

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 123 1231  
Text Phone: 0161 618 8524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566932  
**Direct F** 01695 729320  
**Direct email:** hcarnall@cfbt.com



10 February 2014

Mr Ian Cookson  
Headteacher  
Winmarleigh Church of England Primary School  
Church Lane  
Winmarleigh  
Preston  
Lancashire  
PR3 0LA

Dear Mr Cookson

**Requires improvement: monitoring inspection visit to Winmarleigh Church of England Primary School, Lancashire**

Following my visit to your school on 7 February 2014, 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 November 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:

- clearly evidence the impact of work undertaken through the collaboration with Bleasdale Primary school on the effectiveness of leadership, including governance, and the learning and progress of pupils.

**Evidence**

During the visit, I held meetings with you, the two teachers who work in the school, the Vice Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. I had a telephone conversation with the Chair of the Governing Body. The school action plan was evaluated. I made visits to both classes and observed the work of children in the outdoor provision for Early Years Foundation Stage. I considered the school's policies and records of collaborative work, read recent minutes of the governing body and records of support and challenge from the school improvement officer.

## **Context**

The Key Stage 2 teacher has been absent since the start of the spring term. An experienced teacher with expertise in meeting the needs of pupils with special educational needs is now teaching the Key Stage 2 class. A teaching assistant who was in the school at the time of the recent inspection has left to take a promoted post in another school and has been replaced. Several governors were recently appointed at the time of the inspection; there have been no changes to the governing body since then.

## **Main findings**

The inspection outcome was disappointing to the school but, according to teachers and governors, it has galvanized the school community to work together to provide pupils with the best possible education. You have acted with urgency to make improvements in response to inspectors' findings. As headteacher of both Winmarleigh and Bleasdale Primary Schools, you have carefully considered the individual and shared needs of both schools and developed opportunities for pupils, governors and staff to work together. Joint school activities had taken place prior to the most recent inspection but the impact of these on pupils' achievement has not been clearly evidenced. The Chairs of the Governing Bodies of the two schools have now met and are considering ways forward. They have made links with another collaboration, comprising two good schools, to consider ways in which collaborative governance can be strengthened. Pupils enjoy working with their peers at Bleasdale for cultural and sporting events and collaborative learning days. Teachers perceive benefits in shared staff training and development, and think that opportunities for pupils to work with friends from the partner school are helpful, including in preparation for transition to high school.

Policies for the presentation and marking of pupils' work have been revised and indicate raised expectations. Both teachers insist that pupils give of their best, in terms of their academic work and in their personal development. Pupils talk happily about their work and their experience of school. The school has improved its target-setting processes so that pupils are clearer about their individual next steps. Teachers make reference to pupils' individual targets in a supportive way during lessons.

The Key Stage 2 classroom has been developed and includes prominent displays of pupils' work in progress that they make reference to, for instance to check on the features of their own writing. The quality of teachers' marking is good and pupils are now using 'fix it' time enthusiastically to address comments made by their teachers on how to improve their work.

You have made ambitious plans to enhance the school building and are awaiting the outcome of a bid to secure funding for this. You are making further improvements to the outdoor provision for children in the Early Years Foundation Stage, which governors have invested in over recent years. The teacher of reception and Key Stage 1 is making good use of newly purchased digital technology to record children's experiences and achievements. She has also visited an outstanding local school to discuss effective practice in the Early Years Foundation Stage.

Governors are in the process of commissioning a review of their work from the local authority's governor support service. A standards and effectiveness committee has been formed to monitor progress against the improvement plan. Governors have adopted a monitoring visit policy which will enable a comprehensive record to be maintained of their links with the school and their observations of its work. Communication in the school is effective. The teacher of reception and Key Stage 1 has charge of the school on days when you are offsite and you ensure that you can be contacted whenever this is necessary.

### **External support**

The school is in receipt of timely and proportionate support from the local authority advisers, one of whom attends the standards and effectiveness committee of the governing body. Advisers have observed teaching, considered pupils' work books and moderated the school's self-evaluation. A teaching and learning consultant will provide additional support to the school later this term. Assigned advisers know the school well and because the same local authority personnel are linked to Bleasdale Primary School, they are able to support the schools' collaboration. The local authority has also enabled you and your staff to share practice with good and outstanding schools in the county.

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

Yours sincerely

Shirley Gornall  
**Her Majesty's Inspector**