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4 December 2014

Richard May  
Headteacher  
Green Mount Primary School  
St Vincents Road  
Ryde  
PO33 3PT

Dear Mr May

### **Requires improvement: monitoring inspection visit to Green Mount Primary School**

Following my visit to your school on 4 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection 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 second 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.

### **Evidence**

During the inspection, meetings were held with the headteacher and deputy headteacher and the Chair of the Governing Body to discuss the action taken since the last inspection. I talked to a representative of the local authority on the telephone. The school improvement plan was evaluated. With you, I visited several classes and talked to pupils. In addition, I scrutinised a wide range of pupils' books and reviewed school information about pupils' progress. I also examined the school's single central record of teacher vetting checks.

## **Context**

Since the last visit, three new teachers have joined the school, one in Reception class, one in Year 1 and one in Year 5. One teacher has been off with a long-term absence.

## **Main findings**

The drive and determination of school leaders is now more clearly evident in their insistence on the highest standards in all aspects of the school.

Greatly improved test results in 2014 reflect the sharper rigour that senior leaders have brought to bear on the quality of teaching. Pupils made much better progress during Key Stage 2 than in previous years as a result of well-targeted support in Year 6. Improvements in mathematics and reading were particularly marked. However, more-able pupils, especially those in receipt of the pupil premium funding, did not achieve as well in writing, and this remains a focus for the school. During Key Stage 1 pupils also made better progress in 2014 although the rate of improvement was slower.

Pupils' writing remains weaker than other areas. Nevertheless, pupils' books now show increased opportunities for extended writing. Rates of progress this term are continuing to improve for most groups of pupils and this can be seen in their work. The quality of provision for early years classes has taken significant strides forward. Leaders have sensibly re-structured the organisation of these groups and ensured a sharper emphasis on matching activities to the needs of the pupils.

The school improvement plan now identifies relevant actions much more sharply and impact is evaluated each half term. This increased accountability for all staff has quickened the pace of improvement.

The work of middle leaders continues to develop but at a slower and less consistent pace than anticipated. They are not yet all observing lessons or holding their teams to account robustly enough. Middle leaders have not yet visited other schools to observe good practice. The school has plans in place to address this.

A useful re-evaluation of the school's assessment policy is beginning to impact on teachers' marking, however this is not yet consistent. Pupils sometimes respond to teachers' comments, but do not yet all do this.

The learning environment is now much better organised. Useful 'learning walls' have been set up in all classrooms. These now enable pupils to find the information they need to help them learn more quickly and independently. Displays remain vibrant and interesting, but classrooms are more businesslike and pupils, therefore, are more effectively focused on their work.

Governors have responded with alacrity to the last inspection. They now visit the school more frequently and as a consequence are better equipped to offer informed challenge to senior leaders. Governors understand the school's priorities more clearly and have undertaken useful training to better equip them for their role. Their work is now contributing well to the quickening momentum of improvement in the school.

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**

Hampshire local authority continues to offer useful and wide-ranging support. Effective training for teachers in English and mathematics, coaching for middle leaders and well-targeted leadership and governance support are highly valued by the school. Regular, challenging visits to the school make a positive contribution to the improvements seen.

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

Yours sincerely

Catherine Anwar  
**Her Majesty's Inspector**