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Fiona Griffiths
Consultant Headteacher
St George's Church of England Aided Primary School
Kesteven Road
Stamford
PE9 1SX

Dear Mrs Griffiths

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to St George's Church of England Aided Primary School, Lincolnshire local authority.

Following my visit to your school on 1 May 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 January 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit I met with you, the deputy headteacher, the Chair and members of the Governing Body and a representative from the local authority. I evaluated the school improvement plan and a range of school documentation. This included the school self-evaluation form, data relating to pupils' attainment and progress and the analysis of that data as well as minutes of recent governing body meetings. You took me on a tour of the school and we made brief visits to all classes.

Context

Since the previous inspection in January 2013, there have been no significant changes in school leadership or staffing. However, plans are well underway to secure the future leadership of the school through a 'soft federation' with a neighbouring school within the Diocese.

Main findings

Senior leaders and the governing body are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The ambition and determination of the recently appointed consultant headteacher, deputy headteacher and the governing body have built up momentum and have resulted in swift improvement. Senior staff and governors have a clear view of what is required in order to become a good school. They know that ensuring consistently good teaching across the school and good progress for all pupils is key.

A school plan has been re-written to take into account the two main areas that were identified for improvement. The plan includes targets which will enable school leaders and governors to measure the progress being made in tackling the two priority areas. However, some of the targets described in the plan are difficult to measure. These targets were re-drafted during the monitoring visit, including numerical targets for teaching and learning, and for pupils' progress. This will enable senior leaders and governors to monitor progress more effectively.

The essential actions required for improvement are already underway. These include:

- the introduction of first hand resources into every classroom; for example, class libraries
- training in teaching and learning that shares and celebrates best practice across the school and the partner school
- training and coaching to improve the pace of learning
- improvements in assessment techniques
- improvements to 'pupil progress meetings' to check the progress of every pupil with the class teacher
- setting clear expectations of progress across each year and key stage
- working with governors about how to move the school forward

Two important actions are underway, but have not yet been completed:

- the introduction of an improved tracking system that provides a clear view of attainment and progress throughout the school
- formalising the arrangements for the future leadership of the school.

I recommend that these actions are completed as soon as possible before the end of the summer term.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The school has been well supported by the local authority in a number of ways. The school's education adviser maintains close contact with the school and provides good guidance and an accurate view of how well the school is progressing. Officers from the local authority have steered the governing body through the process of replacing the headteacher and forming a federation with another local school. Consultants have provided support to the teaching staff to improve a variety of teaching

practices. School staff and governors highly value the help and support that they have received.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Lincolnshire and to the Diocese.

Yours sincerely

Trevor Riddiough
Her Majesty's Inspector