

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



10 July 2018

Mrs Jo Kershaw
Headteacher
Weddington Primary School
Winchester Avenue
Weddington
Nuneaton
Warwickshire
CV10 0DR

Dear Mrs Kershaw

Requires improvement: monitoring inspection visit to Weddington Primary School

Following my visit to your school on 28 June 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the monitoring inspection findings. 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 monitoring inspection was carried out under section 8 of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order for the school to become good.

The school should take further action to:

- continue to build upon the improvements made since September 2017 in developing leadership at all levels
- maintain the focus on developing the quality of teaching so that all pupils can make good progress.

Evidence

During the inspection, meetings were held with you, the deputy headteacher, two middle leaders, members of the governing body and a representative of the local authority to discuss the actions taken since the last inspection. The leadership improvement plan was evaluated. A learning walk was undertaken jointly with you

and the deputy headteacher. We observed teaching and I spoke to pupils about what they were learning to do. I met with a group of eight pupils and looked at their books with them. I also scrutinised a wider sample of pupils' books during the afternoon. I looked at a range of documentation, including task group minutes, external reviews of the school and leaders' own monitoring records.

Context

You, the deputy headteacher and the special educational needs coordinator joined the school in September 2017. Several teachers have left the school during the year. There are set to be further staff changes at the end of this academic year as a result of both a staffing review, due to a limited budget, and staff deciding to move on to other employment and opportunities.

Main findings

Since your appointments in September 2017, you and your deputy headteacher have been determined to make the school motto 'every child, every chance, every day' a reality. You both work tirelessly to ensure that mediocre practice is challenged and eradicated in order to make the school a place where children can learn, thrive and flourish. Staff morale is improving and the vast majority of staff understand your vision and support your drive to improve the school. You have developed a 'can do' attitude with all associated with the school. You are overcoming the many long-standing issues which have previously hindered school improvement.

Your leadership improvement plan is carefully focused on the most pressing priorities, including those identified at the last Ofsted inspection. The plans have explicit actions and appropriate timescales for completion. Leadership roles and responsibilities are clear and focus on improving outcomes for pupils. You have empowered middle leaders and support them effectively to take action. They no longer have a maintenance plan but use a clear action plan linked to the main improvement priorities to ensure progress in their subject area. You monitor the impact of actions taken frequently and discuss this with governors. You are clear about where further improvements are needed. As a result, all staff understand what is expected. Staff absence has been reduced and stronger leadership at all levels is now developing.

You rightly prioritised the teaching of reading. You are passionate about ensuring that every child can read; you say that it is the most important thing taught at school. You provide all staff with high-quality, intensive phonics training and coaching. You ensure that skilled staff are deployed effectively to support the pupils who need the most help. Regular checks on provision ensure consistency and identify where staff require further training or support. You methodically check what each pupil can do and provide immediate extra help should it be needed. As a result, the proportion of pupils who reached the expected standard in phonics at the

end of Year 1 has risen significantly this year to 87%. It is now above the national average.

You are highly ambitious for both pupils and staff. You see the potential in every pupil and know that there is still work to be done to ensure that more pupils reach the high standards of which they are capable. You introduced new expectations for teachers to collect and interpret data. You work with teachers to help them understand age-related expectations. You have provided support in order to develop their ability and confidence in assessing pupils accurately. You make clear that teachers are accountable for the progress made by their pupils. Assessment handbooks for English are shared with all staff and form an integral part of the induction process as new staff join the school. As a result, there is greater consistency across the school and a stronger culture of shared responsibility.

Your checks on teaching and learning are thorough and frequent. You check on pupils' progress in meetings with teachers and by looking at pupils' books. You provide immediate precise feedback and challenge to staff on what is working well and what needs improving. Areas for development are followed up in subsequent monitoring activities to ensure that improvements are being sustained. You ensure that good practice is shared within the school and provide opportunities for teachers to visit other settings to develop their skills further. The quality of teaching has improved since the last inspection.

Pupils are proud of their school. They are confident to share their learning and are able to reflect on what they have done well. The boys who talked to the inspector knew that they had improved their writing with better word choices and improved presentation. They said that they have developed the stamina to write more and that their teacher expects more from them now.

You are currently overseeing the work in the early years in order to develop the challenge offered to children. Support from an external consultant is also helping to ensure that teachers have high expectations of what the Reception children can do. Developments in the outdoor area have increased the range of learning opportunities for all children. During the inspection visit, children were highly engaged outside in writing, building replicas of famous French landmarks, reading and developing their cycling skills. You have developed a clear action plan to improve the early years further. You are aware that the leadership of the early years is still underdeveloped.

The partnership with parents has strengthened and there are clear lines of communication between parents and the school. You have worked hard to build bridges and re-establish trust. You have opened lines of communication on many levels and ensure that any concern is responded to quickly. The introduction of a mobile app for parents enables them to receive information quickly. You use this not only to share information but also to showcase learning taking place across the school. You regularly invite parents into school for workshops and take note of their

evaluations after each one. A recent school survey, completed by 336 parents, indicates that 94% of parents would now recommend the school and 97% believe that complaints and issues are dealt with effectively.

The last inspection recommended a review of the use of the pupil premium. A review was carried out in May 2017. However, governors identified that it was inadequate and did not provide a suitable challenge or identify clear actions to help the school move forward. You have analysed the outcomes for disadvantaged pupils and identified their barriers to learning. You put in place appropriate support to help them make more progress. You set up a system to monitor and track their progress. Leaders are now in a better position to evaluate the impact of the additional funding more closely.

Governors are well organised and know the school in detail. They possess the knowledge and expertise to challenge school leaders and hold them to account for the school's performance. Governors have a clear vision for the further development of the governing body. They actively seek new members with a wealth of relevant experience and appropriate skills.

External support

The local authority has provided support and a high level of challenge for a period of time. Working with you as a new headteacher, this is now helping the school improve at a more rapid pace. The learning improvement officer knows the school well. Through regular task-group meetings, leaders have been held to account. Links with a teaching school are proving effective; regular visits and coaching for middle leaders is supporting the development of strong leadership at all levels.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Warwickshire. This letter will be published on the Ofsted website.

Yours sincerely

Nicola Harwood
Her Majesty's Inspector