

Serco Inspections  
Boundary House  
2 Wythall Green Way  
Middle Lane  
BIRMINGHAM  
West Midlands  
B47 6LW

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
T 0121 683 2347  
Amelia.baker@serco.com



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Mrs P Hannant  
St Andrew's CofE Primary School  
Dag Lane  
North Kilworth  
Lutterworth  
LE17 6HD

Dear Mrs Hannant

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Friday 23 April 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also thank the governor representatives who took time to meet with me.

There have been no major staff changes since the last inspection. The school established pre-school provision in September 2009, managed by the governing body, as a response to the change in the local authority's admission policy.

As a result of the inspection on 22 January 2009, the school was asked to:

- ensure that teaching is consistently good by matching activities accurately to pupils' abilities
- improve pupils' progress in mathematics in Years 3 to 6
- develop the role of subject leaders especially in evaluating the quality of teaching and understanding pupils' progress.

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

good progress in making improvements

and

good progress in demonstrating a better capacity for sustained improvement.

Results in national tests for Year 6 pupils have improved since the last inspection. In 2009, attainment rose and was significantly above average overall and above average in mathematics. Pupils met or exceeded their challenging targets as a result of improved teaching and well-focused changes to the curriculum in mathematics. Pupils' progress was good overall and improved significantly on 2008, especially in



mathematics. The school's current assessment information indicates that pupils in Years 3 to 6 are making progress above that expected nationally.

As a result of the changes made to mathematics teaching, pupils now undertake regular problem-solving tasks. They apply mathematical skills through role play and real-life situations, such as investigating the maximum number of car parking spaces in the school car park. This approach has increased pupils' enjoyment and understanding of mathematics and contributes strongly to improved achievement. In the lessons observed, pupils made good progress. They enjoyed practical tasks and showed confidence in using mental calculations to resolve problems. They explained their methods and increasingly used alternative approaches to find solutions. They sustained concentration and worked together well.

Teaching has improved since the last inspection. The headteacher's evaluation of the quality of teaching is accurate and indicates that it is consistently good or better. Teachers' lesson planning is thorough and clearly guided by pupils' targets and latest assessment information. As a result, activities closely match pupils' varying needs. Teaching assistants provide effective additional help to individuals and targeted groups. Since the last inspection, teachers have confidently developed more practical approaches to learning, especially in mathematics but also across the curriculum as a whole. This ensures that pupils know why they are practising skills and how they might apply them.

Teachers' use of assessment has improved and there are effective systems for recording pupils' progress against their targets. Teachers' marking is now more consistent. It is detailed and gives pupils a clear indication of what they have achieved and what they need to do next. A scrutiny of pupils' work in mathematics, conducted by the inspector and headteacher, confirmed the consistency in approaches to learning and the quality of marking across classes.

The headteacher provides very clear direction for the school and is now well supported by the subject coordinators. They understand their role in improving achievement in their areas. There is now a well-established cycle for monitoring and evaluating provision which involves coordinators in a full range of activities including pupil interviews and lesson observations. The coordinators have a thorough understanding of the strengths and areas for development in their subjects and these inform the priorities in their action plans. They also review information on pupils' progress and use the outcomes to plan intervention. Better achievement and teaching, aided by more effective subject coordination, have increased the school's capacity for sustained improvement.

The school benefits from involvement in the local network of schools, supported by the local authority, which provides useful opportunities to share good practice and to moderate assessments of pupils' work.



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

Martin Cragg  
Her Majesty's Inspector

