

Tribal
Kings Orchard
One Queen Street
Bristol
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Email: christina.bannerman@tribalgroup.com

6 November 2014

Ms Park
Headteacher
Seymour Primary School
Seymour Road
Broadfield
Crawley
RH11 9ES

Dear Ms Park

Requires improvement: monitoring inspection visit to Seymour Primary School

Following my visit to your school on 6 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. 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 July 2014. It was carried out under section 8 of the Education Act 2005.

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:

- clarify in the action plan, the main areas for action, who is responsible for what and how impact on outcomes for pupils will be measured.

Evidence

During the inspection I held meetings with you and the acting deputy headteacher, a group of governors and a representative of the academy Trust, to discuss the action taken since the last inspection. I evaluated the school improvement plan and a range of school documentation including records of monitoring and minutes of governing

body meetings. We made a series of brief visits to classes and looked at pupils' work. I examined the register of suitability checks on staff.

Context

Since the previous inspection the deputy headteacher has retired and the leadership team has been restructured. Two new teachers have been appointed to the school.

Main findings

You have released two of your most highly skilled teachers from their classroom responsibilities so that their expertise can be shared widely across the school. They are providing individualised coaching support for staff and this is already having a positive effect. For example, there is evidence of improvement in the quality of work in pupils' books. Year 2 writing books show pupils using adjectives imaginatively to describe what they are afraid of. Recent analysis of information about pupils' reading shows better progress than in previous years. This year more pupils moved from the Early Years Foundation Stage having achieved as expected for their age, although this is still fewer than nationally. You are sensibly concentrating on ensuring that the transition into Year 1 is as smooth as possible so that all pupils continue learning well.

Your new data tracking system means that you can more easily access the information on how well pupils are learning. I am pleased that you are sharing this information quickly with staff. This is ensuring that pupils can be given work that is right for them and they can be helped quickly if they do not understand. These clearer data systems will enable governors to monitor pupils' progress and attainment and to challenge school leaders more comprehensively.

The new marking policy you have introduced is being applied by teachers but is having more impact in some classes than in others. Daily individual reflection time ('DIRT' sessions) ensure that pupils have the chance to respond to marking which is helping them to improve their work.

The development plan is a comprehensive document and contains everything that is needed. It would be further strengthened by having a clear summary of the main areas for improvement, what needs to be done, who by and how you will know that you have been successful.

Senior leaders are clear what needs to be done and are determined that the changes will be made. It is evident from walking around the school with you and talking to staff that everyone is involved in the drive for improvement.

Governors understand the challenges facing the school and, despite there being some vacancies, have a wide range of useful skills. Since the previous section 5

inspection governors have strengthened their monitoring of the school, insisting on obtaining evidence from a variety of sources. They are not afraid to ask challenging questions and hold the school to account.

External support

You are making good use of the support offered by the Trust, working collaboratively with schools locally to improve teaching. The regional director is visiting the school termly. She is helping the leadership team to develop systems to check on the quality of teaching and learning. An external consultant, provided by the Trust is to begin supporting leadership.

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

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for West Sussex and the Academies Advisors Unit at the Department for Education.

Yours sincerely

Fiona Bridger-Wilkinson
Seconded Inspector