

Tribal
1-4 Portland Square
BRISTOL
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524 **Direct T** 0845 123 6001
enquiries@ofsted.gov.uk **Direct F** 0117 315 0430
www.ofsted.gov.uk **Email:** rebecca.jackson@tribalgroup.com



26 January 2011

Mr T Woodward
The Headteacher
Lew Trenchard Church of England Primary School
Cross Hands
Lewdown
Okehampton
Devon
EX20 4DP

Dear Mr Woodward

Ofsted monitoring of Grade 3 schools: monitoring inspection of Lew Trenchard Church of England Primary School

Thank you for the help which you and your staff gave when I inspected your school on 25 January 2011, for the time you gave to our phone discussion and for the information which you provided before and during the inspection. Please convey my gratitude to the members of staff and pupils who met with me as well as to the chair of the governing body and the local authority attached adviser.

A new chair of the governing body took up her appointment in July 2010 as the previous chair's term of office was drawing to a close. From September 2010, specialist teaching of a modern foreign language and of science has been provided and your teaching commitment has been reduced to allow more time for leading and managing the school.

As a result of the inspection on 25 and 26 November 2009, 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 has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Two teaching groups have been established for mathematics within the class for pupils in Years 3 to 6 and grouping is flexible to meet pupils' needs most effectively. For example, some Year 4 pupils often work with older pupils for mental mathematics. There has been considerable emphasis on investigations. For example, in a lesson observed in Years 3 and 4, pupils were exploring the most effective



solutions to a problem involving moving people from one end of a row to another. In this class, and in another for Years 5 and 6 pupils, careful attention was given to ensuring suitable challenge for the more able pupils. In discussion, pupils reported that lessons were now more fun and that they valued teachers' efforts to match their work to their level of knowledge and understanding. In lessons observed, pupils were frequently organised so that focused teaching of small groups could take place. For example, in the class for the youngest pupils, Year 2 worked with the class teacher to strengthen their understanding of how to improve their writing. Pupils spoken to were clear about their targets for improving their work in English and mathematics and valued the clear guidance on how to do better in teachers' marking. They also spoke positively about approaches to support them in assessing their own work.

As a result of the efforts to improve the quality of teaching, there has been a significant improvement in pupils' achievement. In the national tests for Year 6 in 2010, pupils reached higher standards than in 2009, particularly in mathematics where attainment was above average. There was also a considerable improvement in the proportion of pupils making the progress expected in English and mathematics between Year 2 and the end of Year 6. The school's data indicate that current Year 6 pupils are at present on track to sustain the improvement seen in 2010.

Staff have visited four other schools to see good assessment practice in the Early Years Foundation Stage. Assessment is now much more of a team activity with the teacher and the teaching assistant recording children's learning through observations supported by notes and photographs. The school has a new strategic plan for community cohesion which is carefully monitored. A link has been established with a culturally diverse school in Germany and another is planned with a school in the north of England. A recent visit from a member of the Hindu community in a nearby city has complemented these developments.

The governing body has just reorganised its committees and there is a clear commitment to ensuring governors' visits to school are more systematic and properly documented. Subject leaders for English and mathematics regularly attend training and offer support for colleagues as appropriate. Their role in monitoring teaching and learning is shortly to be organised more systematically to build on the more informal approaches used in this small school. There is a clear strategic plan to develop the school over the next three years and the chair and the headteacher are determined to maintain the momentum of improvement.

The local authority's support has been good. Considerable help was provided to raise standards in English and mathematics and the programme was so successful that local authority intervention was withdrawn sooner than planned.

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

Grahame Sherfield
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2009.

- Improve outcomes for all pupils, especially the more able, by ensuring expectations are made clear and tasks set provide greater challenge and enjoyment.
- Provide opportunities for the Early Years Foundation Stage teaching team to see good assessment practices in other local schools.
- Ensure that teaching is consistently good by:
 - giving pupils more regular focused teaching in small groups during lessons
 - encouraging pupils to regularly self-assess their work and that of their peers
 - helping younger pupils to be clear about how to improve their work
 - involving subject leaders more in monitoring and supporting lessons.
- Implement the school's plan to promote community cohesion by enabling pupils to engage with groups from different faiths and cultures