

# Brighstone Church of England Aided Primary School

## Inspection report

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<b>Unique reference number</b>	118192
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	379561
<b>Inspection dates</b>	28–29 February 2012
<b>Lead inspector</b>	Gavin Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Bromley
<b>Headteacher</b>	Amanda Johnston
<b>Date of previous school inspection</b>	29 April 2009
<b>School address</b>	New Road Brighstone Newport PO30 4BB
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	28–29 February 2012
<b>Inspection number</b>	379561



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## Introduction

Inspection team

Gavin Jones

Additional inspector

Frances Hurd

Additional inspector

This inspection was carried out with two days' notice. The inspection team sampled sixteen lessons, of which two were observed jointly with the headteacher. All seven teachers were seen as part of the observations. Meetings were held with groups of pupils, governors and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at improvement plans, records of the tracking of pupils' progress, sampled pupils' work, listened to pupils read, checked attendance figures and examined the school's monitoring files. Inspectors analysed questionnaires from 15 staff, 97 pupils and 78 parents/carers.

## Information about the school

Brighstone is smaller than the average-sized primary school. Its number on roll has more than doubled over the last year, due to the reorganisation of schools on the island. Most pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of disabled pupils and those who have special educational needs is average. Awards the school has received include Eco Green Flag and enhanced Healthy School award.

The current Year 6 pupils will be the first cohort in the school to take the National Curriculum Key Stage 2 assessments in May 2012. Therefore, there is no information regarding the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Since the previous inspection the headteacher and five teachers are new to the school. The school provides a breakfast, after-school and holiday club for pupils. It is managed by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Teaching is good, pupils learn well and the school is a cohesive community in which pupils work and play together harmoniously. Staff, pupils and the governing body are justifiably proud of their school and have secure plans for further improvement. These are based on accurate self-evaluation and include improving teaching and ensuring pupils taking greater responsibility for their own learning; these are key factors in enabling the school to become outstanding.
- Pupils achieve well in reading, writing and mathematics. They reach above-average levels in writing and reading, although more-able pupils, particularly at Key Stage 2, do not always attain the higher levels in mathematics. However, rates of progress for these pupils are accelerating.
- Teachers have high expectations and good subject knowledge. Tasks are generally matched well to the needs of different abilities of learners. The teaching of mathematics is slightly less effective than that of English, where significant improvements have been made in the teaching and learning of writing. Teaching gives excellent support to pupils’ spiritual development. Pupils show good attitudes to their work but do not always understand how they might help themselves improve over time.
- Almost all pupils feel safe in school and that behaviour is good in lessons. Relationships at all levels are excellent. Over time, pupils develop qualities that will support them well as they move to the next stage of education and prepare them to become good citizens.
- The senior leadership team provides strong leadership to support the development of the school. Data about pupil performance are analysed well. Effective monitoring of teachers by leaders at different levels and good procedures for managing staff performance ensure good-quality teaching is sustained and developed. Over recent terms, when over one hundred new pupils arrived at the school, there was no loss of momentum in the school’s quest for improvement. The longer new pupils stay at the school, the more effective the school is in quickly improving their level of basic skills.

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## What does the school need to do to improve further?

- Improve the proportion of pupils reaching the higher levels in mathematics at Key Stage 2 by:
  - providing more opportunities for pupils to develop their mathematics skills and apply them to problems in a range of curriculum subjects
  - improving the quality of marking in mathematics so that pupils know the next steps they need to take in their learning
  - increasing the focus on more-able pupils when tracking those new to the school to ensure their progress is consistently at least good, and responding more quickly if it slows.
- Help pupils to track their own progress and improve their own work more effectively by:
  - refining the process of setting pupils clear and understandable targets to improve their work beyond small tasks which arise from the marking of work, and ensuring that this is consistent across all classes
  - enabling pupils to assess their own work and that of their peers.

