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20 March 2013

Alison Pepper
Headteacher
Morgans Primary School & Nursery
Morgans Road
Hertford
SG13 8DR

Dear Mrs Pepper

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Morgans Primary School & Nursery

Following my visit to your school on 19 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, other senior leaders, members for the governing body and a representative of the local authority. The headteacher conducted HMI on a short tour of the school. The school's action plans were evaluated.

Context

Since the last inspection two teachers have left the school. These have been replaced by one permanent teacher and another on a temporary contract. There are no other significant changes in the school's context.

Main findings

The school is pressing ahead with its action plans, which are clearly focused on accelerating pupils' progress through consistently good and better teaching. Tight deadlines for the completion of actions are set to secure rapid improvement. The school is aiming for its effectiveness to be at least good with an aspirational goal for it to be outstanding. Targets for consistently good teaching and for pupils to make

expected progress are high at 100%. The proportions of outstanding teaching and for pupils' to exceed expected progress are not specified as percentages in the plans. Leaders responsible for making actions happen are separated from those checking that learning improves so that evaluations are impartial. Leaders at all levels and the local authority are tracking the school's progress diligently. They are holding staff to account ensuring that there is no slippage in implementing the plan. Middle leaders have a remit to achieve consistently good teaching and learning across their designated year groups. Common approaches in teaching pupils to write are resulting in their better progress.

The governing body has raised expectations for its own effectiveness. It has devised and implemented an action plan to develop governors' skills in challenging school leaders and helping them to raise standards. While the governing body expects school leaders to provide it with accurate information on teaching and learning, it also seeks evidence of improvements independently. Pupil premium funding is allocated to accomplish better outcomes for those pupils who are most at risk of underachievement and their progress is checked.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommends that further action is taken to:

- specify, in percentages, the targets for outstanding teaching and for pupils to exceed expected progress.

Ofsted will continue to monitor the school with a light touch until its next section 5 inspection.

External support

The school draws readily upon the local authority's expertise. Not a month passes without some involvement from its advisers and consultants to improve teaching and raise pupils' achievement. The headteacher welcomes the high level of challenge that the improvement adviser provides. Governors benefit from good-quality training and clerking of governing body meetings.

I am copying this letter to the Chair of the Governing Body and the Director of Education for Hertfordshire.

Yours sincerely

Linda Killman
Her Majesty's Inspector