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5 June 2015

Mrs Jo Higgins  
Headteacher  
Kestrels' Field Primary School  
Maidenwell Avenue  
Hamilton  
Leicester  
LE5 1TG

Dear Mrs Higgins

### **Requires improvement: monitoring inspection visit to Kestrels' Field Primary School**

Following my visit to your school on 4 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the 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 visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2015. 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:

- Improve the post Ofsted school action plan so that governors are able to hold the school leadership to account.
- Improve the post Ofsted action plan so that:
  - it is clear who is monitoring that an action has been completed and how they will know
  - the role of governors in monitoring the improvement actions are completed is clear
  - all the key actions, including the redeployment and appointment of key staff, are clearly recorded
  - the programmes of professional development for redeployed and new staff are clearly set out.

## **Evidence**

During the inspection, I met with the Headteacher, two assistant head teachers, the teacher responsible for mathematics, the Chair of the Governing Body and a representative of the local authority to discuss the actions taken since the last inspection. I evaluated the school action plan with the Headteacher and assistant head teachers. I also accompanied the headteacher a brief learning walk around the school. The English lead, mathematics lead, the assessment leads and I sampled writing and mathematics books to evaluate developments in marking. I also scrutinised pupil progress data and school monitoring records.

## **Context**

The school has recently restructured its staffing. From September the two assistant head teachers will become deputy head teachers. School leaders have already reduced the teaching commitments of the assistant head teachers to two days per week. This has enabled the assistant head teachers to focus more of their time working with colleagues to address the areas for improvement identified in the recent Ofsted report. The school have also appointed four teachers as middle leaders with responsibility for teaching and learning (TLR).

The school is expanding significantly. This has necessitated significant building on the current site and the relocation of Key Stage 2 to a new site nearby. Managing this places significant demands on the school leadership.

## **Main findings**

School leaders have acted promptly to take appropriate action following their recent inspection. They have rightly reduced the teaching commitments of the two assistant head teachers so that they can concentrate on school improvement work such as coaching teachers and monitoring the quality of teaching and learning. As a result children in the classes of the teachers that received coaching are making better progress. There has also been an improvement in the quality of teaching in these classes.

The school also appointed additional teachers to improve the rate of progress in reading and mathematics in Year 6. Significantly more pupils in this year group are now making good progress.

School leaders have revised pupil progress meetings and provided teachers with professional development on planning. Teachers have a better understanding of how quickly pupils need to progress and what they need to do enable the pupils to do so. School leaders have also provided teachers with training on marking. As a result marking has improved and a greater proportion of marking now reflects the standards set out in the school marking policy.

School leaders have written an action plan to address the areas for improvement identified in the recent inspection. It is detailed and contains most of the constituent elements of a good action plan. However, school leaders have not included who will monitor that the actions have been successfully completed. Nor have they recorded the role the governing body play in monitoring school improvement. Consequently it is difficult for governors to fulfil their role and challenge and support school leaders effectively.

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

### **External support**

The school is making effective use of the appropriate support provided by the local authority. The local authority English and mathematics consultants are providing support to the English and mathematics leads. In addition the visits to good or outstanding schools, brokered by the local authority, have enabled leaders at all levels to reflect on their practice and determine how they can improve further. The support the local authority raising achievement partner provides for the school leadership, particularly the monitoring of school improvement actions and the planned local authority support is effective.

A national leader in governance (NLG) is leading the external review of governance. The school have received a plan from the NLG and the review will start imminently. There has recently been an external review of how the school uses the pupil premium grant and the school are waiting to receive the report.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for insert local authority name and as below.

Yours sincerely

Derek Myers  
**Her Majesty's Inspector**

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body
- Local authority – including where the school is an academy