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Helen Turner and Sue Padfield  
Lodge Farm Primary School  
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Dear Miss Turner and Miss Padfield

### **Requires improvement: monitoring inspection visit to Lodge Farm Primary School**

Following my visit to your school on 23 November, 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 February 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 in order to become a good school. The school should continue to take action to:

- Improve standards in writing by supporting teachers to plan and deliver lessons that lead to clear progress in skills, while inspiring the reader and writer alike.
- Monitor the quality of marking in all year groups to ensure that it provides pupils with sufficient guidance to improve.

### **Evidence**

During the inspection, meetings were held with you, pupils, governors and a representative of the local authority. We reviewed the school improvement plan, weekly schedule and mid-point milestones, linking them to the weekly update reports. We discussed the pupil outcomes for 2014/15 and the targets for 2015/16.

We visited all classrooms as part of an extended tour of the school, looking at examples of pupils' work as we went. I met with six pupils and discussed their views of their school and shared their reading text.

## **Context**

Since my previous visit in June, a number of teachers have left the school and you have employed new staff in year groups 5, 4 and 3. You are struggling to find a suitably qualified replacement teacher for early years provision, so you are covering this vacancy yourselves.

## **Main findings**

You have developed a more strategic approach to school improvement and are able to show evidence of significant improvements since my previous visit.

The structure of your plans for school improvement respond to the specific needs of the school and you have included clear milestones and numerical targets that progress is routinely measured against. Your school improvement process is becoming less reliant on external support and you are using strong practice within your school to support professional development for all colleagues. Staff have galvanised their approach and now place pupils' success at the heart of their efforts, thus becoming a more positive, reflective workforce.

Standards in reading are improving and pupils can describe their pleasure in reading and the benefits of the additional resourcing and motivational reading activities. Writing results are less strong, but you are demonstrating a proactive approach to improving writing and have introduced professional development for teachers to support them to deliver writing lessons that extend learning in an inspirational manner.

You are using a similar professional development model for writing as that used for mathematics. This model has seen improvements in teachers' subject knowledge in mathematics, and pupils are able to demonstrate better mathematical understanding and skills and can apply these to practical situations. Overall pupil outcomes for mathematics are improving and this was evident during our tour of the school. Pupils are set work that is challenging and thought-provoking and they enjoy the practical and relevant nature of the tasks.

Key Stage 2 pupils are making good progress as a result of improved teaching and learning. A cycle of lesson monitoring, learning walks and scrutiny of pupils' work is giving you an accurate view of the quality of teaching and is helping you to identify further training needs.

Governors have responded positively to the review of governance and have a more informed and systematic approach to monitoring school improvement and holding senior leaders to account. They have an accurate view of the school and are developing their ability to succinctly describe the school's strength and areas for further development.

A robust performance management system is now in place. This links individuals' performance to whole-school objectives and outcomes within year groups. Annual performance targets for all teaching staff are reviewed each term as part of pupil progress meetings and rapid support is provided for staff who require it. Governors hold senior leaders to account and play an active part in monitoring school standards.

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 has offered a broad range of support, which has been accessed in full. It monitors the impact of the support each half term, in collaboration with senior leaders and the Chair of the Governing Body. A relationship has been orchestrated with a successful Hertfordshire primary school, and literacy and mathematics school improvement advisers will continue to work with the school. The local authority will continue to monitor progress at Lodge Farm Primary School until the next section 5 inspection.

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

Yours sincerely

Deborah Pargeter  
**Ofsted Inspector**