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Miss Rachel King  
Breadsall Hill Top Infant School  
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Dear Miss King

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 4 November 2009 and for the information which you provided before and during my visit. Please pass on my thanks to the pupils and governors that I spoke to.

As a result of the inspection on 16-17 September 2008, the school was asked to:

- Raise standards in reading throughout the school for all pupils so that they achieve in line with national standards.
- Improve the quality of teaching and learning so that attainment is raised for all pupils, but particularly for boys, higher attaining pupils and those who need extra support.
- Further develop the curriculum so that it is more interesting, exciting and relevant for all pupils.

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.

Since the previous inspection pupils' progress has accelerated throughout the school. Effective procedures for monitoring and evaluating progress have been instrumental in ensuring this improvement. Standards are broadly average overall and school assessment information indicates that standards are rising.

Good progress has been made to improve standards in reading. Scrutiny of assessment data and lesson observations confirm that standards in reading are rising rapidly. A wide range of initiatives has been put in place including greater emphasis on daily phonics; high quality, themed book corners in each classroom; and the effective use of home reading logs. Intervention strategies such as 'Learn to



Read' and 'Reading Recovery' effectively support those children who are targeted for intensive support. In addition, the headteacher conducts half-termly meetings with each class teacher to monitor individual pupils' progress in detail. Parents report that they are now more aware of how they can support their children with reading at home and recognise that they are a valued part of the reading experience. Consequently, children demonstrate increased confidence in reading, independently choose more challenging books and thoroughly enjoy their reading.

The school's detailed action plan identifies relevant priorities to improve teaching and learning. The headteacher has an accurate view of the quality of teaching across the school and a good understanding of its strengths and areas for development. The school's monitoring indicates that the quality of teaching and pupils' progress has improved since the last inspection. The teaching observed during this visit matched the headteacher's evaluation and is good overall. Across the school, teachers' planning identifies different tasks and outcomes for all groups of pupils including boys, higher attaining pupils and those who require additional support. This is ensuring that all pupils are making better progress since the last inspection. The use of assessment information is supporting improvement through identifying underachievement in all ability groups and helping teachers to adjust lesson plans and individual pupils' targets accordingly. Pupils are enthusiastic in lessons. Relationships and behaviour are consistently good. The highly successful work being carried out by the learning mentor is having a positive impact on those most vulnerable pupils, particularly on their improving their self-esteem, confidence and behaviour. In all lessons pupils work hard, display positive attitudes to learning and enjoy opportunities to work independently and make decisions.

Innovative and exciting changes to the curriculum are still in the early stages of development, but are already having a positive impact on improving pupils' motivation. There is a strong focus on developing a creative, play-based curriculum from Foundation Stage 1 through to Year 2, where learning is accessed indoors and outdoors. A themed, cross-curricular approach is enabling staff to plan more creatively and flexibly, based on children's interests. This is providing pupils with good opportunities to take more responsibility for their learning.

Reports show that the school benefits from the challenge and support received from the regular visits made by the local authority and school improvement partner.

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

Dorothy Bathgate

Her Majesty's Inspector

