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10 July 2013

Paul Foxley
Headteacher
Purbrook Park School
Park Avenue
Purbrook
Waterlooville
PO7 5DS

Dear Mr Foxley

Requires improvement: monitoring inspection visit to Purbrook Park School

Following my visit to your school on 10 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you and other senior leaders, four middle leaders, a representative of the local authority and the Chair of the Governing Body plus two other governors to discuss the action taken since the last inspection. The school's raising achievement plan was evaluated. I also accompanied you on a walk around the school visiting a number of classrooms.

Context

Since the previous inspection the school's pastoral system has been re-organised and five new year leaders have been appointed.

Main findings

You and other senior leaders have set about tackling the areas in need of improvement identified in the previous inspection report with determination and energy. The previous plan for improvement has been sensibly reviewed and a new raising achievement plan drafted. The senior leaders responsible for leading on aspects of the plan are clearly indicated and the plan identifies some sensible actions to drive improvement. However, the success criteria against which the impact of actions can be judged are not sufficiently measurable or linked to specific time scales. This makes it difficult for the governing body to systematically evaluate the impact of the school's work.

Senior leaders have been proactive in establishing a firm foundation to improve the quality of teaching. Systems to monitor teaching have been developed well and an appropriate range of support and training is in place to improve teaching practice. For example, all those members of staff whose teaching requires improvement are being coached by an experienced and high quality teacher. A new lesson planning proforma has been developed in order to encourage a more consistent approach to lesson planning, but the use of this form is not yet embedded across the school. The timetable for the next academic year has been written and all necessary teaching appointments made to ensure that all lessons are taught by permanent members of staff. This, plus some other sensible strategies being adopted by the school, should reduce the use of supply teachers.

Good plans are in place to routinely monitor and evaluate the impact of the school's strategies to prevent poor behaviour and bullying. The recent appointment of year leaders, who do not have a teaching commitment, has the potential to positively impact on pupils' behaviour.

Governors are ambitious for the school and are knowledgeable about the school's strengths and those areas still in need of improvement. They are sensibly planning to survey the views of parents and carers in the near future so that they can evaluate the impact of actions to strengthen their partnerships with them.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- strengthen the school's raising achievement plan by including more measurable success criteria against which the impact of actions can be readily evaluated. It should be clear when these success criteria are expected to be achieved so that the governing body can easily evaluate the progress of the school to becoming good.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority, governors and senior leaders are working effectively together to improve the school. A local authority adviser has provided good support to the leadership of the school. Good procedures are in place to monitor the implementation of the school's raising achievement plan and evaluate the impact of local authority support.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Peter Sanderson
Her Majesty's Inspector