

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Direct F 0117 315 0430
Email: christina.bannerman@tribalgroup.com

24 September 2013

Mr Richard Yates
Headteacher
West Drayton Primary School
Kingston Lane
West Drayton, Middlesex
UB7 9EA

Dear Mr Yates

Requires improvement: monitoring inspection visit to West Drayton Primary School

Following my visit to your school on 24 September 2013, with Russell Bennett HMI, 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 us 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 June 2013. It was carried out under section 8 of the Education Act 2005.

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

- include specific progress targets for pupil groups for each of the milestones in the school development plan
- strengthen the strategic action plan for developing good governance, by working more closely with the local authority.

Evidence

During the visit, I met with you and other leaders, a representative from the local authority, the Chair of the Governing Body and local authority governor. I evaluated your school development plan, achievement data, revised documents for monitoring of teaching and the review of governance. We visited lessons in each key stage to observe teaching and look at pupils' work.

Context

Several teachers and learning support assistants left the school at the end of the summer term. Two newly qualified teachers and a teacher from the 'Teach First' programme joined in September. The school is currently seeking to appoint a Key Stage 1 phase leader.

Main findings

Immediately after the last inspection you, your deputy and assistant headteacher carefully planned strategic improvement with a determined focus on improving teaching and pupils' achievement. The restructuring of roles and responsibilities of middle leaders is well thought out, rightly placing higher expectations on them. They have risen to the challenge of working more closely with you, writing a new, purposeful 'Learning and Teaching Handbook' and devising a better system for monitoring the impact of teaching over time.

The new teaching observation form is starting to guide leaders in assessing the achievement of different groups of pupils in lessons and over time. You meet with your middle leaders more regularly to examine rates of progress of all pupils and how this compares to expectations nationally. This more frequent and detailed scrutiny is helping you all respond quicker when pupils' progress is not meeting targets. Middle leaders benefit from joint observations with you and your senior leaders. They are responding to your higher expectations with appropriate urgency and are not afraid to challenge staff about weak practice.

The weekly schedule of improvement activities is giving staff the challenge to improve their lesson planning and teaching with urgency. The 'Learning and Teaching Handbook' usefully reminds staff that pupils being busy or working quietly in lessons does not necessarily mean that they are learning well. Teachers' marking is more consistent and clear. The new marking policy helps pupils know how to respond to comments in their books. Their work is improving as a result. Pupils are keen to explain their responses to teachers' comments.

The school development plan includes appropriate actions. However, targets for the progress of pupil groups need to be more specific and inserted against the check points in the plan. There are regular dates for checking how well the school is improving but these do not correspond closely enough to the governor's action plan.

Led by the Chair, governors have begun to review the quality of their work and identify what training they need. They understand that in order to ask more searching questions, they need more comprehensive knowledge about teaching and its impact. Governors track the impact of the pupil premium funding but are not demanding enough in questioning how well teaching stretches the most able pupils.

Your attendance at the Ofsted's 'Getting to Good' seminar has complemented your work and has helped your Chair draft an action plan for developing better governance. The draft is at an early stage. There is a need for more detailed scrutiny of governors' knowledge so that the plan precisely identifies how governance will improve. Governors should consider reviewing the structure and operation of the governing body so that work by different committees is not diluted away from a core focus on teaching and achievement.

External support

Local authority support is no longer light touch. The local authority is visiting the school more regularly and has brokered additional support. Positive developments in writing and mathematics reflect good working between leaders, teachers and authority advisors. Middle leaders are working well with local authority advisors to plan for better progression in writing and mathematics from Early Years to Year 6. Additional support from a Local Leader of Education to help improve the Early Years Foundation Stage provision is just beginning. The local authority plans to visit regularly to evaluate the progress of the school. There is a need to maintain liaison between the external consultant you employ and the local authority so that everyone is kept apprised of what is happening, when, by who and the impact.

The review of governance is not precise enough in identifying the strengths and weaknesses in governance against the revised criteria in *Ofsted's School Inspection Handbook*. The local authority, working with your Chair, plans to secure additional support for developing governance through, for example, links with a school where leadership and governance is outstanding.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

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

Yours sincerely

Joanna Beckford-Hall
Her Majesty's Inspector