

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 01173115323
Direct email: suzy.smith@tribalgroup.com

22 October 2013

Frances Wilson
Headteacher
Barn Croft Primary School
2 Brunel Road
London
E17 8SB

Dear Mrs Wilson

Requires improvement: monitoring inspection visit to Barn Croft Primary School

Following my visit to your school on 22 October 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 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:

- ensure that the school action plan identifies how improvements will be monitored so that leaders and governors know that actions are making a difference to how well pupils achieve
- identify which pupils need additional support because they have joined the school with gaps in their prior learning, so that you can measure how much progress they make against their starting points and target interventions to meet their needs
- support inexperienced staff to teach at a consistently good standard as soon as possible.

Evidence

During the visit, meetings were held with you, the deputy headteacher, a group of middle leaders, a member of the Governing Body and a representative of the local authority to discuss the actions taken since the last inspection. A telephone conversation was held with the Chair of the Governing Body who was working abroad. The school action plan and other documentation were evaluated. I also joined you on a tour of the school and observed how pupils use the outdoor play facilities.

Context

Since the inspection, a teacher left the school at the end of the summer term and was replaced by a newly qualified teacher in September. Two new members of the governing body have been elected to fill existing vacancies. The number of pupils who join and leave the school after the start of the academic year has continued to rise.

Main findings

The school improvement plan correctly identifies the actions that need to be taken and demonstrates that leaders have recognised priorities. However, it is not always clear who will check that actions have been successful. The roles of the governing body and local authority in supporting, monitoring and evaluating improvements therefore needs to be made clearer, so that they can judge how quickly the school is improving.

You are acutely aware of the high levels of pupil mobility that mean that pupils arrive and leave the school far more frequently than in other schools. You are determined that every pupil will be supported to make as much progress as possible while they attend the school. You are therefore considering ways in which progress can be measured more precisely from individual starting points.

Teachers are held accountable for their performance and additional training has taken place, for example in the consistent application of the behaviour policy. Your tracking information shows this has led to improved standards of pupil behaviour in the playground and around the school. Regular monitoring of pupils' progress has identified that there are some gaps in learning that still need to be addressed. However, appropriate training, followed by lesson observations and regular feedback to teachers, is indicating that more teaching is consistently good and pupils are now making quicker progress towards individual targets.

School action plans are shared with middle leaders so that they are aware of their role in improving pupil achievement. Middle leaders now feel they are more effective

due to the additional training they have received. Together with senior leaders, they support less experienced colleagues to make improvements to their teaching.

Governors continue to offer strong support and challenge to school leaders. They work closely with you to ensure that the school is making the necessary improvements in the shortest possible time. They are informed about how well pupils achieve and assist in the management of the school.

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

External support

You have been pro-active in seeking external support to help you make improvements. You are supported by a local authority school improvement consultant who has worked with you to review the schools self-evaluation and agree the post Ofsted action plan. She has helped you to moderate judgements about teaching standards throughout the school by undertaking regular visits to lessons to monitor the impact of improvements. The local authority has also assisted you in making sure that the playground is secure and that the behaviour policy is being applied consistently. Other services are brokered by them at your request. Specific training for middle leaders has been provided by external consultants. You have accessed the Waltham Forest Teaching Schools Alliance which provides staff training opportunities across schools. The deputy headteacher is enrolled on the national Future Leaders programme and you have arranged some coaching support for yourself. You are measuring how much impact this extra support is having on raising pupil achievement.

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

Yours sincerely

Lesley Cox

Her Majesty's Inspector