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Mr R Gibbons  
The Headteacher  
Becket Primary School  
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Dear Mr Gibbons

### Ofsted Monitoring of Grade 3 Schools

Thank you for the help that you gave me when I inspected your school on 13 June 2007, for the time you gave to our telephone discussions, and for the information which you provided before and during my visit. I am particularly grateful to the members of the senior leadership team, the English subject leader, and the chair of governors for the discussions I had with them. Please pass on my thanks to them and to the rest of the staff and pupils.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 3 May 2006 the school was asked to address four areas for improvement.

- Ensure teachers use assessment information more effectively to match work to the needs of all pupils, particularly the higher attainers.
- Establish more rigorous and systematic monitoring and evaluation of school performance directly related to standards achieved by pupils.
- Produce and implement a clear action plan to show how the school intends to raise standards in writing.
- Clarify and strengthen the leadership roles of individuals within the senior leadership team.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievements.

The headteacher and staff have used the judgements of the May 2006 inspection to review the progress made by the school during a period of stability which followed

changes in leadership over a number of years. The school has, rightly, concentrated on developing pupils' personal development, behaviour and attitudes in order to provide a sound basis for learning. This has been successful in developing a positive and orderly community. The school has now begun to refocus efforts on raising achievement in specific subjects and particularly literacy. The headteacher knows the school well and is accurate in his judgements of its effectiveness. He gives clear leadership to his staff.

In 2006, the Year 2 results in reading, writing and mathematics were below the national average but an improvement on the previous year. In Year 6 results also reflected the gradual improvement in standards over time, but were still significantly below national averages in English and science and below in mathematics. In writing less than half of the pupils attained the expected level and none achieved the higher Level 5. Analysis of the results shows that the progress that pupils made from Year 2 to Year 6 was broadly average in mathematics and science, but significantly below average in English. The school acknowledges that the pupils could achieve more, particularly in writing.

Since the 2006 inspection, the school has focused clearly on improving pupils' progress. This has been the key factor in moving forward. The school now has a clear system to measure progress in English and mathematics. This is a powerful tool to bring about improvements and to set targets. There are signs that the use of assessment information has improved and significantly so in English. Teachers are now able to set work for pupils using tracking information based on challenging targets for individuals. Progress is reviewed at set points throughout the year. More able pupils are identified for appropriate support and challenge. This system is also reinforced by the school's commitment to developing each pupil in personal terms. For example, the recent 'How's It Going' initiative has a focus on the progress of Year 5 pupils through individual contracts with children involving their parents.

Using the tracking system, the school is beginning to have a better understanding of its performance overall related to the standards achieved by the pupils. However, the systems in place have yet to be embedded and demonstrate a clear impact on standards. A key objective for the school year 2007 to 2008 is the introduction of a more formal monitoring procedure for English and mathematics. This is to review progress in these subjects and promote raised expectations by teachers and higher achievement by pupils.

The action plan to raise standards in writing is clear and firmly based on raising expectations and achievement. The able and enthusiastic subject leader has led this development work well. She has effectively engaged the commitment of the staff to focus on specific aspects of writing as well as trialling much of the progress tracking system. This has included discussions with all teachers at regular points during the year to review the progress made in writing by each pupil and adjust targets and work plans as appropriate. The school's decision to organise smaller class groups for Key Stage 2 pupils in literacy work has enabled more focused teaching to meet the needs of individuals. This is reinforced for the Year 6 group as they are taught by the

subject leader. However, these developments have yet to show a clear impact on standards and achievement.

Members of the senior leadership team have a clear view of their roles within the school. They are committed to improving the work of the school and have a flexible approach to meeting the challenges of change.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Robert Pyner  
Her Majesty's Inspector