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Mr D Fieldsend and Ms S Lance  
The Headteachers  
Wembury Primary School  
Knighton Road  
Wembury  
Plymouth  
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Dear Mr Fieldsend and Ms Lance

### Ofsted Monitoring of Grade 3 Schools

Thank you for the help which you and your staff gave when I inspected your school on 26 June 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit.

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.

As a result of the inspection on 26 and 27 April 2006, the school was asked to:

- raise teachers' expectations of what the pupils can achieve
- ensure that leadership at all levels is fully involved in, and accountable for, improving standards throughout the school
- improve the effectiveness and impact of the school improvement plan.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issue for raising teachers' expectations of what the pupils can achieve and good progress in the other two areas relating to leadership and management and the school improvement plan.

The senior team acknowledges that the areas for development identified in the inspection of April 2006 have enabled it to take stock and move forward to the next stage of the school's development. The members have a clear vision for the school and recognise where further improvements still need to be made. They know the school well and are accurate in their judgements of its effectiveness. The senior team shares a drive to improve standards and is taking a proactive role in monitoring teaching and pupils' progress whilst increasing levels of accountability.

The monitoring of teaching and learning is rigorous. Senior staff have conducted extensive lesson observations. The accuracy of their judgements was confirmed during the visit through joint observations between the deputy headteacher and

HMI. Where teaching is relatively weaker, appropriate action is being taken to support improvements. The quality of the lessons is also reflected in the quality of teachers' assessment and marking. The good and outstanding lessons are underpinned by good knowledge of pupils' needs and teachers' strong awareness of what pupils need to do to improve.

Results of the national Key Stage 2 tests have yet to be published. However, the school predicts that the percentage of pupils reaching the expected levels will be similar to previous years; this is above the national average. More importantly, the prediction is that the percentage of pupils achieving above the expected levels has increased significantly. This is one indication that expectations of what the pupils can achieve and the level of challenge in lessons has increased. At Key Stage 1, results are less consistent and have been identified as an area for focus in the school improvement plan. Pupils are still not reaching the higher levels in writing and, following the assessments this year, reading has been identified as a concern. There has been some inconsistency in teaching due to illness but this has now been resolved. Assessment and the monitoring of pupils' progress have improved, enabling senior staff to challenge teachers and hold them more effectively to account. In most classes teachers' assessment is accurate but there remain some inconsistencies. This is being tackled through improving moderation procedures but this places pressure on colleagues when classes move from one teacher to another. The school now has a clearer picture of pupils' overall progress and which pupils need to be targeted for intervention and additional support.

The school improvement plan has developed year on year and, although priorities are drawn up by senior managers, staff are involved in identifying actions. The plan for 2007 to 2008 is appropriately focused on teaching and learning. It has success criteria identified but these need to be more firmly based on measurable targets and have monitoring milestones identified to ensure progress is on track. Subject action plans feed into the main plan and are indicative of the level of responsibility that subject leaders now carry. There is a consistent process of review which enables subject leaders to discuss and report back directly to the governing body.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Pauline Robins  
Her Majesty's Inspector