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8 May 2008

The Headteacher  
Leamington Primary School  
Clare Road  
Sutton-in-Ashfield  
Nottinghamshire  
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Dear Mr Hardern

### Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on Tuesday 7 May 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please thank all the adults working in the school for the open way in which they worked with inspectors on this visit. I would particularly like to thank the children at the school for being so friendly and welcoming, and talking to us about their work. Since the last inspection the school has gone through a turbulent period, including a change of headteacher. Several leaders are relatively new to post and consequently this has had an impact on the rate of improvement in the school in the last six months.

This letter will be posted on the Ofsted website.

As a result of the inspection 6-7 November 2007, the school was asked to: extend the focused work that was effective in Key Stage 1 to raise standards in English, mathematics and science by the end of Year 6; monitor the quality of teaching and learning to ensure that it enables pupils to achieve their full potential; make sure teachers use assessment information to match work to all pupils' capability and challenge them effectively; use curriculum planning more creatively to support the development of core skills of speaking and listening, reading, writing and numeracy in other subjects.

Having considered all the evidence I am of the opinion that in the period since the last inspection the school has made inadequate progress in addressing the issues for improvement and in raising the pupils' achievement. However, more recent progress, especially since the appointment of the new headteacher, has been much more rapid.

Senior leaders and subject coordinators are operating a planned cycle of classroom observation, now in a second phase. This has provided important evidence on the quality of classroom practice. However, not all observations have led to clear or consistent judgements. This information has been used to target support where teaching is less strong. Teaching and learning have improved as a result, and is better than at the time of the last inspection. There is a substantial amount of good teaching to build on for the future. However, a minority of teaching and learning is

unsatisfactory and the overall quality is not yet strong enough to make up for previous underachievement. In the better lessons, learning objectives relate to levels of attainment and are used well to shape learning, but practice is inconsistent. Marking and presentation policies have recently been revised. Marking is regular and pupils generally take pride in their work, but not all marking helps pupils to understand how they can improve.

Assessment has improved but information is not consistently used to match planning to pupils' needs. Pupils are aware of targets in literacy, but do not have learning targets in other subjects. Governors are taking an active interest in teaching and learning through their link roles.

The use of data at whole school level is much improved. Teachers are mapping progress against age-related expectations and pupils' prior attainment. Where pupils are falling behind at Key Stage 2, the school is employing the type of intervention strategies that have been successful in Key Stage 1. Assessments are currently being standardised, although the school is not yet in a position to have complete confidence in the accuracy of teacher assessments.

Little attention has been given to developing core skills across the curriculum due to other priorities taking precedent. Subject coordinators are aware of the need to develop literacy and numeracy skills in other subjects and the school has improved its provision for information and communication technology (ICT) considerably.

School leaders and teaching staff are working very hard to make up for the slow start made on these issues. There are now comprehensive systems and structures in place to move the school forward. Development planning is clearly focussed on priorities and governors are now sufficiently well involved and informed to be able to hold the school to account. Many of these developments are recent and have yet to impact substantially on standards. The school is not on track to meet expected targets in 2008 and there is little evidence of the impact of initiatives on improving the progress that pupils make as they move through the school. Senior leaders are not fully evaluating the information from monitoring to produce effective self-review.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in black ink, appearing to read "D. Martin".

David Martin  
Her Majesty's Inspector