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3 October 2013

Carel Buxton
Executive Headteacher
Snaresbrook Primary School
Meadow Walk
South Woodford
London
E18 2EN

Dear Mrs Buxton

Special measures monitoring inspection of Snaresbrook Primary School

Following my visit to your school on 3 October 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in June 2013.

Evidence

During this inspection, meetings were held with the executive headteacher, associate headteacher, Chair of the Governing Body and a representative from the local authority. The local authority's statement of action and the school's improvement plan were evaluated.

Context

There has been no change in staffing since the previous inspection. The local authority brokered the partnership arrangement with the executive headteacher from a local outstanding school. She is also a National Leader for Education (NLE) and works in the school beyond the contracted time of two days each week. A few of her senior teachers provide advice, support and guidance to staff in the school.

The quality of leadership and management at the school

You and the associate headteacher are building on the work started before the last section 5 inspection. Actions to re-shape the direction of the school have been deliberated to ensure transparency. You have both spelt out your expectations and ambitions for the school regaining and sustaining its former reputation as a high achieving school. The senior team has been extended and restructured to increase capacity. New senior staff are 'clearer about their roles' and describe the changes as 'productive' and 'fast'. You and the associate headteacher have delivered training and are using the partnership work to accelerate change. For example, you report that the paired work between teachers from both schools is helping staff to understand how pupils from similar starting points should be exceeding expectations. The Chair of the Governing Body indicated that these initiatives are making a difference to teachers' planning meeting pupils' needs.

You have increased accountability by adopting the local authority's performance management system. Targets for achievement are challenging and there is increased monitoring of teaching and support for staff. Our brief review of the teaching grades indicates that staff will either accept the drive for improvement or leave the school. Central to the improvement is the responsibility staff now have for using information on pupils' performance. As well as putting people and systems in place to accelerate change, you identified some basic changes that are impacting on learning. A tour of the school with you confirmed tangible evidence about the improved ethos and physical environment. For example, displays show the emphasis on quality marking to improve writing. You also indicated that senior leaders are more visible and listening to parents. This was evident during the visit when you quickly arranged to meet a parent to discuss concerns about the school's work.

The governing body is led by an experienced educationalist. Governors have clearly prioritised the actions needed to improve the school's capacity and sustain improvement over time. Discussion with the Chair of the Governing Body suggests that there is a sharp focus on the performance of sub-group of pupils, in particular, those eligible for the pupil premium, the most able and boys. Governors are now attached to each year group but recognise that their skills have still to be audited, their work reviewed and their understanding of the school's work is developmental.

The local authority has increased its support and is no longer prepared to accept information on trust. The support, in terms of people, time and finance has enabled you to prioritise resources. For example, money has been used to begin changing the learning environment and the English and mathematics consultants have been carefully deployed to maximise support. The agreed protocols on working with the school mean that consultants are not giving contradictory messages, as you and your team determine the priorities. The Associate Advisor reports that pupils'

performance in the 2013 national tests are above the local authority's results and are linked to the changes noted at the time of the inspection.

The governing body, local authority and Department for Education are currently discussing the future of the school.

Following the monitoring inspection the following judgements were made:

The local authority statement of action is fit purpose.

The school's improvement plan is fit for purpose.

The school cannot appoint newly qualified teachers before the next monitoring inspection.

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

Yours sincerely

Carmen Rodney
Her Majesty's Inspector