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10 May 2013

Mrs C Wilson  
Haselworth Primary School  
Stone Lane  
Gosport  
PO12 1SQ

Dear Mrs Wilson

### **Monitoring inspection visit under section 8 of the Education act 2005 to a school requiring improvement**

Following my visit to your school on 10 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2013.

### **Evidence**

During the visit you and I went on a learning walk around the school and we met to discuss the improvement plan and your actions to improve the school. I also met the Chair of Governors and the local authority governor. I met with the deputy headteacher who showed me some pupils' extended writing. I looked at the governors' self-evaluation document and a range of other evidence, including information about pupils' current progress, reports on lesson observations and records of performance management. I also looked at job descriptions for learning leaders and examples of the new medium term planning format for English work. I had a telephone conversation with a leadership learning partner from the local authority.

## **Context**

Since the previous inspection, there has been some restructuring of roles and responsibilities in the school. The previously acting deputy headteacher has now taken up the permanent position. The coordinator for special educational needs is sharing the post of teacher for the mixed age Year 1 and Year 2 class. The teacher for the reception year is currently on maternity leave.

## **Main findings**

You were appointed to the post of headteacher in September 2012 and you had already identified the areas for improvement in the school. The January 2013 inspection confirmed that pupils needed to make better progress. The local authority representative and the governors told me that the school had already started to improve before the last inspection. Since January improvement has accelerated. New and better approaches are established and are making a real impact on pupils' achievement.

Your main priority is rightly the improvement of day-to-day of teaching, planning, marking and assessment. Together with the deputy headteacher, you have developed a promising new approach to teaching extended writing. Sequences of lessons are now designed to provide a 'golden thread of learning' so that pupils fully understand the purpose, audience and format for their writing. There are useful built-in opportunities for pupils to edit their work and consolidate their learning at key points in the series of lessons. The new marking policy of 'pink for think; green for grow' is in place and pupils are benefiting from a better focus on what to do next to improve. School leaders and teachers are encouraging pupils to read more and also to improve their speaking skills and vocabulary through the 'Keep on Talking' and 'Talk Homework' initiatives. You have made sure that teachers have had appropriate training in approaches to guided reading and that more pupils are using the school library.

There is a regular cycle of lesson observations, and if lessons observed require improvement, you provide support and coaching and you also follow up with another observation. Your judgements on teaching have been validated by the local authority leadership and learning partner working with the school.

The school is rightly targeting current Year 5 and 6 groups in order to make sure they meet or exceed government floor standards in their Key Stage Two tests. Pupils at risk of underperforming are attending extra lessons and getting additional help. You are also making sure that pupils in other year groups are making good progress: there is a much improved system in place to track all pupils' progress every half-term and teachers now come to pupil progress meetings thoroughly prepared. As a result, teachers are able to pitch their lessons with enough challenge and they can easily identify individual pupils who need to catch up. Changes to the roles and responsibilities of school leaders are contributing to the rapid improvements in the

school. You have changed the role of subject leader to 'leader of learning' in order to ensure that pupil progress is everyone's top priority.

You are continuing to increase involvement of parents in the school. More parents are attending the regular coffee morning, the website has been made more welcoming and the regular newsletter provides valuable opportunities to celebrate successes with parents. You have improved links with the destination secondary school and pupils' aspirations are being raised through better displays of pupils' achievements and their work. There are more opportunities for pupils to present their work 'in the spotlight', which is also helping to improve their speaking and listening skills.

Governors continue to provide effective support and challenge for the school. They have changed the committee structure, enabling the chair of governors to maintain the focus on becoming a good school. Governors have taken every opportunity to develop their skills through training and have a sound understanding of what needs to be done to improve the school.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, I recommend that further action is taken to:

- continue the focus on improving pupils' speaking, reading and writing skills in order to increase their vocabulary and ability to express themselves fluently and accurately
- accelerate the pace of improvement by ensuring that all the leaders of learning provide consistent challenge to their teams.

I will continue to monitor the school until its next section 5 inspection. My next visit in the autumn term will include an opportunity to evaluate the school's work on speaking, reading and writing and a review of the impact of the learning leaders on teaching and pupil progress.

### **External support**

The school has benefited from a range of support from the local authority, including advice from specialist leaders of education and links with local schools through the Pioneer Teaching Alliance. You are making sure that this support targets exactly those areas which will make the most difference. You are also ensuring that the support builds capacity within your own staff, so that the improvements can be sustained. I recommend that this careful targeting of support continues.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Janet Pearce  
**Her Majesty's Inspector**