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9 July 2013

Mrs Georgie Metcalfe
Headteacher
Camblesforth Community Primary School
Mill Lane
Camblesforth
Selby
North Yorkshire
YO8 8HW

Dear Mrs Metcalfe

Requires improvement: monitoring inspection visit to Camblesforth Community Primary School, North Yorkshire

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

Evidence

During the visit, I met with you and the senior teacher with responsibility for literacy and assessment, four members of the governing body, five members of staff and two representatives of the local authority. I observed a governors' curriculum and standards meeting, had a brief conversation with the headteacher designate and undertook a tour of the school. I evaluated a range of documentation including the school and local authority improvement plans, lesson observation records and information about pupils' current achievements in class.

Context

A senior teacher with responsibility for literacy and assessment joined the school at the beginning of June 2013. A substantive headteacher has been appointed effective from January 2014 and negotiations are in hand with the headteacher's current school so that she may join the school on a part-time basis from September 2013. A special education needs coordinator has also been appointed and will join the school in September 2013.

Main findings

The headteacher has continued to drive improvement forward at a brisk pace. The determination to ensure the school is good or better when it is next inspected was evident in all of the meetings I held. The school's development plans include all the areas for improvement but too few success criteria focus sharply and specifically enough on outcomes for different groups of pupils. Now that the senior teacher has joined the school and leadership capacity has increased, the plan is being reviewed to ensure that the actions specified are firmly linked to timely, measurable outcomes and targets, and the intended impact on pupils' learning and achievement is made explicit.

Swift action is being taken to ensure that accurate tracking systems are in place to monitor pupils' individual achievements in lessons and to improve the quality of assessment information that teachers and governors receive. The headteacher has capitalised fully on best practice within the school and elsewhere to provide training and coaching activities which staff report are bolstering their confidence and morale and helping them know what good and outstanding teaching looks like. A significant number of lesson observations, regular performance meetings and frequent scrutiny of pupils' work shows that the quality of teaching and marking is improving. The way that teachers set pupils' targets, assess their work and provide feedback is becoming increasingly refined and focused on individual pupils' learning needs and their expected learning outcomes. As a result school leaders are confident that the actions being taken are leading to improvements in the quality of teaching and having a positive impact on pupils' achievements and their enjoyment of learning.

Governors are receiving more regular and detailed information from school leaders. A revised committee structure and regular visits have resulted in a better understanding of what is going on in the school and this enables them to monitor the impact of the school's work and to support and challenge senior leaders more effectively. Governors demonstrate a clear intent to make a difference to the school.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Advice and support provided by the local authority is helping the headteacher and governors to tackle the key priorities effectively. Links established with Escrick Primary School and Cawood Primary School are helping the headteacher and staff tackle teaching and learning priorities confidently.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for North Yorkshire and as below.

Yours sincerely

Wendy Ripley

Her Majesty's Inspector

The letter should be copied to the following:

- Ian Fenton- Chair of the Governing Body
- North Yorkshire local authority
- The lead inspector.