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20 November 2007

Mrs S Such
The Headteacher
Shoscombe C of E Primary School
St Julian's Road
Shoscombe
Bath
BA2 8NB

Dear Mrs Such

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 8 November 2007, for the time you and the chair of governors gave to our phone discussions, and for the information which you and your staff provided 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 19 September 2006, the school was asked to:

- improve achievement by the end of Year 2, particularly by providing more challenging work for more able pupils in writing
- improve the tracking of pupils' progress in Key Stage 1
- sharpen monitoring and evaluation procedures to ensure a focus on what really needs to be improved.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

The national tests in 2007 show standards are improving in Key Stage 1 and a significant proportion of pupils are now achieving at the higher levels of 2B+ and above. That said, standards in reading and mathematics are still below the national average, although not significantly so, and girls continue to outperform boys. Standards at the end of Key Stage 2 continue to be above the national average overall. The school recognises that it has still some way to go to ensure that in both key stages boys achieve as well as girls and more pupils attain at the higher levels.

The school has focused well on improving results in Key Stage 1, devising a good range of intervention programmes for pupils with different learning needs. The

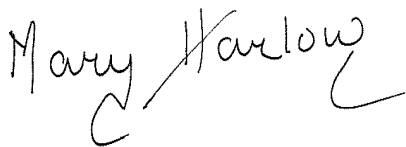
concentration on improving writing in particular has become a priority in the school development plan and all teachers have taken responsibility for ensuring the improvements are embedded in good planning and assessment. The teaching of literacy observed in the Year 1 and 2 class was good. The lesson was planned carefully to capture the pupils' interest and the activities chosen matched their wide range of needs very well. Props and resources were used imaginatively to teach elements of phonics and punctuation successfully. More able pupils were challenged appropriately and those with learning difficulties were supported in a sensitive manner. Relationships were excellent.

There is now a rich set of assessment information for teachers to use in helping them to monitor individual pupils' progress and to evaluate their own teaching performance. Flexible and sensible arrangements are in place for staff to use their specialist skills in English and mathematics to provide targeted support across the school. Senior managers are monitoring the pupils' performance diligently and analysing data in a rigorous way to raise standards, particularly at the higher levels. Assessment is being used effectively in Key Stage 1 to inform planning and to identify those pupils who need extra help or require further challenge. Year 2 pupils could explain their targets for literacy adequately in discussion; these were matched well to their abilities.

The school now monitors and evaluates its work systematically and staff and governors are involved appropriately. It is now necessary for monitoring and evaluation procedures to be formally agreed by all involved and become fully embedded into the school development plan. This still requires some improvement to ensure priorities are sharply focused on raising standards and achievement further.

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

Yours sincerely

A handwritten signature in black ink that reads "Mary Harlow". The signature is written in a cursive style with a large initial 'M' and a long, sweeping underline.

Mary Harlow
Her Majesty's Inspector