

Tribal Group
1-4 Portland
Square
Bristol
BS2 8RR
T 0845 123 6001
F 0845 123 6002

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



7 July 2009

Mrs Sue Gallagher
The Headteacher
Clapham Terrace Community Primary School and Nursery School
Clapham Terrace
Leamington Spa
Warwickshire
CV31 1HZ

Dear Mrs Gallagher

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 30 June 2009. I was grateful for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass my thanks to the acting assistant headteacher and governors with whom I met and staff and pupils who talked with me during the day.

Since the last inspection, three teachers have been absent from school because of long term illness, one of whom has resigned. The deputy headteacher was relocated to another school within the local authority and is due to retire in August 2009. Two permanent teachers have been recruited to the key strategic posts of deputy headteacher and Foundation Stage leader from September 2009. They will be joined by a newly qualified teacher who has been appointed to cover the secondment of a teacher. Two governors have resigned. Two additional experienced governors have been co-opted onto the governing body by the local authority.

As a result of the inspection on 11 and 12 November 2008, the school was asked to:

- improve the quality of leadership at all levels; ensure there is better monitoring and self-evaluation to provide a more accurate picture of teaching, learning, standards and achievement
- improve standards and achievement, particularly at the end of Key Stage 1 and in mathematics
- raise teachers' expectations of what pupils should achieve in lessons and make work more challenging
- improve the quality of academic guidance for pupils through consistent high quality marking of work.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.



The quality of leadership at all levels is showing positive signs of improvement. The long term absence of a number of key leaders means the burden is being shouldered by a reducing but steadfast team. The pace of change is gathering momentum with all staff and governors committed to driving the school forward and striving for success. Appropriate actions are being taken to target and secure school improvement. These are being evaluated more rigorously and findings are increasingly being used to address areas of weakness. Significant improvement has been made in recording assessments of pupils' work, analysing pupils' strengths and weaknesses, and tracking their progress. However, many are at the early stage of implementation and require more time to embed fully and consistently across the school. Improved planning frameworks and a new whole school assessment system are being implemented. Regular pupil progress meetings are beginning to hold staff to account for the rates of pupil progress in each class. A systematic approach to monitoring aspects of the school has been established including book and planning scrutinies and classroom observation. This is providing a more accurate picture of strengths and weaknesses. Regular reports are provided for governors. With the support of the local authority, governors are now much more knowledgeable about the school and are well placed to hold it to account for its work.

The 2009 data provided by the school indicate that standards are broadly average in all six areas of learning at the end of the Early Years Foundation Stage. Standards in reading, writing and mathematics by the end of Year 2 remain broadly average. However, good improvements have been made in all subjects at the higher levels where boys achieved significantly better than girls. As a result of consistently good teaching, pupils make good progress in Key Stage 1, particularly in reading and mathematics. Progress is satisfactory in writing. Unvalidated Key Stage 2 results show that standards are broadly average in English, mathematics and science and are similar to those of the previous year. However, fewer achieved the expected level in writing. Progress made by pupils through Key Stage 2 is variable. Although it is satisfactory in reading, mathematics and science by the end of Year 6, it is inadequate in writing. Nevertheless, strategies implemented to improve the quality of teaching and increase pupils' achievement are beginning to have a positive impact. The school's own assessment data show that many pupils are starting to make accelerated progress.

The legacy of previous inadequate teaching, coupled with frequent staff changes, means many pupils have gaps in their skills and knowledge. Consequently, pupils make uneven progress as they move through the school, particularly in Key Stage 2. In mathematics, weaknesses in pupils' calculation skills and their ability to use and apply their learning in other subjects impede their progress. The dependence on frameworks or worksheets sometimes prevents some pupils from developing their extended writing skills. In addition, there are weaknesses in pupils' spelling and basic grammar skills. Presentation is variable because some pupils do not always take enough care or pride in their work and some teachers do not expect enough of them.

The quality of teaching has improved since the last inspection. It is at least satisfactory, with an increasing proportion that is good. Some elements of outstanding teaching are emerging. The better teaching has clear lesson objectives, good pace, high expectations and well structured activities which match pupils' needs. Teaching assistants support individuals and small groups effectively. Where the teaching is less effective, teachers' questioning does not challenge pupils' thinking enough. Occasionally, the pace is too rapid which leaves pupils confused and unclear about what exactly they are required to do. Pupils' attitudes and behaviour are good.

The school's marking policy has been reviewed. Pupils' work is marked promptly and generally gives pupils sufficient guidance about what they need to do next to improve. However, this is inconsistent because some teachers make little reference to pupils' targets, learning objectives or success criteria in their marking. Consequently, pupils are unclear about what they need to do to get better. More opportunities are being provided for pupils to assess their own and each others' work. This is increasing pupils' involvement in their learning and is giving pupils a better understanding of how well they are doing.

The statement of action produced by the local authority following the last inspection generally met requirements. The revised plan is much sharper. Monitoring activities are clearly defined with a focus on outcomes for pupils. The plan clearly identifies how information from monitoring activities will be evaluated and by whom. There are precise targets to measure the impact of external support. However, the arrangement that the local authority has made to inform parents and carers about the actions planned for the school, and how it will gather and take into account their views, is not included. Since the inspection, the level of support and guidance provided by the local authority has been good and in line with that identified in the post inspection action plan.

At the time of the inspection, the school's procedures for safeguarding pupils meet government requirements. All the necessary employment checks are carried out and all staff, including supply teachers, are appropriately vetted to confirm their suitability to work with children.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Paul Weston
Her Majesty's Inspector