

Tribal
1-4 Portland Square
Bristol BS2 8RR

T 0300 123 1231

Text Phone: 0161 6188524 **Direct T** 0117 3115319

enquiries@ofsted.gov.uk **Direct F** 0117 3150430

www.ofsted.gov.uk

Direct email: matthew.parker@tribalgroup.com

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Ms T Hoare
Headteacher
Wolborough Church of England (Aided) Nursery and Primary School
Union Street
Newton Abbot
Devon
TQ12 2JX

Dear Ms Hoare

Notice to improve: monitoring inspection of Wolborough Church of England (Aided) Nursery and Primary School

Thank you for the help which you and your staff gave when I inspected your school on 22 September 2011 and for the information which you provided during the inspection.

As a result of the inspection on 11 and 12 January 2011, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

The headteacher, ably supported by senior leaders, has begun to tackle each area for improvement systematically. A system of monitoring pupils' progress has been introduced and is being used to set targets and accelerate pupils' learning and raise their overall achievement. This information is now being used by teachers to plan lessons that better provide for the needs of individual pupils. The regular monitoring of teaching and learning is beginning to show that more pupils are receiving good quality learning experiences. This is because the more effective tracking of pupils' progress helps teachers to identify those capable of attaining highly as well as those who require additional support or are in danger of underachieving. However, during this monitoring visit the inspector found teaching sometimes missed opportunities for pupils to play a more active part in their learning and more-able pupils were not always provided with work that challenged them sufficiently. Where teaching was

good, high expectations were set for pupils and they knew exactly what they needed to do to succeed. Also, the curriculum and resources made a very positive contribution to the progress pupils made and their enjoyment in learning was clearly evident.

The school is working steadily to lift pupils' attainment, particularly in writing and in the use and application of mathematics. Pupils' work is regularly marked and there is consistency of approach throughout the school. However, leaders acknowledge that opportunities for pupils to reflect and respond to teachers' written comments are undeveloped. Assessment results for 2011 show positive improvements but attainment remains below the national average, particularly at Key Stage 2. By taking account of many pupils' low starting points and the legacy of underachievement the school is now in a stronger position to help an increasing proportion of pupils make the good progress necessary to close the gaps in their learning. Teachers have benefited from additional specialist support and training, provided by the local authority and other partners, to improve pupils' core skills. This in turn has helped to strengthen pupils' skills in reading, writing and mathematics. The local authority has provided good, timely support in monitoring teaching, learning and the strategic development of the school. The statement of action is guiding the work of the local authority effectively.

The headteacher has demonstrated skill and determination in building a cohesive team of motivated professionals to implement the necessary changes to secure and sustain improvements. Middle leaders speak confidently with one voice about the changes and positive work that has gone on since the previous inspection. Although there is still work to be done to ensure consistency of practice, especially in teaching, they can demonstrate a secure knowledge and understanding of the school's strengths and areas for improvement.

The school has been successful in its work to change the culture of low attendance that has been well below the national average in recent years. Attendance is vigorously monitored and attendance rates are now drawing close to the national average. The school ensures all adults are appropriately trained and kept up to date in safeguarding pupils, and is vigilant in the way that records are kept.

Governors, many of whom are new to their roles, are growing in confidence to take a more informed approach to setting the strategic direction of the school. The headteacher ensures the governing body is kept well informed regarding pupils' progress and outcomes. A system to hold leaders to account in a more strategic and systematic way has yet to be introduced. Overall, the school's effectiveness in tackling areas for improvement is strengthening and is evidence of its satisfactory capacity to improve.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

David Edwards

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2011

- By May 2012 improve pupils' learning and progress especially in English and mathematics by:
 - increasing the number of lessons in which pupils make good or outstanding progress
 - raising teachers' expectations and providing greater challenge for more-able pupils
 - ensure all teachers are specific about the intended learning and progress that will be made by pupils of differing abilities in lessons
 - ensure marking gives advice to pupils on how to improve their work and, where appropriate, their writing skills.

- Ensure the systems to track pupils' progress in the Early Years Foundation Stage and main school are based on accurate assessments and are used effectively to meet the needs of all pupils and raise attainment.