## Main report

### Achievement of pupils

Pupils' positive attitudes to learning are seen through their interest, enjoyment and application to their work. In a Year 4 mathematics lesson, pupils found their tasks and puzzles challenging, and were completely absorbed by them. They were able to explain clearly the strategies they used. Pupils' strong engagement in an art lesson in Year 5 reflected the teacher's enthusiasm for the subject, as pupils designed a batik panel as part of their work on Africa. In both lessons, achievement was high.

Achievement is good overall. Over 90% of parents and carers who responded to the questionnaire believe that their children make good progress. Children start in Reception Year with skills similar to other children of this age overall, although their communication, language and literacy skills are below those expected. Children progress well in the Early Years Foundation Stage and learn quickly how to link sounds and letters (phonics skills) as well as how to work together, share resources and explore ideas. Pupils continue to develop and apply their phonics knowledge and other reading skills at a good pace through Key Stage 1. Consequently, at Year 2, pupils' levels in reading are slightly above average and there is a three-year trend of improvement in standards reached in reading, writing and mathematics. By the time pupils leave the school, standards of reading are significantly above average.

Historically, pupils have left the school at the end of Year 4 with skills above those typically expected for their age. The school's assessments and pupils' current work show that the first pupils to reach the end of Key Stage 2 at the school are well on track to attain above-average levels at the end of Year 6. The school has worked

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tirelessly to help the large number of pupils new to the school to settle quickly and make accelerated progress so that they might achieve as well as pupils who have been in the school some time. The school is being successful in this, with the gap in rates of progress since Key Stage 1 now almost negligible for those in Years 5 and 6, although due to the lower starting points of the new arrivals, there remains a small gap in the attainment of the two groups of pupils. All groups of pupils, including those who speak English as an additional language or known to be eligible for free school meals, make good progress and achieve well. This is particularly the case for disabled pupils and those who have special needs and is the result of good assessment and high quality small group teaching.

### **Quality of teaching**

Typically in lessons, learning and tasks are effectively modelled, teaching is well prepared and structured, and learning moves along briskly. In a Year 1 lesson, pupils were preparing to interview the village shopkeeper, with adults giving good support as pupils wrote their questions and rehearsed them. The practical nature of the activity enthused pupils and all wanted to participate. Parents, carers and pupils agree, and are accurate in their belief, that teaching is typically good at the school. It is slightly more effective in English than in mathematics because teachers do not plan enough opportunities for pupils to apply their mathematic skills in solving problems in real-life contexts across the curriculum. The school already has plans in place to close this gap through further professional development for teachers.

Marking in English is more helpful to pupils than in mathematics because it clearly shows them what steps they need to take to improve their work. Pupils understand these next step targets they are given as a result of marking, but the targets in their books for longer term progress are written more for teachers and do not help pupils have a clear picture of how they themselves might view their own progress. Some outstanding teaching was seen where teachers were able to inspire pupils through their own enthusiasm and knowledge. Questions are used well to make pupils think and to help teachers check progress. Teaching in the Early Years Foundation Stage is good. Teachers capture the balance between allowing children to initiate their own activities, whilst ensuring that basic skills are taught well especially in reading and writing.

Teachers put into effect a curriculum which is varied, matched to pupils' interests and supported well by visits and visitors to include more opportunities for first-hand learning. This has a good impact on pupils' learning. The school also makes use of Forest School principles, supporting independence and self-esteem in a range of outdoor settings. It is led by the headteacher and Forest School staff from the Hampshire and Isle of Wight Wildlife Trust, providing valuable enrichment and contributing well to pupils' spiritual, moral, social and cultural development.

