

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 3115319
Direct F 0117 3150430
Direct email: matthew.parker@tribalgroup.com



11 March 2013

Mrs Margaret Henshaw
The Headteacher
Gatten and Lake Primary School
Howard Road
Shanklin
PO37 6HD

Dear Mrs Henshaw

Special measures: monitoring inspection of Gatten and Lake Primary School

Following my visit to your school on 7 and 8 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in February 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

Newly qualified teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for the Isle of Wight.

Yours sincerely

Christopher Russell
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2012

- Raise pupils' achievement, especially in Years 3, 4 and 5, by:
 - improving pupils' spelling, grammar and punctuation
 - improving pupils' handwriting and presentation of work
 - improving pupils' ability to read and understand word problems in mathematics and their application of skills to solve these.
- Improve the quality of teaching, especially in Years 3, 4 and 5, by:
 - strengthening the quality of teachers' marking so that pupils understand how they can improve their learning
 - strengthening pupils' understanding of their individual targets for literacy and numeracy
 - making it clear what pupils are expected to achieve by the end of lessons.
- Ensure that pupils are confident that behaviour is dealt with consistently and fairly by all staff.
- Improve the effectiveness of leaders and managers by ensuring that leaders and the governing body monitor pupils' performance and the quality of teaching rigorously.

Special measures: monitoring of Gatten and Lake Primary School

Report from the third monitoring inspection on 7 and 8 March 2013

Evidence

The inspector observed the school's work, scrutinised documents and a sample of pupils' work, and met with the headteacher, members of staff, parents, members of the governing body, a representative of the local authority and groups of pupils.

Context

New buildings are currently under construction and are due to be completed by the end of May 2013.

The governing body's powers (called its delegated powers) were suspended when the school was placed in special measures. These powers were returned in January 2013 and a new governing body was constituted.

Achievement of pupils at the school

Pupils' attainment in reading, writing and mathematics continues to rise. Pupils' spelling, punctuation, grammar and handwriting are all improving. Pupils known to be eligible for free school meals typically attain less well than other pupils, but the gap is beginning to close.

Pupils' achievement is measured regularly and the results of this tracking are analysed carefully. They show that pupils across the school have made the progress expected so far this year; in many cases they have made rapid progress. Pupils' progress still varies between year groups, subjects and groups of pupils, but this variability is diminishing because teaching has improved. Younger pupils are now generally meeting, and sometimes exceeding, the expected levels for their ages. Older pupils, however, often have gaps in their skills, knowledge and understanding because they were not taught well when they were younger. Better teaching is helping these pupils to catch up.

Progress since the last monitoring inspection on the areas for improvement:

- raise pupils' achievement, especially in Years 3, 4 and 5 – good.

The quality of teaching

The improvements in teaching have continued; there is now much good teaching. While the weaknesses identified at the time of the last visit are still present in some lessons, they are much less prevalent. Lessons are calm and purposeful and teachers have very good relationships with their classes. Teachers now routinely ensure that pupils understand what they need to do to produce good work. Work is

usually at the right level for different pupils in the class, whatever their abilities. Pupils have good opportunities to develop their speaking, listening, and social skills when they work in groups or discuss things with their talk partners.

The main weakness in less effective lessons is that teachers talk for longer than they need to at the start of lessons, even though pupils have understood what they have to do and are keen to get started. Teachers' expectations about how quickly pupils will complete work are sometimes not high enough; the teachers do not make it clear how long pupils have to complete a particular task or how much they should achieve in a given time.

The way in which literacy and numeracy targets are set for pupils has improved considerably this term. The new system is very clear. It enables pupils to assess their own performance first; teachers then check and confirm that they have met their targets. This is very motivating for pupils. Teachers mark work regularly, using the school's common marking scheme; they often mark at great length. However, some of the potential value of this marking is lost because teachers do not follow up to ensure that pupils have acted on their advice.

Progress since the last monitoring inspection on the areas for improvement:

- improve the quality of teaching, especially in Years 3, 4 and 5 – good.

Behaviour and safety of pupils

Pupils behave very well in lessons and around the school. The occasional minor disruption is dealt with quickly and effectively. Pupils are able to concentrate and work independently for long periods. Pupils say that bullying is rare and dealt with very well.

Staff are working hard to reduce pupil absence and lateness. Both are tracked carefully and brisk action is taken when necessary, for example when a pupil's attendance drops below 85%. This work is having a clear impact; attendance and punctuality have improved this year. However, despite the school's active discouragement, a relatively large number of parents take their children on holiday during term time; this has a detrimental impact on overall attendance levels.

Progress since the last monitoring inspection on the areas for improvement:

- ensure that pupils are confident that behaviour is dealt with consistently and fairly by all staff – good.

The quality of leadership in and management of the school

The headteacher continues to provide determined and effective leadership. She has very high standards and considerable ambition for the school. She has a thorough

and realistic understanding of the school's improvement and current effectiveness, and is dealing with the remaining areas of weakness rigorously.

The school's capacity has strengthened significantly and the pace of improvement is accelerating. Leadership across the school is developing well. Both senior and middle leaders are involved in monitoring and checking the school's work. They all now observe lessons and give feedback to teachers to help them to improve. This work has been planned and organised well to ensure that everyone is able to do this consistently well. The headteacher has, for example, observed lessons with each leader, checked their judgements and watched them provide feedback to teachers. Lessons are observed frequently, although almost all visits are currently to English and mathematics lessons.

The governing body has made a good start over the past six weeks. Its members have a clear understanding of their role and are ambitious for the school's improvement and the part they will play in it. They check the school's work for themselves, for example by visiting lessons and talking to pupils. However, at the moment, their monitoring is not systematic in that there is no clear rationale or overall plan for it.

Progress since the last monitoring inspection on the areas for improvement:

- improve the effectiveness of leaders and managers by ensuring that leaders and the governing body monitor pupils' performance and the quality of teaching rigorously – good.

External support

The school is receiving valuable support. An adviser from Hampshire local authority has been commissioned to visit the school regularly to monitor progress and offer help and advice. His reports are clear, detailed and helpful. He has put the school in contact with several schools in Hampshire and a number of staff have undertaken visits.