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22 March 2013

Jason Eveleigh
Headteacher
Westonzoyland Community Primary School
Cheer Lane
Bridgwater
TA7 0EY

Dear Mr Eveleigh,

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Westonzoyland Community Primary School

Following my visit to your school on 22 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. 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 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, other senior leaders, a group of pupils, a local leader in education and representatives from the governing Body. HMI also evaluated the school development plan, discussed the management of teachers' performance and read a sample minutes related to the work of the school since the previous Ofsted inspection.

Context

Same staff team. A new permanent teacher will take up her post in April.

Main findings

The headteacher and senior leaders keep the governing body well informed about the progress pupils are making towards achieving their end of year targets. Since

the section 5 inspection a new policy on marking and feedback has been developed and already this is beginning to have the desired impact of engaging pupils more in understanding how well they are doing and their next steps they need to take to improve.

Senior leaders are highly motivated to secure improvements in teaching and learning and have begun to systematically address those areas of weakness that still remain in teaching and learning. For example, close links have been forged with a local outstanding school so that staff might shadow best practice. The headteacher has raised expectations throughout the school and introduced a greater rigour to the monitoring and evaluation of the school's work. However, the areas for improvement recommended in the section 5 report have not been incorporated into the main school improvement plan. Instead they form a separate post inspection action plan. As a result, the strategies to support the key issues for improvement, monitor and evaluate the impact on school improvement and pupils' achievements are not as clear as they might be.

The professional development of staff supports their individual learning needs and takes account of the outcomes from the headteacher's monitoring of teachers' lesson planning, teaching, pupils' progress and attainment. As a result, the quality of teaching, despite some inconsistency, continues to improve within the school. In particular training for teachers in order to strengthen their mathematical subject knowledge has been successfully delivered and more is planned for. Senior leaders are aware of the need to review the taught curriculum in order to secure greater continuity and progression in pupils' skills development. Quality marking and feedback that supports and informs pupils of their next steps in learning is embedding throughout the school. Pupils who met with the inspector spoke confidently about the strategies they use to respond to their teachers' marking and improve their work.'

Good communication channels exist within the school. Governors have received training and support from the headteacher and this has raised their awareness of school improvement issues and the strategic role they are required to provide. As a result, they have become begun to take a more proactive role in holding the school more effectively to account. Further training has also been identified.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- Bring together in one document the school improvement plans and the recommendations identified at the time of the section 5 inspection.
- Ensure the school improvement plan is placed within a timeline so that the regular monitoring and evaluation of the schools' work and the impact this is having on improving outcomes for pupils can be more clearly evaluated and acted upon.

- Commission an external review of governance.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The school has benefited from working closely with the local authority and a national leader in education. In particular support for narrowing the gap in pupils' progress in reading, writing and mathematics. In addition the school has forged strong links with other local schools in joint moderation work.

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

Yours sincerely

David Edwards

Her Majesty's Inspector