop their skills in grammar, punctuation and spelling. They are also developing their skills in producing longer pieces of work, especially in writing stories. However, they have fewer opportunities to produce detailed and extended pieces of writing in other subjects, such as in geography and history. Pupils' skills in handwriting and the quality of the presentation of the work is still not a consistently good standard across the school.

You have conducted a review of key policies, including those relating to the teachers' marking and pupils' behaviour. Pupils say that behaviour during lessons has improved following the introduction of the new learning code. Pupils say that teachers' marking is clearer and that they have a better understanding of how they can improve their work.

The Chair of the Governing Body has a clear understanding of the school's current position following his regular visits to the school to check on the implementation of the school's improvement plan.

Your school improvement plan covers all of the necessary areas for improvement; the plan makes it clear who is responsible for each action and who will monitor and evaluate its impact. Your plan sets out clear measures of success. However, milestones relating to pupils' achievements are not precise enough. As a result, governors are unable to check closely on the extent to which your actions are having a positive impact on pupils' achievements.

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 advisor has provided effective support to the school. He has supported senior leaders in developing their skills in checking on the quality of teaching.

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

Yours sincerely

David Carter  
**Her Majesty's Inspector**

The letter should be copied to the following:

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