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Mr B Dale
The Headteacher
Mendip Green First School
Greenwood Road
Weston-Super-Mare
BS22 6EX

Dear Mr Dale

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:
monitoring inspection of Mendip Green First School**

Thank you for the help which you and your staff gave when I inspected your school on 27 March 2012 and for the information which you provided during the inspection. Please extend my thanks to the Chair of the Governing Body and your challenge partner from the local authority for their time, as well as to the pupils who came to share their views of the school.

It was recently decided that the school will become a primary school for 4- to 11-year old pupils from September 2012 and preparations have begun for this change of status.

The school is adjusting its senior management structure following the resignation of one of the deputy head teachers. There are currently five newly qualified teachers in the school. The school takes in numerous pupils at non standard times and supports those who have had difficulties elsewhere.

As a result of the inspection on 17 November 2010, 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 the effectiveness of the school in maintaining pupils' good behaviour has also been good.

Achievement of pupils at the school

There has been an overall improvement in the pupils' rates of progress and the standards pupils reach. Results in 2011 were still below the national average for

Year 2, but those currently in this year group are reaching standards much closer to those expected for their age. Pupils in Year 3 have begun to catch up to the expected level.

The overall improvement in mathematics is particularly noteworthy, with reduced variation between the rates of progress of different groups of pupils in the school. Potentially higher attaining pupils are now challenged to fulfil their potential and those in Year 2 are on track to reach Level 3 in this year's national assessments. Leaders now explore and seek to explain any variation between the progress rates of different groups. The tracking and analysis of pupils' progress are now good. This means that, if required, teachers are guided to take appropriate remedial actions to ensure better progress for specific individuals.

The school's curriculum has improved as it is no longer as reliant on a commercial mathematics scheme and teachers' planning increasingly meets the needs of all groups of pupils. Interventions to aid specific pupils are well targeted, including for those who are disabled or have special educational needs. The impact of this intervention work is monitored tightly and if it is not working it is promptly changed to find something that is more effective. Curriculum changes foster better achievement and the school day is effectively organised to maximise the use of learning time.

The quality of teaching

Teaching was judged good at the last inspection and it remains similar in quality. There is increased rigour in the way teachers are held to account for the progress of all their pupils over time. Monitoring is less reliant on snapshots of the quality of classroom practice; it now includes a thorough review of the outcomes for pupils over the whole term. Lesson plans and pupils' books are monitored by subject leaders to ensure there is sufficient challenge and support for each group of learners. The detailed monitoring and support ensure work is tailored to pupils' needs, including when they are in ability sets. Pupils are assessed regularly. Phonics sessions are rapid and well structured, ensuring maximum learning by all.

Pupils understand and like the new marking scheme and appreciate how it helps them to improve. They know their targets and are more independent in their attitudes to learning as they mark off what they have achieved. The youngest pupils enjoy their new challenging physical equipment. Although a fifth of them enter school with standards below those expected for their age, they are all making good progress towards the expected level. This is due to the quality of teaching, assessment and the exciting activities provided including those for mathematics, such as their Easter egg hunt.

Behaviour and safety of pupils

Pupils' behaviour and safety remain good. There is very effective support for those who have had severe problems in other schools. The high expectations and

standards of behaviour within the school help new arrivals to settle well. The positive reward system, based on 'club time', is popular and seen as fair by pupils.

The improved vehicular control measures have further enhanced safety as has the training of all volunteers on child protection. Your school continues to be a harmonious and highly-inclusive community and pupils behaved well during the exciting pet show on the afternoon of this unannounced inspection.

The quality of leadership and management of the school

Senior leaders have taken prompt and effective action to address all the areas for improvement identified at the last inspection; their monitoring and evaluation are much more rigorous and other schools are visiting to see how it is being done. Teachers are fully involved and participate in regular performance meetings. The governors challenge the school well. Due to extra training on data they are better placed to check on its progress. The local authority adviser gives the school very high quality support and challenge.

The school has retained all its good features; with its high standards of care, guidance and support and its excellent inclusive practice. It has now added the necessary rigour to continue raising standards to those expected nationally and has an enhanced capacity to improve further.

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

Mo Roberts

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2010

- Use tracking, monitoring and assessment, including marking, routinely and rigorously to bring about improvements in standards.
- Ensure that the curriculum is clearly adapted and tasks extended to enable all pupils to achieve well.
- Introduce more regular meetings between senior staff and teachers to ensure that staff are doing all they can to accelerate the progress of all groups of pupils within their classes, especially in Year 3