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5 December 2013

Angela Ryan and Doris Law  
Executive Headteacher and Acting Headteacher  
West Green Primary School  
Woodlands Park Road  
Tottenham  
London  
N15 3RT

Dear Ms Law and Ms Ryan

### **Special measures monitoring inspection of West Green Primary School**

Following my visit to your school on 3 December 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 September 2013.

#### **Evidence**

During this inspection, meetings were held with the headteacher, a representative from the local authority and a telephone discussion was held with the Chair of the Interim Executive Board (IEB). The local authority's statement of action and the school's improvement action plan were evaluated.

#### **Context**

Since the section 5 inspection, one member of staff has left the school. An assistant headteacher was appointed at the start of the current school year and two long-term supply teachers were appointed in Years 3 and 5. A higher learning teaching assistant has been on long-term absence since September. The local authority has recently brokered an arrangement for an executive headteacher from a good local school to work part-time at the school. Plans to restructure the entire staffing are in place but this is at the early stage of development.

## **The quality of leadership and management at the school**

Senior leaders including the governing body have been forthright in recognising that school improvement from a low base can only be secured if there is strategic leadership and management. Consequently, the appointment of the executive headteacher and the team work with the acting headteacher have led to the development of better systems to improve teaching. The improvement plan is very much focused on developing teachers' understanding of the craft of good teaching to accelerate pupils' progress. The plan also concentrates on using information on pupils' learning to assess their progress accurately and match support and work to their needs. Staff are in no doubt about what is required, primarily as non-negotiable teaching skills, linked to the Teachers' Standards, have been discussed and issued to all teachers. In addition, monitoring of teaching and learning is regular and supplemented by a good range of support packages to develop teaching. All of this work is now linked to pupil progress meetings and feedback. These are designed to increase accountability and ensure that staff take full responsibility for pupils' progress. For the first time, staff are reportedly more aware of pupils' starting points and have demonstrated an understanding of what pupils could achieve if there is consistently good quality teaching. The school's data show that since the section 5 inspection, these actions have resulted in much better teaching across the school. This has been possible because of the clarity of direction and the executive headteacher has been forthright about the consequences if pupils' achievement does not improve. Resources to improve reading, writing and numeracy skills have been selected but these are not yet fully in place. In addition, role models as mentors are reportedly working well with boys to improve their attitudes to learning and reading skills.

The IEB, as reported in the section 5 report, continues to use its expert knowledge of education, human resources and finance to hold the school to account. The board has increased its strategic direction of the school by matching the expertise of each governor to specific priorities and areas for development. This move means that they are using their expertise to provide advice and support when challenging the school. For instance, they have taken steps to ensure that human resources are well managed. Governors indicate their commitment and determination not to be distracted from the priority to improve pupils' achievement.

The local authority has increased its involvement in the school and is providing a range of good support for the school. Senior officers are involved in challenging the school regularly at the project board meetings. The plan of action accurately identifies the authority's expectations of progress but there is not enough attention on quantifying the success criteria and milestones for improvement.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's improvement action plan is fit for purpose.

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

I am copying this letter to the Secretary of State, the Chair of the Interim Executive Board and the Director of Children's Services for Haringey. This letter will be published on the Ofsted website.

Yours sincerely

Carmen Rodney  
**Her Majesty's Inspector**