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Samantha Warner
Glebe Infant School and Unit for Hearing Impaired
Creswick Avenue
Rayleigh
SS6 9HG

Dear Miss Warner

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Glebe Infant School and Unit for Hearing Impaired

Following my visit to your school on 17 April 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 31 January 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, the inspector met with the headteacher, other senior leaders, members of the Governing Body and a representative of the local authority. The inspector visited classrooms with the headteacher and talked to pupils informally about their work. The inspector evaluated the school improvement plan. Other documents were scrutinised including records of lessons observations and minutes of Governing Body meetings.

Context

Since the section 5 inspection in January 2013 the headteacher of Glebe Infant School has been appointed as temporary executive headteacher of Glebe Infant and Junior schools following the resignation of the junior school headteacher. The deputy headteacher of the junior school has been appointed as temporary executive deputy headteacher of both schools. Governors are exploring the possibility of amalgamating the schools.

Main findings

The headteacher is appropriately focused on improving the quality of teaching. Weaker teaching is being addressed rigorously. Senior leaders are supporting teachers to become consistently good through whole school training and individual coaching. The special needs leader is training teaching assistants to become more effective in their role. Senior leaders have begun to monitor the quality of teaching alongside the headteacher by conducting joint lesson observations. There is planned further training to ensure their evaluations are accurate and consistent. Teachers receive helpful feedback following lesson observations including targets for development. Leaders do not always refer to these targets in subsequent observations to ensure they teachers have met their targets. Leaders scrutinise teachers' planning and pupils' books are to check provision and progress. Leaders and teachers meet regularly to track pupils' progress and identify pupils who are falling behind. Leaders do not routinely consider evidence from lesson observations, pupils' books and progress data together to gain a broad and accurate view of teaching overtime.

The school improvement plan addresses all of the areas for improvement identified at the inspection and includes appropriate activities to address weaknesses. Some of the measures of success however are not specific enough to ensure that governors can track the school's progress. Some of the targets for improvement are not ambitious enough.

Governors have confidence in the leadership of the school. They understand the need to track the school's progress carefully and to ensure that the focus remains on improving the school throughout this period of executive leadership. Governors know the school's strengths and weaknesses and are ambitious for its future. They ask searching and appropriate questions of school leaders and support the headteacher in making tough decisions. The local authority has trained governors in analysing and challenging pupil progress data. The headteacher is helping governors to become more effective for instance in drawing up a guide to monitoring progress through regular classroom visits.

Senior leaders and governors are taking 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:

- Review the school improvement plan to ensure it includes criteria which can all be easily measured so that governors and others can rigorously track the progress of the school
- Ensure that progress in books, progress and attainment data and evidence from lesson observations is taken into consideration when judging the quality of teaching.

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

External support

An advanced skills teacher from another school has supported Year 1 teachers to improve. This has been in part but not wholly effective. A local authority Early Years consultant is working with support staff and teachers in the Early Years Foundation Stage to improve creative learning in the outdoor environment.

Governors have been trained to understand and challenge progress data, which they do effectively. The local authority representative visits the school regularly to monitor progress.

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

Yours sincerely

Michelle Winter
Her Majesty's Inspector