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30 January 2015

Mr David Fitzsimmons
The Executive Headteacher
Pyworthy Church of England Primary School
Pyworthy
Holsworthy
Devon
EX22 6ST

Dear Mr Fitzsimmons

Special measures monitoring inspection of Pyworthy Church of England Primary School

Following my visit to your school on 29 January 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in October 2014.

Evidence

During this inspection, meetings were held with the executive headteacher, governor representatives including the Chair of the Governing Body and a representative of the local authority. A telephone conversation was held with the temporary, part-time head of teaching and learning and the headteacher of a support school. The inspector conducted a tour of the school with the executive headteacher and examined the record of statutory checks on staff and volunteers. Documents, including the local authority's statement of action and the school's action plan, were reviewed.

Context

Since the inspection one part-time teacher is absent and an existing part-time teacher has increased their teaching commitment to cover this absence. A part-time temporary teacher has been employed from the beginning of January 2015 as head

of teaching and learning. Two new governors have joined the governing body and one governor has resigned. The local authority is supporting the school in a consultation about its long term future.

The quality of leadership and management at the school

The school's leaders, governors and the local authority have fully accepted the findings of the inspection which judged the school to require special measures. The executive headteacher and the governing body are taking appropriate action to improve pupils' achievement and bring about lasting improvements in the school.

Working with the local authority, the executive headteacher has put into place a clear system for monitoring the quality of teaching and learning. Each teacher has been provided with a personal programme to support their teaching. Systems to check on pupils' progress, especially for those who are in receipt of additional funding, have been introduced and are closely monitored by the head of teaching and learning. For example, through the regular checks on pupils' work in their books and lesson observations, the head of teaching and learning is now able to provide accurate reports on pupils' progress and the quality of teaching to the executive headteacher.

The local authority has organised a range of support from a local outstanding primary school. The headteacher of Beaford Primary School, along with specialist leaders of education in English and mathematics and in the Early Years Foundation Stage, has begun to work closely with the school. They are helping to support the necessary improvements in teachers' subject knowledge, the assessment of what the pupils have achieved, teachers' planning and the marking of pupils' work. Improvements have also been made in the organisation of the inside and outside activities for children in the Early Years Foundation Stage. Through this support there have been improvements in the quality of teaching and learning; however, the pace of this improvement remains too slow.

A review of governance, recommended at the time of the inspection, was completed in November 2014. A clear governors' action plan for improvement has been introduced and some actions have already been taken. For example, a review of the use of funds allocated for pupils eligible for additional support through the pupil premium has been completed. Following this review each pupil now has an individual improvement plan setting out how they will be supported to make at least good progress, regardless of their ability, background or starting point.

The local authority statement of action links closely with the school action plan. These two documents set out the school's key priorities with success criteria, monitoring tasks and responsibilities. The statement of action identifies the support

for the preparation and implementation of the school's action plan. However, this plan needs refining to include more detail about the tasks to be undertaken to address the key priorities. This will enable the plan to be more helpful to the governors in robustly monitoring and evaluating the improvements the school is making.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's action plan is fit for purpose, but should be refined to include clearer timelines for actions to be completed and to show more precisely how these actions can be evaluated and monitored.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Devon. This letter will be published on the Ofsted website.

Yours sincerely

Paul Jones
Associate Inspector