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Emma Hanson  
Head of Academy  
Leamington Primary and Nursery Academy  
Clare Road  
Sutton-in-Ashfield  
Nottinghamshire  
NG17 5BB

Dear Ms Hanson

**Requires improvement: monitoring inspection visit to Leamington Primary and Nursery Academy**

Following my visit to your academy on 24 November 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 academy 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 May 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and the academy sponsor are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good academy. Senior leaders and the sponsor should take further action to:

- Improve the academy development plan so that it:
  - is accessible and clear to all those who are expected to implement it, including members of the local governing body, middle leaders and teachers
  - makes clear the role of the local governing body in securing the necessary improvements so that they are better able to hold academy leaders to account.
- Ensure the academy's website meets statutory requirements.

## **Evidence**

During the inspection, meetings were held with you, the executive principal, the assistant principal, the administrator of the single central record, other senior leaders, the regional director of the academy sponsor (School Partnership Trust Academies) and members of the local governing body (known as the education advisory board). The academy improvement plan and monitoring schedule were evaluated. I also accompanied you and the executive principal on short visits to lessons and looked at examples of pupils' writing and work in mathematics. We reviewed pupil performance information for 2015 and for pupils currently at the school. Prior to the inspection, I reviewed previous inspection reports, the academy's website, published performance information and the results from Ofsted's online survey, Parent View.

## **Context**

Since the last inspection, there have been a number of staffing changes including the resignation of the executive headteacher at the end of August 2015 and the appointment of a new executive principal on 1 November 2015. One teacher retired at the end of the summer term and you have appointed three teachers, including two who are newly qualified. A trainee teacher has also joined the school staff through the School Direct training route.

The academy has an education advisory board that fulfils the function of a governing body on behalf of the School Partnership Trust Academies (SPTA).

A new school is being built on the site between the Key Stage 1 building and the Key Stage 2 building. Academy leaders expect the new building to be open next year.

## **Main findings**

Overall results continued to decline in 2015, despite the expectations of the academy leaders and trust representatives. Senior leaders, the regional director for the academy trust and education advisory board members recognise that the 2015 results, particularly at Key Stage 2, were unacceptably low. Hence, the challenge for the academy to become good within the expected time is now greater than before.

The academy development plan addresses the issues identified in the recent Ofsted report. You have worked hard on the plan and it is testament to your desire to do everything possible to improve the academy. However, it is too detailed and lacks clarity. As a result, it is difficult for colleagues to use. Middle leaders have found it too long and have developed their own versions. Similarly, education advisory board members report that the plan is too long and difficult to follow. They do not find it helpful in monitoring the implementation and effectiveness of the plan in raising the quality of teaching and learning. It is not fit for purpose.

Senior leaders and the trust regional director acknowledge that the vast majority of improvement work has been undertaken this term and as a result it has not yet led to rapid pupil progress.

Nevertheless, senior and middle leaders have raised expectations at the academy. They evaluate performance information and have identified those pupils who are not making sufficient progress. Pupil progress meetings now focus more sharply on identifying underachievement and tackling pupils' barriers to learning. Middle leaders are working with teachers to determine and implement strategies to enable the pupils to catch up. More rigorous monitoring by leaders this term, such as weekly work sampling by the senior leadership team, helps you to identify and address poor performance more quickly than before.

Senior leaders have introduced academy-wide approaches to learning and reviewed the approach to behaviour management this term. They have also reviewed the academy's approach to marking and feedback with teachers. As a result, pupils are becoming more engaged in their learning because there is greater consistency of teaching across the school. Despite this, most-able pupils are not sufficiently challenged by the work their teachers set for them. Senior leaders reported their intentions to continue to improve the standard of teaching by providing support and professional development, such as coaching. Leaders have also reviewed the teaching of mathematics and, as a result, you have introduced a new academy-wide approach which provides pupils with the opportunity to solve problems and use their mathematical skills in other subjects. However, these initiatives have not yet had the necessary impact on pupils' outcomes or resulted in improved teaching across the academy.

The trust have conducted a review of the education advisory board and made recommendations to inform the board's action plan. Some actions such as the setting up of a standards committee have been completed. This is an important development because it enables the board to support and challenge academy leaders more effectively than before. The school website does not contain all the information it should, particularly with regard to sports funding and the academy accessibility plan.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the academy until its next section 5 inspection.

### **External support**

The School Partnership Trust Academies have provided appropriate support to the academy since July and academy leaders are making good use of it. However, the support received from the trust before this was not effective. The appointment of the new executive principal has provided you with much needed support and is enabling you to focus on improving the quality of teaching and learning. This is beginning to have an impact. Support from other schools and the opportunity to

attend courses and network meetings is also supporting you to improve teaching and increase the leadership capacity of the academy. However, the support is yet to improve outcomes of the pupils.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Nottinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

Derek Myers  
**Her Majesty's Inspector**