

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5307
Email: rachel.evans@tribalgroup.com



11 June 2014

Mrs Barnes
Stogursey Church of England Primary School
Tower Hill
Bridgwater
TA5 1PR

Dear Mrs Barnes

Requires improvement: monitoring inspection visit to Stogursey Church of England Primary School

Following my visit to your school on 11 June 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:

- ensure that the actions to improve the school are monitored and evaluated against clearly defined success criteria so that progress can be plotted easily and accurately.
- continue to expand and enhance relationships with other schools to share: best practice, economies of scale, and increase pupils knowledge and understanding of other communities and cultural diversity in England.
- ensure that those pupils who are attaining well-beyond their chronological age have the intellectual challenge they need, whilst continuing to remain sensitive to their developmental age.
- use the outcomes from the forthcoming external review of governance, Ofsted survey report, '*School Governance: Learning from the Best*' and attendance at the Ofsted 'Better Governance' seminar to support the work of

the governing body in evaluating the performance of the school and holding leaders to account.

Evidence

During the visit, meetings were held with you, the senior teacher and the Chair of the Governing Body to discuss the action taken since the last inspection. I also had telephone conversations with the local leader for education (LLE) working with the school and the Senior Primary Adviser for Somerset. The school's action and development plans were evaluated. I reviewed the school's information about pupils' achievement along with a scrutiny of a range of pupils' literacy and mathematics books. We undertook a 'learning walk' around the school and visited all classrooms.

Main findings

You, staff and the governing body have responded very positively to the judgements made in the section 5 inspection. Everyone is determined and ambitious to improve performance so that the quality of education quickly becomes good. You, and for the first time governors have used the findings from the inspection to draft the school's action and development plans. Although the plans make reference to the most urgent areas that need improvement they are currently not fit for purpose. This is because they do not allow you and your colleagues to check that actions are completed on time. Also, the evaluation of each action is not clear enough for you and the governing body to measure progress easily or sharply.

Teachers' marking and feedback is now giving pupils clearer guidance on how to improve their work. The quality of pupils' written comment in their literacy books when conducting peer reviews or self-assessment have also improved. They are increasingly more evaluative and sometimes include the next steps for pupils' learning. For example, in Year 5 a pupil wrote to their classmate, 'I like that you put similes in', and for their next steps in learning, next time, 'include metaphors'. The school have chosen to use a colour coded marking system to identify who has reviewed the pupils work. Part of the school's rationale for this approach is to raise the status, respect and demonstrable impact of the work of teaching assistants. It is also being used by teaching staff to check how accurate pupils are at editing and responding critically to the writing of others. In the books seen, this is being followed more consistently in literacy compared with mathematics.

The school's tracking systems are now allowing you to have a better understanding about the progress and achievement of pupils. The three class teachers are now responsible for inputting pupil performance data themselves. Consequently, everyone who needs it has 'live' information about the achievement of each pupil. With this improved information you have quickly identified that pupils, particularly in Year 3, need to be making better progress. Other examples include pupils in Years 5

and 6 that have not made their reading targets for this year. Conversely, it shows that the progress targets for pupils in all other year groups have been met or

exceeded in reading, writing and mathematics. The software database used by the school now also enables you to track the achievement of pupils by different groups such as, by gender and/or eligibility for free school meals. You are aware that teachers need to focus more on reducing the achievement gaps for different groups of pupils, even when the numbers are very small across the school. The governing body has rightly noted that they need to regularly monitor the achievement of these different groups too. Sensibly, you are seeking advice from headteacher colleagues, and others, on the most efficient and effective way of sharing this information about pupils to enable the governing body to provide sufficient challenge.

The external review of governance suggested following the previous inspection has not yet taken place. There is an initial meeting very soon with an external reviewer to discuss how this might be taken forward. However, the governing body have undertaken an audit. As a result of this activity they have identified some gaps in the governing body's expertise. They are currently looking at ways to fill these gaps. Through training, and their own self-evaluation, members are aware that the governance areas that need swift improvement include their communication with parents. The governing body is fully aware that the school's web site is not the 'beacon' of information and celebration that it should be for parents. The website is also not compliant with current government regulations. For example, the required details about the use of the sports funding grant, the reading schemes used by the school, and curriculum provided for pupils are on not on it. In addition the information about the spending of the pupil premium and its impact on the achievement of the pupils supported by this additional funding is meagre.

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

You are working closely with a Local Leader for Education (LLE). You and other teachers in the school have visited the LLEs school. Staff now have a greater understanding of what could, and should, be achieved at Stogursey Primary School. The LLE has been an effective support to the school through conducting joint moderation of pupils' achievement, lesson observations and the quality of teachers' marking. The Senior Primary Adviser for Somerset assured me that he will arrange further support and guidance to ensure that the school's action and development plans are quickly modified so that actions are completed on time and progress is more easily measured.

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

Yours sincerely

Steffi Penny
Her Majesty's Inspector