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30 March 2011

Mrs N Cummins  
Headteacher  
Brede Primary School  
Udimore Road  
Broad Oak  
Rye  
East Sussex  
TN31 6DG

Dear Mrs Cummins

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Brede Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 29 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to your staff, the chair of the governors and members of the school council for giving up their time to talk to me.

The school has been through a period of considerable change. At the time of the last inspection the headteacher had only recently taken up her role and staffing was being restructured because of a sharply declining roll. Although mobility remains high, it is stabilising, with an increasing proportion of children joining the Early Years Foundation Stage. This trend has now been stemmed and pupil numbers are rising again. A new deputy headteacher, who also holds responsibility as special educational needs coordinator, has been appointed. Apart from one teacher who was on leave during the last inspection, all teachers are new to the school. Improvements have been made recently to the outdoor area for children in the Early Years Foundation Stage.

As a result of the inspection on 16 June 2009, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.



Pupils' attainment rose steadily after the last inspection, shown in a Department for Education improvement award in 2009 as one of the hundred top most improved schools nationally. Attainment rose further in 2010, and pupils' attainment at the end of Year 6 was above the national average in English and mathematics. Pupils currently in Year 6 are on course to meet even higher targets this year. The school's assessment information indicates that pupils are making good progress through the school, indicating that the school is building a strong foundation for ongoing improvement.

The teaching seen during the visit was good overall. Teachers plan activities which interest and challenge pupils well. Pupils confirm that they are expected to work hard and enjoy learning new things. The use of a whole-school 'learning journeys', involving cross-curricular links and exceptional display in classrooms and corridors, makes learning particularly relevant and enjoyable for pupils as it is shared across all age groups. For example, in the English lesson we observed together, pupils were fully engaged as they took on the role of Alice in Wonderland to write an adventure story based on opening an imaginary door. This was developed well from an earlier activity where each pupil had created their own scene as an art activity. While some lesson introductions are overly long, teachers use their good knowledge of individual pupils to set work to take learning forward quickly because it is closely matched to the different age groups and needs within the class. Improvements in outdoor provision help children in the Reception year to learn from a well-planned range of activities, such as using the outdoor table to write labels as part of role play. Pupils have a good understanding of their targets and the quality of their work. Their books are regularly marked and identify what they have achieved and how to improve. However, their books show that they are not always given the opportunity to follow up on the advice they are given.

The curriculum has been broadened well since the inspection and now incorporates in-depth study of all required areas. Opportunities for pupils to develop their understanding of their place in the national and global community are woven into the curriculum well. For example, the planned video conferencing with pupils in an urban school in the Midlands is the first step in helping them to understand life in a multicultural society in England. A range of study, including learning about city and rural communities in Kenya and life in Bolivia, effectively develops pupils' awareness of other cultures.

The school has been systematic in addressing the issues identified in the inspection, and has been supported well by the local authority in linking its support plan with the school's identified priorities and activities. For example, support for the governing body has helped governors to develop their strategic role. The governing body has a good understanding of the school's strengths and areas for development and uses this well to prioritise action to secure the school's ongoing viability. For example, prudent management has ensured that the school's finances are no longer

in deficit. Governors have contributed well to improving the partnership with parents and carers since the inspection. Parents spoken with were positive about the school's family atmosphere and how quickly their children settle in, either in Reception or if they have moved from other schools. They say that they find it easy to speak with staff at the beginning or end of the day so that any potential issues are dealt with at an early stage. Pupils are pleased with the virtual learning environment and how it enables them to get ideas for additional activities at home. The school regularly consults parents and carers about developments, such as changes to uniform or the school day. Activities, such as the imminent art exhibition to sell artwork for charity, help to keep the school at the heart of the community. Local authority advisers have also provided useful evaluation of school developments, such as the promotion of community cohesion.

Through your leadership as headteacher, a staff team has emerged with a shared vision about improvement. Teachers understand their accountability for pupils' progress well and find the support they are given by senior leaders helpful in working out how to accelerate progress when an individual is seen not to be making the expected progress.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Helen Hutchings  
**Additional Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in June 2009**

- Ensure that all teaching meets the needs of all groups of pupils, including children in the Reception year.
- Plan for and evaluate pupils' understanding of their place in the national and global community.
- Explain changes in the school's organisation and the reasons for them to parents and carers.