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Miss Sue Warne  
The Headteacher  
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Dear Miss Warne

#### OFSTED MONITORING OF SCHOOLS WITH NOTICE TO IMPROVE

Thank you for your cooperation when I inspected your school on 15 February 2007, and for the information which you provided during my visit. The school has faced a number of challenging circumstances since the inspection of July 2006, including changes to staff and class responsibilities, but is now in a better position to implement the planned improvements.

As a result of the inspection in July 2006, the school was asked to improve teaching in order to raise standards in English, mathematics and science especially in Years 4, 5 and 6; to plan more challenging tasks; to share with each pupil precise targets about what they need to learn; and, to identify more accurately those who need extra help or extension tasks. Having considered all the evidence, I am of the opinion that the school is making satisfactory progress in addressing these issues.

The school is organised into three classes. Class 1 has pupils in the Reception Year and Year 1. This class was not observed during this inspection as it was not found to be in need of significant improvement during the inspection in July 2006. Class 2 is a mixed class of Year 2 and Year 3 pupils. Class 3, where the previous inspection found teaching and learning to be inadequate, has pupils in Years 4, 5 and 6. Since the inspection of July 2006, a permanent headteacher has taken up post, a new teacher has joined the school to teach Class 3, and the previous Class 3 teacher has been moved to Class 2. This teacher is now on sick leave. A full time teacher has just been appointed to Class 2 to cover the sick leave and to release the headteacher from a teaching commitment. Although this stabilizes the teaching in Class 2, it is a temporary measure. Staffing is not stable and this presents a barrier to more rapid school improvement. The local authority is working with the school to

improve the situation. School improvement will be aided if this can be resolved sooner rather than later.

The appointment of a new teacher for Class 3 has significantly improved the quality of education for these pupils. School data shows that progress is now more rapid, especially for the small cohort of pupils in Year 6. For the pupils in Years 4 and 5, progress has improved but weaknesses in basic skills may still prevent some from achieving age related expectations by the end of Key Stage 2. The improvement in standards and achievement in the 2006 national tests for pupils in Year 2 has been maintained and all the current Year 2 pupils are predicted to achieve or exceed age related expectations by the end of this year.

Curricular targets are shared with pupils and their parents, but the implementation of assessment principles is in the early stages. Local authority help through the Intensifying Support Programme is providing good guidance. Progress tracking systems are beginning to identify more accurately pupils in need of support or extension tasks. A register of more able pupils has been compiled and some are attending extension lessons at the secondary school. Teaching assistants give good support, and some have recently been trained to provide specific guidance in English and mathematics lessons. Within the current organisation of teaching groups for pupils in Years 3 to 6, the wide range of age and ability prevents some from making better progress.

The local authority has provided good support for the school including frequent visits from consultants and advisers. Funding has been provided to enable the headteacher to monitor the school's work more regularly, and flexibility has been shown in meeting the specific training needs of the staff.

Please thank your staff for their help during this visit. Through our detailed discussions, I know that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Peter Way  
Her Majesty's Inspector