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Mr J Cattermole  
Wilbury Junior School  
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Dear Mr Cattermole

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 20 October 2009, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please pass on my thanks to the pupils and to the chair of the governing body. You all made me feel most welcome.

As a result of the inspection on 9-10 September 2008, the school was asked to ensure that all pupils know their personal targets and that marking of work helps them to improve. The report also pointed to the need to plan effectively for the full range of pupils' abilities, particularly the more able and to establish accurate assessments of pupils' starting points in every year and use this with the school's tracking system to evaluate progress made by pupils. In addition, the school was to ensure that the record of checks carried out on staff meets requirements.

Having considered all the evidence I am of the opinion that at this time the school has made:

satisfactory progress in making improvements.

*and*

satisfactory progress in demonstrating a better capacity for sustained improvement.



Attainment as indicated in the 2008 test results is broadly average and achievement is satisfactory. There are areas of inconsistency in achievements but the school is fully aware of them and is taking satisfactory action.

The school is making satisfactory progress towards improving planning to meet the needs of different ability groups, including the most able pupils. There is a clear vision of requirements to improve this area and there is good evidence to support the school's view that this is now better than it was previously. For example, staff have received training on provision for gifted and talented pupils and on how to plan appropriately for them. Classroom observation and scrutiny of planning indicates this is happening but, in agreement with the headteacher, it is not yet sophisticated enough to fully meet individual needs including those of the more able.

Pupils are aware of their personal targets. The quality of marking is improving with evidence of good marking that celebrates progress as well as signposting ways to improve further. The leadership is making satisfactory progress towards improving marking.

The school is making satisfactory progress towards the assessment of pupils in order to ascertain a correct baseline on entry to each year group in the school. This is now being fed into the tracking of pupil progress data and evaluated to inform the next steps in learning. Classroom observations point to some good practice from enthusiastic staff who are now working well to establish those areas of improvement required in the last inspection report.

Good progress has been made towards ensuring that the record of checks carried out on staff meets requirements. Both the headteacher and the staff have had training in safeguarding and understand fully the importance of keeping accurate, up to date records. Inspection findings found them to be accurate and regularly updated.

The headteacher is new in post. He has continued the strategic work of setting up systems for monitoring and improving the quality of provision. The diligence of the leadership and management along with the appropriate initiatives which have been put in place provide firm evidence of satisfactory progress in demonstrating a better capacity for sustained improvement. In-service training is a strong feature of the school's strategy to meet whole school needs as well as the needs of individual teachers. Through the increased focus on whole school planning and monitoring, and with a more accurate understanding of how to meet individual pupils' needs, the school shows a strengthening of capacity to improve in relation to the issues identified at the time of the last section 5 inspection. The headteacher, the senior leadership team and the governing body work satisfactorily together to improve the overall quality of education provided and the school is now working systematically towards raising achievement and attainment levels.

The effectiveness and impact of the support provided by external agencies is satisfactory with evidence indicating how the school is guided towards a more accurate picture of its progress towards improvement.

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

George Falconer

Her Majesty's Inspector

