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2 December 2013

Mrs Karine Hendley
Headteacher
Quarry Mount Primary School
Pennington Street
Woodhouse
Leeds
West Yorkshire
LS6 2JP

Dear Mrs Hendley

Requires improvement: monitoring inspection visit to Quarry Mount Primary School, Leeds

Following my visit to your school on 29 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report 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 September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- bring more urgency to developing the role of the governing body and their understanding of effective governance.
- sharpen the success criteria in the school improvement plans so that they are more succinct and focussed directly on the impact of actions.

Evidence

During my visit, I had conversations with you and other senior leaders, members of the governing body and a representative of the local authority. The school action

plan was evaluated and a discussion about how the school had reviewed marking in pupils' books was also had. Visits to all classrooms in the school were undertaken.

Main findings

You, your senior leaders and staff have responded positively to the areas for improvement from the previous inspection. The plan for improvement focuses on the areas identified from the recent inspection report, with a clear allocation of key staff and governors responsible for monitoring the progress being made by the school. This is a clear and ambitious plan. You are already developing a clearer, shared understanding of what 'good' and 'outstanding' is like across all aspects of the school. However, the impact that actions are already having, and the way you will review the impact of future actions is not always clear. This would help inform improvement planning and help governors provide effective challenge and support to school leaders. Without these specific details, senior leaders and governors will find it harder to celebrate your successes, maintain momentum, accurately assess progress and the next steps towards achieving your aims.

The school has worked hard and carried out a number of planned improvements since the last inspection. These include training for teachers focussed on reading, a phonics audit, a focussed work scrutiny and observations of teaching. There are already some indications that the school is moving forward on issues identified in the September Ofsted report. Provision in the early years has been enhanced through the further development of outdoor learning opportunities. You and your senior leaders have maintained a relentless focus on getting the school to good and recognise the need to get help from others to validate your assessment of the school's performance.

The governing body have not acted promptly enough since the previous inspection. They have held a full meeting to agree the school action plan. Governors are knowledgeable about the actions being undertaken by you and the senior leaders and have planned an audit of their own skills in January. The plans for their own improvement however are not yet fully developed. Improvements in this aspect must keep pace with the developments elsewhere in the school to help the school get to good.

The school has recently put in place a new appraisal process for staff. This is clearly focused on the school improvement priorities and includes challenging targets. Some objectives based on the progress pupils make are shared by all teachers. The school has effective monitoring systems in place to track both this and the quality of teaching in lessons. Senior leaders have yet to fully develop the link between teachers' targets and individual teachers' classroom practice. The Teaching Assistants have a performance management target set relating to reading across the school and this directly links to school improvement priorities.

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

External support is provided by the local authority who visits the school regularly to review progress and provide guidance. The school also works closely with other schools as part of a learning trust.

The support from external partners, including the local authority and links with other schools, has been prompt. You have plans for how these links may be used more effectively to help the school improve rapidly.

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

Yours sincerely

Jonathan Brown

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy
- Contractor providing support services on behalf of the local authority - where appropriate
- The Education Funding Agency (EFA) if the school has a sixth form
- Diocese – for voluntary aided and voluntary controlled schools
- The person or body responsible for appointing foundation governors if the school has a foundation
- DfE - Academies Advisers Unit [colin.diamond@education.gsi.gov.uk] – for academies