

Tribal  
Kings Orchard,  
One Queen Street,  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524 **Direct T** 0117 311 5246  
enquiries@ofsted.gov.uk **Direct email:** Sara.Whalley  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) @Tribalgroup.com



14 May 2015

Mrs Paula Taylor-Williams  
Headteacher  
Brockhurst Junior School  
Avery Lane  
Gosport  
Hants  
PO12 4SL

Dear Mrs Taylor-Williams

### **Special measures monitoring inspection of Brockhurst Junior School**

Following my visit to your school on 13 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in January 2015.

#### **Evidence**

During this inspection, meetings were held with the headteacher, a representative of the local authority, the subject leader for mathematics and the special educational needs coordinator. A telephone discussion was held with the Vice-Chair of the Governing Body. Brief visits were made to all classes to see the school in action. The local authority's statement of action and the school's improvement plan were evaluated. The checks made on staff about their suitability to work with children were also reviewed.

#### **Context**

Since the inspection in January 2015, a new deputy headteacher and special educational needs coordinator has been appointed, to start in September 2015. This is to replace the current post holder, who leaves at the end of the summer term. Teaching in Year 3 has been stabilised, with the current temporary teachers staying until July 2015. Two additional learning support assistants have been employed, to support small group work. Two new governors have also been appointed.

#### **The quality of leadership and management at the school**

Leaders report the school's team is working well together to tackle the areas for improvement identified at the inspection in January 2015. Everybody is fully committed to making the right changes so that the school no longer requires special measures.

The school's 'Got to Get to Good' (3G) plan focuses on the right actions, based on inspection judgements. Additional targets, such as developing links with parents, are sensibly included, so that leaders maintain focus on these important aspects of the school's work. Useful questions are incorporated for each section of the plan, to help governors and senior leaders carefully evaluate the impact of the school's work.

Teachers' assessments of pupils' work were not previously robust, and information about standards was thus unreliable. Leaders have made a good start with staff in ensuring their assessments are more reliable, but there is further to go to ensure these are completely accurate. The 3G plan rightly outlines targets for pupils' achievement, based on expectations for their age. However, predictions for the standards pupils will reach this summer are unrealistic, because most teaching is not good enough to help pupils catch up as quickly as they should.

An external review of the use of the pupil premium (additional funding for disadvantaged pupils) took place in February 2015. Leaders are correctly following the recommendation to raise teachers' awareness of how to support this group of pupils. They have started to analyse whether funding is allocated as effectively as possible, to ensure these pupils make good progress. This work is at an early stage: gaps in attainment in reading, writing and mathematics between disadvantaged pupils and their peers remain too wide.

The special educational needs coordinator acted swiftly to implement recommendations from the local authority's recent review of special educational needs. For example, teachers and learning support assistants play a greater part in writing pupils' individual education plans. As a result, they have a better understanding of their role in supporting pupils with special needs. Two more learning support assistants have been employed. This is enabling leaders to extend the number of small groups to help pupils catch up in mathematics and English. The work pupils tackle in these groups meets their needs more closely, because it is now based on what has been shown to work well in other schools. It is too soon to evaluate the impact of these changes.

Two new governors have been appointed, with helpful skills to strengthen the governing body. Following the external review of governance in March 2015, governors are rightly developing an action plan; however, this was not available at this inspection. The new programme of governor visits is sensibly linked to the school's 3G plan, to ensure governors explore the right aspects of the school's work. Good initial steps have been taken to ensure governors ask the right questions on

visits by following an agreed approach, and to ensure any queries are robustly followed up. All this work is at a very early stage of development.

The local authority's statement of action systematically addresses each area for improvement identified at the school's inspection. The extensive time allocated for advisers to work with teachers is carefully planned and managed well so that the school is not overwhelmed. The local authority provides helpful practical support, such as working alongside the newly appointed subject leader for mathematics to coach identified staff. Other local schools also provide useful guidance. For example, Harrison School shared good practice to help Brockhurst develop its marking and feedback policy and approaches to guided reading sessions. In addition, teachers visited Siskin School to explore different approaches to working with Year 6 pupils. It is too soon to judge the effectiveness of all this external support.

Following the monitoring inspection, the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, and the Director of Children's Services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Amanda Gard  
**Her Majesty's Inspector**