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22 June 2011

Lynne Pritchard  
Headteacher  
Whitefriars Community School  
Whitefriars Avenue  
Harrow  
HA3 5RQ

Dear Lynne

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Whitefriars Community School**

Thank you for the help which you, your staff and pupils gave when I inspected your school on 21 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

As a result of the inspection on 4 and 5 November 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 satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

The school faces exceptional challenges due to the high levels of pupil mobility throughout the year and low attendance due to families taking extended holidays during term-time. Over the years, these circumstances have had a significant impact on attainment. Pupils' current attainment, when they leave the school, is below national averages in English and mathematics as it was at the time of the last inspection. Attainment in the Early Years Foundation Stage has improved considerably and children are now achieving standards that are broadly in line with national figures. Attainment is improving slowly at Key Stages 1 and 2 as a result of improved teaching, more focused use of assessment information and effective intervention to support individuals who are falling behind. The rate of progress made by different groups of pupils and individuals varies considerably. However, the school is taking effective action to narrow the gaps in pupils' knowledge and understanding, particularly those at different levels of competency in learning English and those who join the school at other than usual times of transition. Despite the school's best efforts attendance is not improving rapidly enough and continues to have an impact on pupils' achievement.

The school has made good progress since the last inspection in improving the consistency of teaching and learning which is beginning to have a positive impact on pupils' progress across the school. Senior and middle leaders are working in close partnership with the local authority and using the expertise of consultants to improve pupils' learning. There are common strategies for organising the classroom and marking and assessing pupils' work known as 'the bare necessities' which are being used by all teachers. A range of assessment tools, including questioning and peer- and self-assessment, is being used more precisely in lessons to check pupils' understanding and review their targets. In the best lessons, good quality marking is providing pupils with more meaningful feedback on how to improve their work. Pupils make less progress in lessons where the pace of learning is variable and the activities and resources do not take account of some pupils' weak literacy or language skills.

The school has made satisfactory progress since the last inspection in improving the impact of leaders and managers at all levels on school improvement. Assessment data are being used consistently across the school to track pupil progress and to identify where there is risk of underachievement for individuals and groups. This is followed up by extra help and support for targeted pupils. The introduction of regular meetings, between senior leaders and teachers, to discuss the progress of pupils in each class is increasing accountability and embedding a stronger focus on achievement. It is also allowing the school to identify where individual pupils make good and sometimes outstanding progress relative to their starting points. A wealth of data is collected to track and monitor pupils' progress by senior leaders but it is not evaluated precisely enough against targets for the many diverse groups within the school, particularly those who speak English as an additional language and are at different levels in their acquisition of the English language.

The headteacher has a realistic understanding of the school's strengths and areas requiring improvement. She has worked effectively with external partners to sustain an ethos that places a high priority on continuous improvement. Middle managers have received good coaching and training and are developing the necessary skills to take ownership of their areas of responsibility. The improvements that have taken place since the last inspection, particularly in improving the quality of teaching and learning and in the progress made by children in Early Years Foundation Stage, demonstrate that the school is in a satisfactory position to sustain improvement.

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

Anne Wellham  
**Her Majesty's Inspector**

**Once the school has had 24 hours to report any factual inaccuracies**, the post-inspection letter is copied as appropriate to the following.

- Appropriate authority – Chair of the Governing Body/Interim Executive Board.
- Local authority – except for academies.
- Contractor providing support services on behalf of the local authority – where appropriate.
- Diocese – for voluntary aided and voluntary controlled schools.
- The person or body responsible for appointing foundation governors if the school has a foundation.

**The letters should also be copied electronically to:**

each member of the inspection team.

**A copy with editing marked up should be forwarded to the:**

Lead inspector.

## **Annex**

### **The areas for improvement identified during the inspection which took place 4–5 November 2009**

- Improve the quality of teaching and the progress pupils make, so that they are consistently good, by:
  - ensuring teachers use day-to-day assessments to provide activities that are challenging and are carefully matched to the varied needs of all pupils
  - asking probing questions in lessons which give pupils opportunities to develop and explain their ideas fully, especially for more-able pupils
  - reviewing targets more systematically with pupils so they clearly understand how to improve.
- Improve the impact of leaders and managers at all levels on school improvement by:
  - ensuring that tracking and monitoring information is analysed robustly by setting quantifiable measures against which to evaluate success
  - working more closely with families to improve attendance
  - extending the capacity of leaders still further to manage their areas of responsibility through coaching and training.