

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

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

Direct T: 01216 799164
Direct email: tim.ogbourn@serco.com



31 March 2014

Matthew Land
Headteacher
Brockhampton Primary School
Brockhampton
Bringsty
Bromyard
WR6 5TD

Dear Mr Land

Requires improvement: monitoring inspection visit to Brockhampton Primary School

Following my visit to your school on 27 March 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. 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 since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to ensure:

- arrangements for school improvement partnerships are clarified as quickly as possible
- outcomes from monitoring of teaching are always triangulated with evidence from pupil's books and performance data
- middle leaders take on greater responsibility for monitoring any teaching still that requires improvement, analysing data in their areas of subject responsibility and contributing to pupil progress meetings
- teaching assessments are regularly checked externally to validate their accuracy.

Evidence

During the visit, meetings were held with you, other senior leaders, pupils and members of the Governing Body including the Chair. Telephone conversations were held with the school's former school improvement partner and an external consultant. The school action plan was evaluated.

Context

There has been a change in the leadership of literacy. Changes in the role of leadership of special educational needs mean that from Easter this will be a non-teaching role. Three teachers will be leaving at the end of the academic year.

Main findings

An action plan has been produced in collaboration with the governing body following the school's recent inspection. Governors have increased the pace of monitoring progress through weekly evaluation and twice-weekly meetings of key governors with you.

A change of leadership in literacy has been made and while it is too early to see the impact of this there has been an increasing focus on raising achievement in writing.

Some senior leaders are observing lessons but to date have not focused on those remaining lessons that require improvement. Data analysis of pupil progress is currently conducted by you but other leaders are not as involved in this. Similarly they have not yet been involved with pupil progress meetings with individual staff.

Data is collected at regular intervals during the year in order to track pupils' progress more rigorously. The link between the quality of teaching seen in lessons, the evidence in pupils' books and data on pupil achievement is not always triangulated.

Senior leaders are involved of scrutiny of pupils' work which has led to identifying strengths and weaknesses in marking. Feedback so far has been generic to the whole staff, rather than targeted at individual teachers.

Pupils spoken to have acknowledged that they get more homework now and that their work has got harder. More able pupils are being challenged to reach the highest possible levels through more difficult tasks they are set in reading, writing and mathematics.

Pupils reported that more use is made of multimedia presentations on themes that engage their interest in writing such as Harry Potter. Pupils are very positive about the increased opportunities for extended and creative writing. Pupils were less positive about lessons in science and religious education where they felt a lot of work was duplicated. Pupils spoken to knew how well they are doing and what they needed to do to improve.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Two independent consultants have worked with the school evaluating the progress of the school and mentoring the headteacher respectively. In addition, you have been active in seeking out good practice in other schools. The future school improvement partnership and external headteacher performance management arrangements are unclear at present.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Herefordshire and as below.

Yours sincerely

Mark Sims
Her Majesty's Inspector