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24 January 2014

Rhona Griffin  
Headteacher  
Warberry Church of England Primary School  
Cedars Road  
Torquay  
TQ1 1SB

Dear Mrs Griffin

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

Following my visit to your school on 24 January 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 second monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2013. 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 effectiveness of target setting to develop pupil's writing skills across the curriculum and for more able pupils in Key Stage 1.
- Ensure swifter identification of pupils not making expected progress across the Early Years Foundation Stage and Key Stage 1, with a particular focus on raising the proportion of pupils reaching level 3 in Year 2.

### **Evidence**

During the visit, meetings were held with you, other senior leaders, five members of the governing body, the National Leader of Excellence of the partner school and a representative of the local authority to discuss the action taken since the last monitoring visit. A range of documentation was reviewed, including feedback to teachers following lesson observations. With both literacy subject leaders, we conducted a scrutiny of pupils' work.

### **Context**

The governing body has appointed a new Assistant Headteacher who took up post in January. The Nursery teacher returned to school this term following maternity leave.

## **Main findings**

Senior leaders are more effectively monitoring the school's progress using a range of strategies. Through a more appropriate level of monitoring they are developing an accurate picture of the school's strengths and areas to develop. Governors and subject leaders are also starting to contribute to monitoring the school's progress although this is still at an early stage of development. Whilst the school recognises that there is more work to do, they are now much better placed to identify the next steps on the path to improvement. A detailed scrutiny of work undertaken recently by both literacy leaders, looked closely at key areas such as assessment, marking and setting challenging activities for different groups of pupils. Their conclusions provided teachers with clear guidance on areas for development.

Senior leaders have improved the school's development plan since the last visit. It now describes appropriate actions that will be taken to raise pupils' achievement. It records key milestones over the course of the academic year and includes details of monitoring and evaluation events and the intended impact on pupils' achievement. The development plan is now an integral part of the school's drive for improvement. It is now regularly evaluated and revised on the basis of a more comprehensive data analysis and informed by the latest monitoring information.

Data analysis is now regularly presented to governors and provides them with more accessible information on the progress of different groups of pupils. Senior leaders have responded well to external advice and have increased their expectations of the proportions of pupils predicted to reach national benchmarks by the time they leave the school. However, in 2013, the proportion of pupils reaching higher level 3 at the end of Year 2 was significantly below average in reading and mathematics. Currently, the school's assessments show that the proportion of pupils on track to reach level 3 this year is lower than last year, particularly in mathematics. Tracking of pupil's progress is less effective across the Early Years. This is because the school has not yet clearly distinguished between the levels of attainment for children entering the Reception class from other pre-school settings and those children who have attended their Nursery in order to evaluate the progress the different groups make across the Early Years and Key Stage 1. The local authority has agreed to moderate the school's assessment of children's levels of attainment on entry to the school to ensure the accuracy of the school's assessment.

The school has developed a clear process to raise the quality of teaching and learning. Teachers are provided with more frequent information and guidance on the areas to develop in their practice. With the assistance of local authority advisors and staff from the partner school, teachers are now provided with specific programmes

of support and coaching. The effectiveness of this approach is evident in the rising proportion of good teaching.

A scrutiny of work with Literacy leaders showed variations in the use of literacy targets to raise achievement. The use of targets across Key Stage 1 is inconsistent and consequently is having a variable impact on raising achievement in writing. Targets are not being used to improve writing across the curriculum and more able children in Key Stage 1 are not being provided with sufficiently challenging targets.

A review of governance completed in September 2013 identified a number of key areas for improvement. Members of the governing body have responded positively and completed a separate action plan aimed at improving their level of challenge and support for the school. They have booked a training session to be delivered by the National College to further develop the effectiveness of the school's procedures linking performance management and appraisal and to ensure they are better at evaluating the extent to which underperformance is tackled. Governors have begun to independently gather information on the effectiveness of the school's actions. They have completed two learning walks, including looking at pupils' writing across the school. However, their monitoring is not yet finely tuned to gather information around the school's key priority area of raising pupils' attainment and achievement in Key Stage 1.

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 authority has brokered a good level of support for the school. Senior leaders and teachers continue to benefit from the strong support of the partner school, contributing to improvements in the quality of teaching. Support to improve the school's monitoring of pupils' progress has resulted in a more detailed tracking system. This has ensured that the school are better at identifying pupils not making expected progress, although this is less well developed across the Early Years Foundation Stage and Key Stage 1 for more able pupils. In recognition, the local authority has organised moderation activities of the school's baseline assessments. The local authority and partner school recently completed a full review of the quality of teaching and learning and found an increasing proportion of teaching to be good.

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

Yours sincerely

Mark Lindfield

**Her Majesty's Inspector**