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8 June 2015

Mrs Tracey Hailey  
Executive Headteacher  
Kentisbeare Church of England Primary School  
Fore Street  
Kentisbeare  
Cullompton  
Devon  
EX15 2AD

Dear Mrs Hailey

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

Following my visit to your school on 8 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection 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 October 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.

### **Evidence**

During the half-day inspection, I held meetings with you, the headteacher, the Chair of the Governing Body and the subject leaders for English and mathematics to discuss the actions taken since the last inspection. I evaluated the school's action plans, and scrutinised a range of documents, including governing body minutes, teachers' planning and information about pupils' progress. Together, we scrutinised pupils' work in English and mathematics books. I joined you on a focused tour of the school to discuss improvements you are making. I spoke with pupils to seek their views on these improvements.

### **Context**

The teacher in Year 5 took up post on 1 June 2015. The governing body has appointed two teachers who will be joining the school on 1 September 2015.

## **Main findings**

You are tackling the areas for improvement identified at the previous monitoring inspection with greater urgency. Your key focus has been to improve the quality of teaching. You have raised expectations of the quality of teaching and pupils' achievement. You have provided staff with opportunities to visit Honiton Primary School, an outstanding school, to observe teaching and learning. Also, staff are regularly observing each other teach. As a result, teachers understand better how to check learning in each lesson and are doing so. Misconceptions are tackled swiftly. This is speeding pupils' progress.

You monitor the quality of teachers' work and pupils' progress regularly. Visits to classrooms showed evidence that teachers are planning work to provide greater challenge which engages and interests pupils. Displays of writing in classrooms and corridors demonstrate an improvement in handwriting and presentation skills. However, inconsistency remains in pupils' achievement and progress across the school. This is particularly the case where teaching is not as strong as it needs to be. Although standards are rising, outcomes at the end of Year 6 remain inconsistent. You are addressing this and have appointed two new teachers for September to strengthen the teaching team. Much will depend on the impact these changes will have on raising standards further.

You have recognised the need to develop your subject leaders. Leaders of English and mathematics are now fully involved in supporting and monitoring the quality of teaching. They are tackling inconsistencies in marking and communicating their higher expectations in the training they lead. Work in English and mathematics books show that teachers are acting on the feedback they are given by leaders to improve teaching. The quality and quantity of work in pupils' books is of a much higher standard than that seen in the previous monitoring inspection. This is helping pupils make faster progress. The school's information shows more pupils are on track to reach the higher levels, particularly in reading and mathematics at the end of Year 2 and Year 6. Pupils appreciate the positive changes. They say, 'we enjoy being challenged because we learn more'.

Governors offer increased levels of challenge to you and your staff. The Chair of the Governing Body is determined to drive change rapidly so that the school is good at its next inspection. You monitor the school's performance with the governors each week to check the impact of your actions. This is supporting the school's improvement effectively.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The school has received good support from the local authority. The adviser checks the impact of the school's actions and provides detailed analysis and further guidance for improvement. Subject leaders have received training from the local authority to develop their skills in improving teaching in English and mathematics. This has sharpened their understanding of the improvement process. As a result, they are monitoring the quality of teaching and learning in their subjects more effectively.

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

Yours sincerely

Catherine Leahy

**Her Majesty's Inspector**