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25 June 2014

Mrs Beverley Gilbert
Headteacher
Brading Church of England Controlled Primary School
West Street
Brading
Sandown
PO36 0DS

Dear Mrs Gilbert

Requires improvement: monitoring inspection visit to Brading Church of England Controlled Primary School

Following my visit to your school on 25 June 2014 with Fiona Bridger Wilkinson, seconded inspector, 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 March 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:

- sharpen and shorten the school improvement plan so that it clearly identifies the impact actions will make on improving standards
- ensure that governors act quickly on the recommendations made by the local authority.

Evidence

During the visit, meetings were held with you and other senior leaders, representatives of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. With you, I visited early years and Key Stage 1 classrooms and talked to

pupils. A range of pupils' books was scrutinised. I also reviewed the school's single central record and other school documents.

Context

Since the inspection one Year 3-4 teacher has left the school and another has been appointed. The school was unable to appoint a new deputy headteacher, but has appointed a senior teacher who will join the school in September. During my visit, Key Stage 2 pupils and their teachers were out of school at a sporting event.

Main findings

You are working with tireless determination to address the areas for improvement identified in the inspection. You have introduced a new system for tracking the progress pupils make and it is beginning to help teachers identify more sharply which pupils need additional support.. Encouragingly, good systems are now in place to support improvements in teaching.

Your judgements about the quality of teaching now take marking and feedback and pupil progress into account more fully, and lesson observations happen more frequently. Because of this and other training teachers are starting to plan lessons more carefully to make sure that all pupils are challenged by their work. This is still at an early stage, but most pupils are now meeting the targets set for them by the school. Year 5 pupils are making rapid progress and are on track to achieve above-average attainment next year. Much higher proportions of Year 6 pupils than last year are now achieving better than Year 6 pupils typically do.

Your focus on handwriting and presentation is starting to bear fruit. Pupils' books show early signs of improvement in these areas; pupils in Year 5 and 6 are making more rapid progress in these areas. Improvements in teachers' feedback to pupils are also becoming evident in books, with pupils now having time to respond so that their rate of progress improves.

The newly constructed school improvement plan is a highly detailed document. However, it is not yet clear enough to ensure that governors and others are able to measure the school's improvement in key areas. Specific actions for teachers, support staff and governors are not identified sharply enough, and it is not always evident what impact actions will have on the achievement of pupils.

An external review of governance has been carried out by the local authority, which found several areas for improvement. Governors have begun to take action to address the recommendations made in the review. However, governors do not yet all demonstrate sufficient drive and urgency to constructively challenge the school. This means that they are less effective than they might be in supporting improvement.

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 local authority is providing useful support to the headteacher through the Leadership and Learning Partner (LLP). Regular monitoring meetings take place and work on improvement planning and the development of more challenging targets for pupils is starting to be effective. Some recent training has been offered to teachers in literacy and mathematics. Teachers and leaders have not yet visited other schools to observe best practice elsewhere; plans are in place to address this. An external mentor for the headteacher has been agreed and coaching work will begin this term.

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

Yours sincerely

Catherine Anwar

Her Majesty's Inspector