

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: 0121 679 9153
Direct email: naik.sandhu@serco.com



11 April 2014

Ms Jatinder Mahil
Headteacher
Braunstone Community Primary School
Cort Crescent
Braunstone
Leicester
LE3 1QH

Dear Ms Mahil

Requires improvement: monitoring inspection visit to Braunstone Community Primary School

Following my visit to your school on 10 April 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:

- focus more specifically on addressing the root causes of underachievement in writing so that pupils can make faster progress
- accelerate the progress of disabled pupils and those with special educational needs who are supported at school action plus
- ensure that governors address with urgency the areas identified for improvement following the external review of governance.

Evidence

During the visit, meetings were held with senior leaders, a group of pupils, members of the governing body and a representative of the local authority, to discuss the

action taken since the last inspection. I considered documentation relating to the monitoring of teaching. I conducted a tour of the school. I considered the quality of teachers' marking and the quality of pupils' learning in a range of subjects. I evaluated your plans for improvement. I reviewed your most recent data on pupils' progress and attainment.

Context

Since your last section 5 inspection, a member of staff has returned to work part-time following maternity leave. The governing body has recruited one new member.

Main findings

You have increased the frequency of checks on teaching by scrutinising teachers' plans, looking at work in pupils' books, visiting lessons and considering information relating to pupils' achievements. This has helped senior leaders and those responsible for leading subjects to provide teachers with more detailed feedback on their practice. Teachers have responded positively to guidance. As a result, teaching has improved.

This is confirmed by pupils who say that activities are now more challenging because they are able to choose from 'mild', 'hot' or 'spicy' levels of work, particularly in mathematics. This is helping them to enjoy their learning more. Pupils say that the new marking code is helping them to see more clearly what they have done well and what they have to do to improve their work. Pupils say that they are more motivated to show their improvements in order to reach their learning targets.

The development of the learning support unit has helped to improve the behaviour of your most vulnerable pupils. This has been pivotal in reducing the number of exclusions. Pupils say that behaviour has improved because adults are more consistently applying the new behaviour code. Pupils advocate the award of 'super-citizens' which is motivating them to demonstrate positive behaviour at all times. Pupils say that sanctions are clearer for those who choose to misbehave. As a result, the number of lessons disrupted by poor behaviour has reduced dramatically since the last section 5 inspection.

Governors have wasted no time in organising an external review but are aware of the urgent need to strengthen governance. Governors are at an early stage in developing their skills so that they can independently gather information in order to evaluate more rigorously the rate of improvements. Governors have a better understanding of pupils' achievements because you are sharing with them the information relating to the progress of groups of pupils. This information reveals the gaps in attainment between pupils' reading and writing skills, which is a barrier for securing good levels of achievement in English. Disabled pupils and those with special educational needs, who are supported at school action plus, are making slower progress than others.

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

The external consultant deployed by the local authority has provided effective support to the school. Senior leaders and those responsible for leading subjects have benefited from her advice which has led to checks on teaching being more rigorous. A teaching and learning consultant has helped to develop staff's knowledge of how to teach more effectively in Key Stages 1 and 2. Additional support is required to help improve the quality of teaching of writing. A Specialist Leader of Education and an external consultant have helped adults in the Early Years Foundation Stage to improve their skills in supporting children's development in communication, language, reading and writing.

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

Yours sincerely

David Carter
Her Majesty's Inspector