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Norma Anselm  
Headteacher  
Evercreech Church of England Primary School  
Paradise Crescent  
Evercreech  
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Dear Mrs Anselm

### **Requires improvement: monitoring inspection visit to Evercreech Church of England Primary School**

Following my visit to your school on 14 July 2014 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the 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 March 2014. 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:

- Organise precise training for teaching assistants related to using new resources in mathematics lessons to maximise their contribution to pupils' learning.

### **Evidence**

During the visit, meetings were held with you and the subject leaders for mathematics to discuss the action taken since the last inspection. The subject leader talked about changes to her role. At the time of the visit most classes were in the village hall practising for the end of year performance. You took me on a tour of the school. We looked at some pupils' work in mathematics. During the visit I met with

the Chair and the Vice Chair of the Governing Body. The post Ofsted school improvement plan was evaluated.

## **Main findings**

The inspection report of March 2014 recognised that pupils' progress had already begun to accelerate due to improved teaching and learning. At the time of the inspection, you had started on the journey of raising standards. Since the inspection, your expectations for teachers are higher; meaning that the teachers are even more accountable for the progress of pupils in their classes. The ability of teachers to meet these expectations is now part of the school's procedure to determine salary progression.

When the previous inspection took place, teachers had begun to change the way they plan mathematics lessons. You have relentlessly continued to drive this work forward. Pupils are achieving more in lessons and over time. They now practise calculation skills and take on the higher challenges set for them in mathematics lessons. You reported that these changes have 'gone down well' with pupils. When you and I looked pupils' work in mathematics it was clear, also, that the changes to teachers' marking are now being consistently applied. Consequently, pupils have a much clearer picture of how well they are doing. An analysis of current information shows that a greater percentage of pupils this year have reached higher levels in mathematics, than has previously has been the case.

Since the inspection, you have also deployed teaching assistants more precisely in lessons to support pupils' learning. This is making a difference to pupils' learning. You and the subject leader for mathematics told me that this is making a real difference to pupils' learning. However, you recognise that more needs to be done to equip teaching assistants in being fully aware of changes to planning and resources for mathematics.

Your drive to improve teaching and learning in mathematics has enabled the subject leader to flourish and take more responsibility for leading improvement. The work of a local leader in education has been important in the success of this work . Consequently, the subject leader now has a precise view of pupils' progress in mathematics, and uses this well to identify those who may need extra help. This information is shared with class teachers and used by the mathematics subject leader to assess how well they are helping their pupils to achieve. Good work has been done to support this subject leader in judging the quality of teaching and learning. For example, new resources have been developed to support changes to the way that teachers plan their mathematics lessons. The subject leader is now very well placed to lead mathematics.

The school post Ofsted improvement plan focuses on the right things to improve teaching. The changes you have made to the way teachers plan mathematics lessons is having a positive impact on other subjects, such as writing. This is because expectations of what pupils can achieve are now higher.

At the time of the inspection the Governing Body was providing an effective level of support and challenge to drive school improvement. This work has continued since the inspection with an even sharper eye on what now needs to be done. For example, you and the Chair and Vice Chair of the Governing Body attended an Ofsted 'Getting to good' seminar recently. You talked about your own learning from this seminar. As a result, prior to my visit, you and your governors had already decided to amend your improvement plan. You recognised the plan needed to contain a sharper focus on checking that the actions agreed are taking place. You also recognised the importance of evaluating the impact of changes made, on improving teaching and pupils' learning.

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

### **External support**

The local leader in education provides a good balance of support and challenge. She has supported and coached the subject leader for mathematics well; she in turn is now supporting other colleagues. This has strengthened middle leadership in the school.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Somerset and the Diocese of Bath and Wells.

Yours sincerely

Jane Neech  
**Her Majesty's Inspector**