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12 February 2013

Andrew Fullagar
Headteacher
Richard Alibon Primary School with ARP for Cognitive and Learning Difficulties: SEN
Base
Alibon Road
Dagenham
RM10 8DF

Dear Mr Fullagar

Requires improvement monitoring inspection visit under Section 8 of the Education act 2005 to Richard Alibon Primary School with ARP for Cognitive and Learning Difficulties: SEN Base

Following my visit to your school on 12 February 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on 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 November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, other leaders, members of the Governing Body and a representative of the local authority. The school improvement plan was evaluated. The lead inspector conducted a tour of the classrooms with the headteacher.

Context

There have been no changes in the context of the school since the inspection in November 2012.

Main findings

Leaders have produced credible plans to improve teaching, leadership and achievement. Targets are appropriately linked to pupils' progress so that the impact of the school's actions can be measured. However leaders need to do more to ensure that all pupils receive the help they need to make good progress whilst weaker teaching is being addressed.

Teachers receive useful feedback to improve teaching following regular observations of lessons. They appreciate opportunities to reflect on their practice and find the areas for improvement comments helpful. Where teaching requires improvement there are coaching and support plans for teachers, with specific targets for improvement and tight deadlines. Members of the leadership team and other good teachers are paired with colleagues to ensure that teaching improves quickly. However the currently diminished leadership team is stretched and the leaders need to consider ways to add to its capacity to improve the quality of teaching.

The school is in the process of introducing a more helpful system to track pupil's progress and attainment. The current system does not allow the school to measure the progress of pupils well enough. Work has begun to ensure the accuracy of teachers' assessments. The marking policy has been reviewed to give pupils greater opportunities to respond to more helpful feedback from teachers.

Progress has been made in training staff so that pupils in the additional resourced provision integrate fully in the school. Class teachers have spent time in the provision's base with their pupils so that they can ensure smooth transitions into the mainstream classrooms. Teachers have a clearer idea now of what the pupils can achieve and of strategies to support them in class.

Middle leaders are developing their skills. Two of them have begun National College training. Others are benefitting from local authority support for instance in accurately evaluating progress in pupils' books. This is important information the school needs to judge the quality of teaching over time, along with progress in lessons and accurate tracking data.

The governors now have a clear understanding of how pupil premium funds are allocated. They are planning to monitor the impact of additional support in literacy and mathematics on pupils' progress. Governors have re-organised their committee meetings to ensure that the prime focus is on pupil achievement. They have sought training to ensure they can ask more challenging questions and monitor the work of the school more effectively. Further training is planned to ensure that governors are fully confident in holding the school to account.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent Section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- secure additional support to improve teaching and learning quickly.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

Local authority training and support for governors is improving their effectiveness. It is committed to continuing this training. Efforts to strengthen leaders' skills have been helpful and are ongoing. Training is planned to improve the teaching of reading.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Barking and Dagenham and as below.

Yours sincerely

Michelle Winter

Her Majesty's Inspector