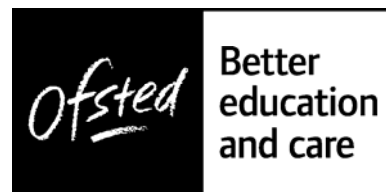


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Mr P Walker  
The Headteacher  
Sampford Peverell CE Primary School  
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EX16 7BR

27 March 2006

Dear Mr Walker

## **SPECIAL MEASURES: MONITORING INSPECTION OF SAMPFORD PEVERELL CE PRIMARY SCHOOL**

### **Introduction**

Following my visit to your school on 15 and 16 March 2006, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in October 2005.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### **Evidence**

I observed lessons, read school documents, and met with the headteacher, teachers, groups of pupils, the school council, two governors and a local authority adviser.

### **Context**

Since the inspection of October 2005, there have been further changes to staffing including temporary appointments and the absence on health grounds of a permanent member of staff.

## **Achievement and standards**

There has been a steady decline in standards in Key Stage 1 during the last five years. Although the results from the 2005 tests indicate this has been reversed, some pupils do not make the progress of which they are capable. In Key Stage 2, the standards have been rising during the same period and pupils are attaining levels which are similar to the national averages. Performance data shows that progress through Years 3 to 6 is at least satisfactory. Pupils' current work shows that standards across the school are variable but satisfactory overall. Higher ability pupils do not make enough progress. Pupils with learning difficulties and disabilities are making satisfactory progress.

## **Personal development and well-being**

At the time of the October inspection, pupils' personal development was a relative strength of the school and this is still the case. Pupils enjoy coming to school and take an active and enthusiastic part in their lessons. They are polite and well behaved. They mix together well and look after each other. They have a very clear understanding of living healthily. The curriculum is currently being redesigned to ensure that pupils receive adequate opportunities for learning about multicultural issues. The school council has been influential in improving playtimes and is currently gathering pupils' opinions about homework and for spending a sum of money on school improvement. It is using its influence wisely and promoting understanding of citizenship.

Progress on the areas for improvement identified by the inspection in October 2005:

- help to prepare the pupils to live and work in a multicultural society– satisfactory progress.

## **Quality of provision**

The four classes are taught by seven teachers. All teachers were observed during this inspection and the quality of teaching was at least satisfactory and in some lessons it was good. Better liaison exists between the teachers who share class responsibility, and there is now better planning and discussion such that job sharing is neither a barrier to school improvement nor to pupils' progress.

Particularly careful planning is required because of mixed age classes. Satisfactory progress has been made and lesson plans are beginning to indicate higher expectations of what pupils can achieve. There is much less reliance on worksheets and planned activities are more interesting and engaging. Work is not yet appropriately demanding for all ability groups. The work in Class 2 is not sufficiently grounded in practical activities for infants. Teaching assistants are now more closely matched to the needs of each class

and more involved in planning and teaching the curriculum. This is providing better support for identified groups of pupils.

Good progress has been made in the assessment of pupils' performance. Teachers are beginning to keep careful records and, by setting more challenging targets, are raising their expectations of what can be achieved. The work of all pupils has been carefully reviewed. Further work is still to be done to identify the pupils of higher ability and to provide adequate challenge. Good progress has been made on ensuring that pupils know what to do to improve but not all work is marked with clear feedback for pupils.

The curriculum has been extensively reconsidered by all staff to ensure that coverage is appropriate and relevant, whilst links with other subjects are more firmly established. A greater part is being played by first hand experiences for all year groups and this is increasing pupils' enjoyment of their lessons.

Good progress has been made with regard to site accessibility and further building work will bring this to a satisfactory conclusion.

Progress on the areas for improvement identified by the inspection in October 2005:

- raise teachers' expectations and ensure that suitable challenge is provided in lessons—satisfactory progress
- ensure that pupils understand what they need to do to improve their work—satisfactory progress
- reorganise the curriculum to ensure it meets the needs of all its pupils—satisfactory progress
- review accessibility to the site—good progress.

### **Leadership and management**

The headteacher, appointed in September 2005, has made significant improvements in the consistent application of new school systems and procedures. He provides very strong and effective leadership and has a clear vision for the future development of the school. He has provided good support for staff and continues to drive improvement through example and encouragement. Liaison with parents and the wider community is good. Parents are supportive and very few children were removed after the inspection in October.

The quality of teaching and learning is now systematically monitored. The judgements being made are accurate and will lead to further improvement through staff training and development. Significant support and guidance have been given to staff by the headteacher so that where confidence was lacking this has improved. Subject leaders are being trained in their roles and responsibilities. Good role models exist on the staff to ensure the positive impact of subject leadership on standards and achievement. There is a clear

focus on raising achievement and ensuring that the curriculum is well matched to pupils' needs, giving pupils the opportunity to make progress.

School self-evaluation is improving. The governing body and staff have a better understanding of the school's strengths and areas for improvement. The post-Ofsted action plan is very thorough and detailed but has too many priorities. It lacks a clear and brief overview which can be readily shared with staff, parents and others. The pace of change has been rapid and a period of consolidation is now required. The governing body has been reorganised and now operates more effectively and more efficiently. It is closely involved in monitoring the action plan and is gathering a good range of evidence to ensure that it is well informed.

Progress on the areas for improvement identified by the inspection in October 2005:

- improve the quality of leadership and management at all levels—satisfactory progress
- introduce robust procedures to monitor the quality of teaching and learning—satisfactory progress.

### **External support**

The local authority's statement of action identifies the support that has been made available. Appropriate external support has been arranged except for literacy work which the school specifically requested. The headteacher states that he has been well supported by the primary adviser. Local authority monitoring reports provide an adequate record of intervention but there has been no formal evaluation of the school's progress by the local authority since the Ofsted inspection five months ago and none will take place until the summer term.

### **Main Judgements**

Progress since being subject to special measures—satisfactory.

Newly qualified teachers (NQT) may not be appointed to the school. An NQT currently employed in a temporary capacity is being well supported and may be retained. Full access to the local authority NQT induction programme should be given to this teacher.

### **Priorities for further improvement**

- Continue to focus on improving the quality of teaching and learning, especially in matching work to pupils' learning needs.
- Raise expectations for all higher ability pupils with more challenging work and targets.

I am copying this letter to the Secretary of State, the chair of governors, the Director of Education for Devon and the Diocesan Director of Education.

Yours sincerely

Peter Way  
**H M Inspector**