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13 June 2013

Mrs Paramjit Roopra
Henry Green Primary School
Green Lane
Dagenham
RM8 1UR

Dear Ms Roopra

Requires improvement: monitoring inspection visit to Henry Green Primary School

Following my visit to your school on 13 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report 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 February 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you, other senior leaders, a group of teachers, the Chair and Vice Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated along with other documentation. I also carried out a tour of the school with you.

Context

There have been a significant number of staff changes. The deputy headteacher, assistant headteacher and special educational needs co-ordinator have taken up their positions since the last inspection. Five teachers and two support staff are also new to the school since the February inspection. Three newly qualified teachers have been recruited to start in September.

Main findings

You have moved quickly to address the need for a stronger focus on raising standards across the school. No time has been lost in appointing other senior leaders to enable you to do this. The new team is already working together in a strong partnership. Other recent teaching appointments have brought some much needed stability to the school.

The school improvement plan correctly identifies the actions that need to be taken and demonstrates that leaders have a good understanding of the priorities. However, it is not always clear who is responsible for specific actions and who will check that they have been carried out. Some actions that link to the improvement areas within the inspection report are not given the attention they deserve, which may mean that the rate of improvement is not monitored closely enough. The roles of the governing body and local authority in supporting, monitoring and evaluating improvements also need to be made clearer.

You are aware that there is still considerable work to be completed before the quality of teaching and learning can be judged as securely good. Considerable staff changes, although necessary, have meant that new initiatives have not yet been fully embedded. Teachers are now held accountable for their performance and additional training has taken place, for example in the use of phonics to improve reading in Key Stage 1. This has led to improved standards but still needs to be extended to other year groups and other staff next term. While teachers have fully embraced the improvements and are supportive of school leaders, the impact on pupils' progress has still to be measured and there are some gaps in learning that still need to be addressed.

Governors are asking challenging questions when they receive detailed information from the headteacher. However, they recognise that they have an increasing role to play in the school's strategic leadership. For example, in deciding how the school's considerable pupil premium should be spent and measuring the impact it is having. While it is encouraging that the external review of the governing body has now been commissioned, the delay in arranging this has meant that there is little time for any recommendations to be put securely in place ready for the start of next term.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should now take further action to:

- ensure that the external review of governance is completed and any recommendations are implemented as quickly as possible
- amend the school improvement plan to include all the areas mentioned in the inspection report and identify how leaders, governors and the local authority

will monitor the effectiveness of the improvements and their impact on pupils' learning

- ensure that the quality of teaching improves and pupils' standards rise by implementing a rigorous programme of monitoring, targeted support and effective interventions from next term.

External support

You are appreciative of the on-going support provided by local authority officers which you consider to be of a high standard. They have been particularly helpful in linking you with good schools within the area which has helped you identify the actions that you need to take on your own journey to good.

They have correctly identified that you need their support until you and your leadership team are fully established. They have helped you to agree priorities and are supportive of the actions you have taken to recruit new staff.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Barking and Dagenham. This letter will be published on the Ofsted website.

Yours sincerely

Lesley Cox

Her Majesty's Inspector