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Nichola Coates
Headteacher
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Dear Mrs Coates

Requires improvement monitoring inspection of Arreton St George's Church of England (Aided) Primary School

This letter sets out the findings from the monitoring inspection that took place on 16 July 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, other staff, governors and the local authority the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also met with subject leaders, visited a range of lessons and spoke with pupils. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but more work is necessary for the school to become good.

Main findings

Since the previous inspection, you have become headteacher of the school. You have developed a staff team who share your commitment to providing the best possible education for all pupils. Action has been taken to put in place the necessary processes and structures to improve the consistency and quality of provision at the school. Further changes have been made to how the school is organised, such as the new mixed-age classes. Your development of staff has enabled them to play an active role in school improvement. There is a strong sense of everyone working together within a highly positive school culture.

The school now has an entirely new school curriculum with the aim of improving learning in all subjects. You have prioritised the initial development of core subjects of English and mathematics to ensure pupils have the key skills they need to learn well across the full curriculum. However, alongside core curriculum development you have made additional modifications to other subjects, such as developing a sense of place through history and geography. You are clear that this curriculum work is in its early stages, and there is more to do before the curriculum in all subjects is fully implemented.

You remain determined to ensure that pupils with special educational needs and/or disabilities (SEND) are supported as well as possible. You have made sure that leaders who oversee the provision for pupils with SEND are knowledgeable and their work is having the intended impact. For example, the new pupil profiles and summary documents now provide staff with the detail they need to understand and support all pupils with SEND. Staff training has helped teachers to recognise the part they play in identifying pupil's needs. Similarly, teachers improved expertise means pupils needs are being more readily met in the classroom. Careful record keeping of support offered, and its impact, has made the school more effective in judging what does and does not work. You report this information has also been beneficial in working with other agencies, including the local authority, in obtaining additional support for pupils with more complex needs and for those with an education, health and care plan.

Pupils appreciate how your work to revise the school values has helped them to understand how to treat each other. As a result, they are polite and courteous. The improvements you have made to behaviour processes since the last inspection have resulted in pupils being much less concerned about bullying, although some do still worry about other pupils not being kind. Teachers and leaders remain committed to helping ensure all pupils recognise themselves as positive members of the school community.

You recognise that the swift pace of school improvement must continue and have made sure staff understand the developments you have made. You are starting to balance development with the need for checking that each aspect is fully embedded. This has helped you to make sure that staff are not overloaded and have a chance to embed their new practice. As a result, pupil's learning is already improving.

The school has received a range of support. You have taken care to ensure any you are utilising has a direct impact on making the necessary improvements. Governors have a detailed understanding of how your plans will accomplish the necessary change. They meet with you frequently to ensure that the school remains on track and to check that improvement work is having the required impact.

I am copying this letter to the chair of the board of governors, the director of education for the Diocese of Portsmouth, the Department for Education's regional director and the director of children's services for Isle of Wight local authority. This letter will be published on the Ofsted reports website.

Yours sincerely

Ed Mather
His Majesty's Inspector