



29 June 2017

Dear Parents/Carers

### Ofsted Inspection 8th and 9th June 2017

Attached to this letter is the Ofsted Report following our recent inspection. This report will be available on the Ofsted website from today. Some of the judgements made in the report are disappointing. We were aware of a dip in our Statutory Assessment Test results at the end of Key Stage 2 in 2016 and as you are aware we were identified as a coasting school based on our Maths results over the past 3 years. However, we have had a rapid action plan in place to raise attainment since the start of the academic year. This can be seen in section 4 of the TLIP (Targeted Learning Improvement Plan) which can be found on the school website under 'School Improvement'. Unfortunately, whilst changes have been made and Ofsted recognised this, the changes have not yet been fully embedded.

Ofsted have agreed that:

- We are an improving school.
- As the new Headteacher, I am working hard with the staff to promote a culture of higher expectation and ambition for pupil achievement.
- Pupils' attainment in reading, writing and mathematics, including those of disadvantaged pupils, are improving.

The report highlights the many strengths of the school (please see the reverse of this letter for some examples), as well as outlining the areas that we need to develop. We urge you to read the report in full to recognise the many positives which match the ethos for education that we value as a school.

It is obviously very disappointing for all members of the school community that the outcome of the inspection has concluded the school rating as **Requires Improvement**. All staff in school are committed to providing the best education for the children of St. Mary's C of E Primary School. We value parental contribution to your child's education and the Parent Views that were completed were overwhelmingly positive. Thank you to parents/carers who provided their views to the inspectors and who were so supportive during a very challenging two days for us. We would like to say we are incredibly proud of our pupils whose behaviour and attitudes were remarked on so positively by the inspectors - these comments were shared with pupils at a whole.

To give you an opportunity to discuss any concerns you may have regarding the report and the progress that we are already making to improve the school, we would like to invite you to a meeting on Tuesday 11th July at 5.00 p.m. in the hall. This meeting is for adults only; children should not attend. We will be talking to children about the report over the next few weeks to explain the outcomes and gather their views about ways forward.

Please be assured that everyone in school is working hard to address the key issues that have been raised in order to create the very best learning environment we can for your children.

Yours sincerely

Mrs R Ayres  
Headteacher

Mrs J Williams  
Chair of Governors

### ***Effectiveness of Leadership and Management***

- This is an improving school. The new headteacher is galvanising staff and promoting a culture of higher expectations and ambition for pupils' achievement.
- Senior and middle leaders say they now feel empowered under the leadership of the new headteacher. Middle and subject leaders have had training to develop their roles and are increasing their understanding of the strengths and weaknesses in their subject area.
- A family support worker is working effectively with families to improve attendance.
- Leaders have introduced new initiatives and revised approaches to teaching many aspects of the curriculum. Whilst not yet secure, these are improving standards.
- Teachers promote pupils' spiritual, social, moral and cultural development well. Enrichment activities and extra-curricular clubs equip pupils well socially and emotionally, for their life in modern Britain.

### ***Quality of teaching, learning and assessment***

- Teachers are responding positively to the leadership of the new headteacher and there is a culture of higher expectations for the quality of teaching learning and assessment.
- Where teaching is stronger, teachers use good subject knowledge to skilfully question pupils to assess their understanding and develop their thinking.
- Pupils are enthusiastic, eager to learn and determined to do their best. Teachers praise pupils' efforts, which build confidence and creates a positive and productive atmosphere for learning.
- Teaching assistants are generally used effectively to support the learning of pupils of different abilities, including disadvantaged pupils and those who have special educational needs and/or disabilities.
- In Early Years, teachers use their good subject knowledge to question children skilfully, and teach well-planned activities to stimulate children's curiosity.

### ***Personal development, behaviour and welfare***

- The school's work to promote pupils' development and welfare is good. Pupils develop positive attitudes towards their learning, embracing and putting into practice the school's rules and values.
- Pupils are self-confident and articulate and welcome the roles the school offers them such as house captains, 'clean -up crew', librarians or school councillors. Pupils listen to each other's ideas and views, and are respectful of different viewpoints.
- The behaviour of pupils is good. Pupils' conduct around the school at different times of the day is good and sometimes exemplary.
- Pupils are respectful to their peers, their teachers and their school. They are courteous, friendly and polite in lessons, corridors or on the playground.
- Pupils speak enthusiastically about their learning and are proud of their school.
- Leaders have raised the profile with parents of attendance. As a result of increased focus, attendance is improving and currently above that seen nationally.

### ***Outcomes for pupils***

- Pupils in key stage 1 apply their phonic knowledge and use a range of strategies to read unfamiliar words. There is evidence that standards are rising.
- Leaders have identified the need to improve pupils' outcomes in key stages 1 and 2. Pupils' work and the school's own information suggest that attainment and progress in reading, writing and mathematics, including the quality of handwriting and presentation is improving. This is the result of teachers' clearer understanding of the expectations of each year group and leaders' higher expectations for the quality of teaching.
- Children make a good start to their education in the early years. School assessment information, moderated by the local authority, and the children's learning journey development records, show that the proportion on track to achieve or exceed a good level of development is rising and likely to be at or above that seen nationally. Children make good progress from their starting points and are well prepared for Year 1.