

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 5323
Direct email: suzy.smith@tribalgroup.com



3 April 2014

Ms Jo Riley
Headteacher
Randal Cremer Primary School
Ormsby Street
Shoreditch
London
E2 8JG

Dear Ms Riley

Requires improvement: monitoring inspection visit to Randal Cremer Primary School

Following my visit to your school on 3 April 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. 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 January 2014. 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:

- build on the improvements made in marking, feedback and the drafting process in Key Stage 2
- make sure that all teachers share the criteria by which work will be marked and that pupils use these criteria to improve their work
- develop middle leaders and class teachers understanding of student progress data
- make sure that this data is evident in individual teachers' planning and middle leaders' understanding of the impact of the school's initiatives to improve outcomes for all pupils.

Evidence

During the visit, meetings were held with you and other senior leaders, a group of middle leaders, two governors and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated.

Context

One teacher has left the school since the inspection and has been replaced by a long-term supply teacher. The governing body has also appointed a school business manager and you have restructured the school's middle leadership.

The school is currently recruiting additional teachers. This process is under way and you were meeting prospective candidates on the day of the inspection.

Main findings

The post-Ofsted action plan is an extension of your school development plan. This was written in October 2013 and reflected your findings after you joined the school as headteacher in September 2013. The plan is closely aligned to the outcomes of the inspection. Your own understanding of the school's needs were further validated by a local authority review of teaching and learning which you instigated in the October 2013.

The plan itself is ambitious in its overarching aims, but is clear and outlines the steps necessary to bring about improvements. Clear success criteria and they link well to the outcomes and actions. Monitoring and evaluations are planned, but these are currently the responsibility of a small number of individuals and do not encompass the breadth of leadership within the school.

The improvement plan has set ambitious timescales. In order that these are met, the pace of improvement will need to increase.

A review of assessment procedures has taken place. Student progress is now, correctly, seen as key to judging the quality of teaching overtime. As the headteacher you have a strong understanding of the use of progress data. However, other leaders and governors still need to develop their understanding further.

Higher expectations from senior leaders have led to a marked change in the quality of working walls, marking and feedback and extended writing opportunities for pupils. However, there is still room for further improvement, particularly in Key Stage 1.

Changes have been made to the Early Years Foundation Stage (EYFS) provision and planning for learning. Students have access to a range of activities. These now all include assessment opportunities and provide purposeful learning opportunities that are more suited to the needs of individual pupils. The EYFS leader talks with

authority about the aspects of improvements and areas of development necessary for children at Randal Cremer to secure a good level of development. It is very clear the importance that you and the school place on improvements to EYFS provision.

Your approach to monitoring the quality of teaching and learning is allowing you to develop bespoke development for both teachers and teaching assistants. These individual needs are being met through a carefully tailored programme within the school, or via the links you are building with other schools in the local area.

You are measuring the effect of this training through the impact it has on pupils' progress. While this system is beginning to show improvements in classroom practice, you readily acknowledge that there is more to do. Improving teaching remains your key area for improvement.

Middle leaders are relatively new to their role. Training to allow middle leaders to take a more active role in monitoring teaching is being undertaken and we agreed that the impact from this should be seen in the summer term 2014.

An external review of pupil premium provision is underway and will be completed early in the summer term. You have already completed an analysis of pupil premium provision, as requested by governors and this is due to be discussed at the next governors meeting. This will allow governors to have greater understanding of the impact or otherwise of the pupil premium currently.

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 is providing an enhanced support package to the school. This began before the last inspection and is focused on improving the areas highlighted during the inspection.

The local authority has brokered support from a local 'outstanding' school, St. John and St. James primary school. This partnership provides support for leaders at all levels to develop their roles, providing opportunities to work alongside established leaders from the partner school. In addition, teachers from across the two schools have worked together to improve teaching and assessment.

The local authority has also commissioned a National Leader in Education to review the use of Pupil Premium and report their findings to governors. This process is ongoing.

You requested a review of the provision for those students who need additional help with their learning. This has also been carried out by the local authority and an

improvement plan is currently being drawn up around the leadership and management of this area.

The local authority consultant for EYFS makes regular visits to the school, supporting planning and improvement. The impact from this can already be seen in the more purposeful learning environment and increased use of assessment..

The local authority has also increased the amount of time given to the school to review teaching and learning. The school improvement partner visits once a term and meetings are held to check that all students are making progress at the rate that they should. In addition to this the local authority makes a visit once a term to check the quality of teaching and learning.

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

Yours sincerely

Kevin Flanagan
Her Majesty's Inspector