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**Grampound with Creed C of E School**

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19th March 2019

Dear Parents,

As you know, we were visited by OFSTED at the start of this half term and underwent a one day (Section 8) Inspection. **The result of this inspection is that we remain a GOOD school.**

The inspector was extremely positive about the environment for learning, the productive and strong relationships that underpin the work of the school and the extent to which pupils behave well and develop self-esteem. There was praise also for the way in which the school works with parents to secure the children’s welfare and personal development. The attainment of pupils in many areas was acknowledged to be strong as was significant curriculum innovation to further the progress of pupils. To this extent we believe that the inspector recognised the values and work that are central to GwC as an effective and Christian school.

The Inspector also gave us some areas for improvement. These are listed below. I would like to demonstrate that we are already aware of these issues and have in place means to address them.

1. **Teaching secures consistently strong progress for all pupils, including disadvantaged pupils and most-able pupils, across year groups and subjects by:**

|  |  |
| --- | --- |
| Area for improvement… | Achieved so far… |
| – addressing systematically gaps in pupils’ language development, particularly in their sentence structure and vocabulary | Gaps in language development have already been identified in specific children and we have introduced a new initiative ‘Let’s think in English’ which is currently being trialled in Kwilkyn Class. This has already had a positive impact on the use of spoken language and discussions in class and we have also seen a rise in progress in Kwilkyn’s most recent writing data. This initiative is scheduled to be rolled out to the other classes after Easter. |
| – developing their reasoning skills in mathematics | Maths teaching across the school is based upon the ‘mastery approach’, which enables children to build upon knowledge and use this to ‘reason’ and solve problems. This approach is under on-going development and a new scheme is planned for purchase in September across the MAT.  Our maths data shows that this approach has already had a positive impact as we currently have ‘at or above’ the national average for the higher standard in almost all year groups. |
| – challenging more pupils to achieve the higher standard | Currently, levels of children reaching the higher standard in all subjects (reading, writing and maths) across the school are ‘at or above‘ the national standard in almost all year groups. Our current Y2 and Y6 children are on target to exceed national averages for ‘greater depth’ in reading, writing and maths. |
| – drawing on expertise in the leadership of English and mathematics within the MAT to keep teachers’ subject knowledge up to date | Mrs Hayes has been part of an EYFS network working across the MAT since September 2018. In addition, Miss Coffee has been attending the MAT literacy lead meetings since she took on the role in Mrs Tringham’s absence. Both of these networks have led to improvements in teachers’ knowledge and expertise which have already seen improvements in EYFS provision and the ‘Let’s think in English’ approach. It is also planned for Miss Molden to join the Maths Hub working group after Easter. |

1. **Leadership improves through:**

|  |  |
| --- | --- |
| Area for improvement… | Achieved so far… |
| – building on the effective MAT coordination of provision for pupils with SEND | Comprehensive and robust tracking is already in place for SEN pupils, the more able, Pupil Premium and children who are slightly below Age Related Expectations. We also include children who are ‘stuck’ and need a boost. These systems have identified children in need of specific interventions, which have then been delivered. Using this system we can plug gaps where needed and the children then carry on in line with the others. We have maintained expected levels of attainment which are ‘at or above’ national levels in almost all year groups. |
| – ensuring that leaders at all levels rigorously monitor and evaluate the progress of individual pupils and groups across all year groups and subjects | Pupil Asset allows the rigorous monitoring of all subjects, ages and groups. This gives us an insight into what is working well and what needs improving in our school.  On this basis also, a range of statistical information is provided for the School Monitoring Council who then use it to identify priorities for their monitoring visits. The progress of all pupils in the school is closely monitored by the Senior Leadership Team of the Trust who also visit regularly to observe teaching and all associated processes. |
| – using the findings to inform improvements in the quality of teaching and learning | We already do this to good effect. We have evidence of strong impact in phonics, reading and writing, as the Inspector noted. The introduction of mastery has delivered a rise in the expected levels in maths both at ARE and GD in all year groups. |
| – enabling trust directors to gain an accurate view of progress, particularly for disadvantaged pupils and most-able pupils, across year groups and subjects | Trust Directors receive detailed information about pupil progress in every school termly; the Senior Leadership is questioned strongly by the Directors who sit on the Standards Committee. They cross-reference statistical information with reports from the School Monitoring Councils and challenge where there appears to be a discrepancy. |
| – ensuring that the pupil premium is used effectively to improve disadvantaged pupils’ learning and progress | We have clear evidence that Pupil Premium is used effectively, as almost all pupils are making expected and above expected progress. PP is used to provide a level playing field of opportunity, including supporting children emotionally where needed. This is the purpose of these funds and the Inspector acknowledged that this ‘enables them to learn to manage their anger and to focus on their learning.’ It also ‘helps to promote their self-esteem and good behaviour.’ |

If you would like to discuss any aspects of this with me please feel free to make an appointment in the usual way,

Yours sincerely

Caroline Jarrett