

# Inspection of Brighstone Church of England Aided Primary School

New Road, Brighstone, Newport, Isle of Wight PO30 4BB

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Inspection dates:

24 and 25 November 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

All staff share the same determination for pupils to achieve well. Where leaders have focused their efforts, this ambition has been realised. Pupils get off to a good start in learning to read and in developing their mathematical understanding. From the youngest age, pupils value their education. As one Reception child said, 'I love learning my sounds. I am proud of myself that I can remember them.' Leaders have not, however, ensured that pupils always learn consistently well in all other subjects.

Pupils feel safe in a positive environment. Staff help them to follow the behaviour expectations linked to the school's values of love, courage and respect. This supports pupils to understand the impact their behaviour has on others. They are keen to work together to earn 'bee-haviour' points. Pupils say that bullying is rare, and that staff help them to sort out any friendship problems.

Pupils are taught to value their community and to recognise different opportunities beyond the island. During the COVID-19 pandemic, pupils thought about who might feel isolated and wrote to local elderly residents. Visitors broaden pupils' understanding about different future careers, especially in science. Pupils enjoy day trips and residential visits to the mainland.

## **What does the school do well and what does it need to do better?**

Leaders, governors and staff are ambitious for this small school. Leaders have, however, had to adapt improvement plans because of staffing changes.

Leaders are firmly focused on broadening pupils' vocabulary. Staff precisely teach key words and check that pupils understand. In Year 2, pupils were observed successfully learning the difference between bending and stretching materials. This growing vocabulary gives pupils the language to talk confidently about their learning.

The teaching of early reading is effective. This helps children to get off to a good start from the very start of Reception. Staff have expert knowledge and follow the school's phonics scheme closely. Pupils read books that accurately match the sounds they have learned. Weaker readers are given effective support to keep up. The school's approach to help fluent readers understand what they read is not as well developed. Leaders recognise this and have plans to strengthen pupils' reading skills.

Leaders have recently introduced new plans in mathematics to ensure that the right content is taught in the right order. This means pupils are learning age-appropriate knowledge and methods from Reception onwards. Pupils do not, however, always have the opportunity to use what they have learned to explain their thinking. The pandemic has slowed pupils' fluency with number. Leaders have introduced additional sessions to build pupils' confidence, speed and accuracy.

Staff value the support from leaders to manage the workload of teaching mixed-age classes. In subjects that leaders have worked on, such as history, sequenced plans are in place that include the precise knowledge and skills that pupils will learn. This helps staff to teach pupils new content that builds on what they have previously learned. Not all subjects have well-sequenced plans in all year groups. Consequently, teachers sometimes deliver a series of lessons that do not progressively build pupils' understanding. Staff check what pupils can recall in some subjects, but not all. As a result, not all subject leaders know how well pupils are learning.

In early reading and mathematics, pupils with special educational needs and/or disabilities (SEND) are supported appropriately. Their learning is scaffolded through extra adult support or adapted tasks so that they achieve well. In other subjects, this support is less consistent. Consequently, pupils with SEND do not always learn well across the curriculum. Leaders have plans to improve this.

In Reception, the curriculum is coherently sequenced and adapted to help children build on previous learning. Children who need extra help are well supported. They are encouraged to be confident and independent. Consequently, children enjoy school and are learning well. This positive start is captured in one parent's comment: 'My child always looks forward to attending and has already learned so much.'

Warm relationships between staff and pupils underpin a calm and respectful culture. As a result, pupils behave well. Occasionally, they disengage when staff do not move the teaching on swiftly enough.

Leaders help pupils to value diversity in the world. Pupils enjoy welcoming visitors during interfaith week. People with different faiths share the celebrations that are central to their religion. This helps pupils to respect differences between people in the community.

Governors ensure that leaders have clear plans for improvement and that resources are managed well. They do not, however, hold leaders to account for the quality of the curriculum in subjects other than early reading and mathematics.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nurturing culture ensures that staff know pupils and families well. This helps them to notice when a pupil may need help. Pupils know that adults in school will listen to them if they have a concern.

Leaders ensure that staff receive high-quality safeguarding training. They routinely check that staff understand their responsibilities. This ensures that staff act on concerns promptly. Leaders work with external agencies so that pupils get the help they need.

The curriculum helps pupils to learn about different risks they may face and how to manage them. This includes knowing about healthy relationships and keeping safe online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have not yet planned all subjects, including reading, in sufficient detail. This means that pupils are not always building on prior learning. Subject leaders should ensure that the key knowledge and skills pupils should learn from Reception onwards are precisely mapped out.
- The role of subject leaders is at an early stage of development. This means that they do not always know how well pupils are learning in their subject. Leaders should make sure that subject leaders know how to monitor how well curriculum plans are delivered and whether pupils are learning and remembering the most important knowledge and skills.
- Teachers do not adapt tasks well enough to meet the needs of pupils with SEND in subjects other than mathematics and English. As a result, these pupils are not always achieving the best possible outcomes across the curriculum. Leaders should ensure that staff use their training to support these pupils to help them learn well in all subjects.
- Governors do not know enough about the quality of the curriculum in subjects other than mathematics and English. This means that they do not know how well pupils are learning. Governors should ensure that they have the information they need and appropriately challenge leaders to ensure that pupils achieve well in all subjects.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	118192
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10203136
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Janet Craig
<b>Headteacher</b>	Rebecca Lennon
<b>Website</b>	<a href="http://www.brighstoneprimary.org.uk">www.brighstoneprimary.org.uk</a>
<b>Date of previous inspection</b>	27 May 2021, under section 8 of the Education Act 2005

## Information about this school

- The headteacher started in her role in September 2020. Since then, there has been a substantial change in teaching staff. This includes a special education needs coordinator (SENCo), who started in her role at the same time as the headteacher.
- The chair of governors started in her role in January 2021.
- The school does not currently use any alternative provision.
- This school is a Church of England school in the Diocese of Portsmouth. Its last section 48 inspection for schools of a religious character took place in May 2017.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, the SENCo, the designated safeguarding lead, subject leaders and teachers.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also looked at other curriculum plans and spoke to leaders about these subjects. Inspectors also observed pupils' behaviour in lessons and on the playground.
- The lead inspector met with governors, including the chair of the governing body. She spoke with a representative from the local authority and a representative from the diocese.
- Inspectors took account of responses to the Ofsted Parent View survey and written comments from parents and carers, including two emails. Inspectors considered the views of staff during meetings with them and took into account their responses to Ofsted's staff survey.
- Inspectors reviewed school documents relating to safeguarding, including reviewing safeguarding records and training logs and talking to pupils and staff. Inspectors met with the school's designated safeguarding lead.

### **Inspection team**

Laurie Anderson, lead inspector

Her Majesty's Inspector

Debra Anderson

Ofsted Inspector

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