

Serco
Boundary House
2, Wythall Green Way
Wythall
Birmingham
West Midlands
B47 6LW

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

Direct T 0121 683 2048
Victoria.mortimore2@serco.com



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Hazel Belcher
The Saxilby Church of England Primary School
Highfield Road
Saxilby
Lincoln
Lincolnshire
LN1 2QJ

Dear Mrs Belcher

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 9 December 2009 and for the information which you provided during my visit. I would particularly like to thank the governors, staff and of course, the pupils.

Several staff have left the school since the inspection and others have changed teaching and management responsibilities. The school has three newly qualified teachers, who receive appropriate support. The governing body has been strengthened by two additional governors.

As a result of the inspection on 16-17 March 2009, the school was asked to: improve pupil achievement of pupils in Years 1-4, especially in mathematics and English by improving the quality of teaching; provide additional support and challenge to enable the more able to achieve their full potential; improve the role of governors and subject leaders, particularly in monitoring and comparing standards in the school with those achieved by pupils in similar schools.

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.

The quality of teaching has risen significantly in Years 1-4. This has been achieved partly through strategic staffing changes, but also through specific targeted coaching and support. No inadequate teaching was seen on the visit and there was much good and better teaching. This supports the school's own monitoring evidence, endorsed by local authority staff.

As a result, pupils are now making at least satisfactory progress, which is accelerating quickly. In some year groups, assessment information indicates that



pupils are making good progress. This is because the planning, delivery and assessment of learning, to match work to the different needs of pupils, is much improved. Pupils are now very aware of what they are learning and of the increased challenge and pace offered in many lessons. Although inconsistencies remain, this situation is much better than that described at the time of the last inspection.

Attainment in tests at Key Stage 1 recovered to a little above average in 2009 after a period of decline. At Key Stage 2 attainment declined from 2005-2007, recovering in 2008 and 2009, but not to previous levels. Assessment information indicates that attainment will be sustained or improved upon in 2010. This would represent at least satisfactory progress from pupils' starting points.

More able pupils are now identified early and their progress is carefully tracked. Some planning identifies specific challenge for the more able and extension activities are offered to stretch them. There are some opportunities for independent learning, although more needs to be done, as pupils value such activity. Resources in the school have been greatly improved. At present the more able are making accelerated progress, but tracking and school targets show that they are still not attaining fully to potential.

Monitoring and evaluation of the work of the school is now substantial, widely distributed and accurate. The school uses data very well; the use of pupil progress meetings has made a significant difference in improving class teachers' knowledge of, and accountability for progress. Resulting intervention and support is making a noticeable difference to pupils' achievement. Senior leaders, who have taken on core subject and other key responsibilities, are making a significant difference to the quality of provision. They are well guided by the focussed strategic overview of the headteacher. Subject leaders monitor progress carefully in English and mathematics and the deputy headteacher has played a significant coaching role within Years 1-4.

Governors are now well informed. They are gaining first hand knowledge of the school through subject links and have agreed a visits protocol to focus monitoring activity. They are consequently more able to challenge managers and understand the performance of the school more accurately.

The local authority support to the school is effective. The school improvement partner supports and challenges the school and her support for governors has been very well received. Local authority consultants have helped to raise the quality of teaching. The action plan is well supported by strategic subject plans, a school development plan and 'milestones' which contain clear targets and success criteria.

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

David Martin
Her Majesty's Inspector