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Mrs Eleanor Brooks  
Speenhamland Primary School  
Pelican Lane  
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Dear Mrs Brooks

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 29 September 2009 and for the information which you provided before and during my visit. Please also pass my thanks to the pupils for making me feel welcome and for talking to me about their work.

Following the inspection in February 2009, two new temporary classrooms have been erected with information and communication technology (ICT) capabilities, and the school has invested further in ICT provision with a mobile plasma screen, updated laptops for staff and a bank of new laptops that pupils can access across all classes. The Early Years Foundation Stage has a single point of entry in September and changes have been made to setting arrangements in English. The deputy headteacher returned to work in September after maternity leave and is leading on initiatives to raise achievement in mathematics.

As a result of the inspection on 10–11 February 2009, the school was asked to:

- Raise standards and achievement by increasing the proportion of good lessons.
- Develop further the skills of year team leaders and subject leaders to analyse the progress of pupils, in order to improve provision as necessary.
- Improve the accommodation for ICT and for some Year 5 and 6 pupils.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement. Statutory requirements are met in relation to the procedures for safeguarding children.

The quality of teaching is improving quickly, with 50% being consistently good. Teachers' expectations and aspirations have been raised as to pupils' capabilities. Most pupils are receiving clearer direction about how to improve their work through



effective marking and target setting and better sharing of success criteria on what they are expected to achieve. The challenge and pace in lessons have improved, although this is not yet consistent across the school. Significant improvements have been made in the use of assessment information to track pupils' progress for early intervention where applicable. All teachers use a standardised planning format that includes specific work for pupils identified as not making the expected progress.

In 2009, results in English and mathematics for pupils in Year 6 rose compared to previous years, although their progress in mathematics fell below targets partly because initiatives since the last inspection have focused on English. Rates of progress for all other pupils have accelerated, with all making at least the expected progress in English. However, this is not replicated for all pupils in mathematics. The school and local authority officers have rightly identified mathematics as an area for accelerated improvement and a robust programme of support has been initiated.

The development of year team leaders and subject leader skills has been rapid. They have a clear understanding of their roles and responsibilities, although implementation is not yet consistent. They appreciate the opportunities to work as a team and are becoming proactive in leading and identifying initiatives to improve their area of responsibility. They have embraced fully the opportunities to be involved in the analysis and use of assessment information and are starting to use this to improve the opportunities for and achievements of pupils.

The headteacher rigorously monitors the school's performance. Systems to gather, analyse and evaluate assessment information are now robust leading to challenging targets for pupils to achieve. Year team leaders, subject leaders and teachers are being held to account for the standards reached by the pupils in their care. Staff acknowledge the positive changes that have been made and an atmosphere of team spirit is apparent across the school.

The local authority is making a very positive contribution to improving the quality of education. The school improvement partner and consultants give good support to the headteacher, year and subject leaders, for example in the robust analysis and use of data and teaching strategies.

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

Judith Rundle  
Her Majesty's Inspector