### **Behaviour and safety of pupils**

Good management of behaviour, through excellent relationships, keeps classrooms

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safe and calm, where teachers can appreciate contributions from pupils. Pupils enjoy coming to school and their attendance is above average. All pupils feel safe in school. Behaviour is good around the school, at play and at lunch time. In lessons, it is sometimes exemplary. One pupil typified the views of many saying, 'There are no bullies. Sometimes one of us makes a mistake and gets carried away, but we forgive each other and move on.' Pupils have a good understanding of the different types of bullying, including physical, verbal or cyber-bullying. On the very rare occasions it occurs, they say it is dealt with quickly.

In spite of cramped conditions caused by the rapid growth in numbers, resulting from the Local Authority reorganisation, good behaviour is seen as typical for all pupils, by parents and carers. The school has created a climate of trust and support because of pupils' attitudes to learning and their good conduct in lessons and around the school. As one pupil put it, 'We are a real community.' Pupils, parents and carers have been party to drawing up behaviour guidelines. The Eco-council, school council and learning detectives all play their parts in supporting the ethos of the school. They raise funds for charities, have links with schools in this country and abroad and are already developing distinct ideas of citizenship.

## **Leadership and management**

The headteacher, with the support of the chair of governors, has successfully created a positive ethos for driving school improvement. Under the excellent guidance of the headteacher, the senior leadership team has made many improvements. Middle leaders take on their roles with enthusiasm and contribute well through regular monitoring, evaluating and planning for further improvements. The team has coped in a very professional and creative way with increasing numbers, the momentum for improvement never faltering. The school has continued to build on pupils' good achievement in reading and mathematics. Attainment in writing has improved, with a wide range of different writing opportunities, reflective of a good curriculum that has been enhanced with more links made between subjects. However, leaders recognise there is room for more mathematics links. The school evaluates itself accurately and produces an effective and honest development plan. The school is universally positive about its future and has good capacity to ensure further improvements are made.

The governing body is very well led and meets all the statutory requirements in relation to safeguarding, which is thorough and regularly reviewed. Child protection procedures are of good quality and well managed. All staff are trained in first aid and risk assessments are carefully carried out. The school is effective at making the very large number of new parents and carers welcome and part of the school community. A new parent says, 'I am so pleased my daughter attends Brighstone. I am full of praise for all the staff I have encountered.' Leaders rigorously implement strategies to tackle any forms of discrimination, offering pupils an inclusive learning environment. As a result, all pupils are treated equally, supported carefully and make similar good progress.

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The school promotes pupils' moral, social and cultural development well and spiritual development exceptionally so, supported across the curriculum by the school's work in art, poetry, writing and its acts of worship. Assessment data are used well by all staff and, while pupil progress meetings focus clearly on any pupils likely to underachieve, there is not always sufficient emphasis on checking the progress of the most able in mathematics. Breakfast club and after-school club are well organised and support a range of pupils who need to be cared for before and after school.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 March 2012

Dear Pupils

**Inspection of Brighstone Church of England Aided Primary School,  
Newport PO30 4BB**

It was lovely to talk to so many of you when we visited your school recently. We judged that your school is good. You leave the school with standards that are regularly above those of children of your age in reading and writing. You make good progress in your work and achieve well. This is mainly because of good teaching and your good attitudes to work.

Your views in the questionnaire show that you all say that you feel safe in school and get on well with the large number of new pupils who have come to your school. You confirm that behaviour is good. We agree with you. Behaviour is good in lessons and around the school. Your parents and carers also share this view.

All staff are very caring and take opportunities, not only to help you achieve well, but also to help you develop as young citizens. You think deeply about issues in the world, such as the homeless on the island, and you are given many opportunities to develop spiritually.

This has all happened because of the good leadership of your headteacher and her senior team, who have plans to make your school even better. We have asked them to do two important things.

- Help you to make even quicker progress in mathematics, especially for those pupils who might get Level 5 in mathematics if they receive just a little more help.
- Help you to keep check on your own progress by making sure targets to help you improve your work over time are written in a way that you can understand clearly.

All of you can help by keeping up your good attendance and by working as hard as you can.

Yours sincerely

Gavin Jones  
Lead inspector

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