

Serco Inspections  
Colmore Plaza  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T: 01216 799154  
Direct email: aidan.dunne@serco.com



11 November 2013

Dawn Dack  
Richmond Avenue Primary School  
Richmond Avenue  
Shoeburyness  
SS3 9LG

Dear Mrs Dack

### **Requires improvement: monitoring inspection visit to Richmond Avenue Primary School**

Following my visit to your school on 8 November 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:

- draw up a clear action plan to address slow progress in Key Stage 1
- ensure that writing activities in Key Stage 1 stimulate pupils to write about subjects they enjoy, that activities build on existing skills and that time is not wasted in lessons
- ensure that teachers receive clear targets to improve teaching following lesson observations and targets are followed up quickly in subsequent observations
- ensure requests for references for adults working in the school ask the important safeguarding and child protection questions.

### **Evidence**

During my visit, I met with you and the deputy headteacher. We visited classrooms together. I met with three members of the governing body and a representative from the local authority. I looked at school documents including improvement plans and records of monitoring activities.

### **Main findings**

This school is improving quickly. Leaders understand what needs to improve and have appropriate plans to address most areas of weakness. The headteacher and deputy headteacher are determined to build on recent improvements and they lead the school skilfully and sensitively. Leaders appropriately focus on improving teaching to ensure that all of it is good. Subject and key stage leaders are more effective. They conduct monitoring activities including lesson observations and the scrutiny of work in books. They feel empowered by senior leaders to improve teaching and achievement in their area of responsibility.

Attainment at the end of Key Stage 2 has improved and is now close to average in English and mathematics. Similarly, attainment at the end of Year 2 has improved, but from average starting points at the beginning of Year 1, pupils do not yet make enough progress in Key Stage 1. Leaders are aware that teaching in Key Stage 1 needs to improve and are taking action, but they have not drawn up an improvement plan to prioritise their actions. Gaps in attainment between pupils known to be eligible for the pupil premium funding are closing in English but there remains a gap in attainment in mathematics.

Leaders monitor pupils' progress carefully and they hold teachers to account in regular progress meetings. When pupils are stuck or are falling behind, strategies are put in place to secure better progress. Leaders are exploring further strategies to improve attainment and progress in mathematics.

Pupils have more opportunities to develop their writing skills and leaders now expect pupils to write at length more regularly. Most pupils in Key Stage 2 are keen to write and their skills are improving. In some Key Stage 1 classrooms, writing activities are not adapted well enough to the interests and needs of pupils. Time is wasted in some lessons when pupils copy questions or adults' writing suggestions of sentences they find difficult to read.

Leaders monitor teaching and learning regularly. They also consider the work in books and progress data when judging the quality of teaching over time. Teachers receive useful feedback following lesson observations to help them improve. However, leaders do not always identify clear targets for improvement or follow up visits quickly to ensure that matters improve.

## PROTECT-INSPECTION



Governors have the skills and knowledge to monitor and challenge the school. They understand and question the progress and attainment reports they receive. They are ambitious for the school.

Pre-employment checks are made to ensure that adults are suitable to work with children. These include Disclosure and Barring Service checks. The administrative officer records these checks diligently. However, some reference requests to previous employers do not ask the important questions about safeguarding and child protection issues.

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**

The local authority has provided support and training to improve teaching including of mathematics. A local authority representative visits regularly to support the school's self-evaluation. It has also provided training for teaching assistants to improve their questions to pupils. Leaders sensibly request the support and training they need to supplement their own improvement work.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for insert local authority name and as below.

Yours sincerely

Michelle Winter  
**Her Majesty's Inspector**