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Mrs P Berry
Headteacher
Worcesters Primary School
Goat Lane
Enfield
EN1 4UF

Dear Mrs Berry

Notice to improve: monitoring inspection of Worcesters Primary School

Thank you for the help which you and your staff gave when I inspected your school on 10 November 2010 and for the information which you provided during the inspection. Please pass on my particular thanks to the Chair of the Governing Body, the representative from the local authority, the staff and pupils who met with me and for the time that they gave.

Since the previous inspection, an interim headteacher and a seconded deputy headteacher have been appointed for one year starting at Easter 2010. Plans are in place for substantive appointments to both of those posts by Easter 2011. There have also been new appointments to the governing body, including a new chair.

As a result of the inspection on 11 February 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 is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

The results Year 6 pupils achieved in the summer of 2010 showed a continuation of the decline in attainment and rate of pupils' progress which was reported at the time of the previous inspection. This reflects a legacy of inadequate leadership and insufficiently high expectations of pupils. However, under the strong leadership of the interim headteacher, supported by senior leaders, a number of well-focused improvement and intervention strategies have been put into place across the school so pupils in all year groups are making much better progress. In Year 6, for example, all pupils are now in ability sets for both English and mathematics and those identified as being most at risk of underperformance are being provided with tailored individual support. Evidence gathered during the monitoring visit indicates

that while some of these newly introduced strategies have yet to show full impact, there are clear signs of accelerating progress and better attainment in most classes, particularly in Key Stage 2.

Since taking up her appointment, the interim headteacher has led a successful focus on improving the quality of teaching and learning across the school. Inadequate teaching has been eliminated and the proportion of good or better teaching seen in lessons is improving at a steady rate. In most cases now, there is an appropriate match between the tasks set and pupils' capabilities and interests, although assessment information is not yet used routinely by teachers and leaders to assist the planning process. Challenge for the more able pupils is increasingly evident in lessons, especially in Year 6, although not enough specific guidance is always given to help pupils achieve the higher levels. Pupils receive clear and helpful guidance through the marking of their work and they are generally clear about what they need to do to improve.

Pupils were unanimous in their view that their lessons have become more interesting as they are often actively involved. They enjoy the increased opportunities to work collaboratively with their peers and are quickly becoming proficient in self- and peer-assessment, which enables them to take more responsibility for their learning. However, in the less successful lessons, teachers concentrate too much on the subject matter to be conveyed, rather than the quality of pupils' learning experiences. Most lessons are now delivered at an appropriate pace which keeps the vast majority of pupils interested and engaged, although on occasions a slower pace would help pupils to develop their ideas in greater depth. The time at the end of lessons is now better used in most cases and teachers are becoming more adept at finding ways to consolidate and reinforce the learning which has occurred.

The quality of self-evaluation has improved significantly. The school has responded vigorously and robustly to the areas for improvement highlighted in the previous inspection and has produced clear, realistic and achievable plans to move the school forward rapidly. The introduction of an effective tracking system has enabled all leaders and class teachers to have a much improved picture of pupils' progress and has raised staff expectations about what pupils should be able to achieve. Subject leaders, in particular, have benefited from this innovation, enabling them to begin to discharge their responsibilities with regard to quality assurance with greater proficiency and confidence. They are also appreciative of the intensive professional development and support they have been afforded by senior leaders and by the governing body.

After the previous inspection, the governing body went through a period of significant turbulence and there were some major changes in membership. However, under the leadership of a strong and experienced chair, the governing body is now starting to exercise its responsibilities with renewed vigour and sense of direction. Recent appointments have added a high degree of professional expertise both from within and outside education and there is evidence of recent impact in strengthening

arrangements for monitoring and evaluation and the exercise of strategic leadership. The governing body is well aware of the need for the school to build quickly and securely upon the firm foundations laid by the interim headteacher and ensure that the current trend of accelerating pupil progress is maintained.

The local authority was informed that its statement of action, produced after the previous inspection, had been evaluated and fulfilled requirements. Evidence from the monitoring visit indicates that it provides well-received support to the school which is increasingly effective at aiding the school to improve. This is particularly the case with regard to the well-targeted deployment of teaching and learning consultants, and through the training provided for subject leaders to improve the school's capacity for sustained improvement.

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

Yours sincerely

Ken Bush
Additional Inspector

Annex

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

- By February 2011, increase the rate of progress made by all groups of pupils in Key Stage 2 by:
 - making sure that at the end of the lesson, pupils have a clear idea of what they have learned, whether they have fulfilled their personal objectives and what they need to improve further.

- By October 2010, improve the quality of teaching and learning so that it is consistently good or better in the great majority of lessons by:
 - making sure that there is a sharper match between work set and the different abilities of pupils
 - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class
 - making better use of time at the end of lessons so that pupils' learning is checked and consolidated more carefully
 - ensuring all lessons move at a fast enough pace.

- Increase the effectiveness of leadership by:
 - developing the role of self-evaluation as a key tool to promote school improvement
 - ensuring that the governing body has the skills to be better able to hold the school to account
 - developing the role of subject leaders so that they become more accountable for pupils' attainment and progress in their respective areas.