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Ms Angela Ryan and Ms Rhiannon Lloyd
The Executive Headteacher and the Headteacher
West Green Primary School
Woodlands Park Road
Tottenham
London
N15 3RT

Dear Mrs Ryan and Ms Lloyd

Special measures monitoring inspection of West Green Primary School

Following my visit with to your school on 2 and 3 July 2014, 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 previous monitoring inspection.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in September 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school has a full complement of staff for September and does not need to appoint newly qualified teachers before the next monitoring inspection.

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

Yours sincerely

Carmen Rodney
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in September 2013

- Improve urgently the quality of teaching in order to raise the achievement of pupils, particularly in Key Stage 1, for boys and reading across the school, by ensuring that:
 - expectations are consistently high and work is sufficiently challenging and matched to the different levels of ability so that more pupils reach the higher levels at the end of Year 2 and Year 6
 - teachers assess pupils' progress more regularly in lessons and, where needed, adapt and change work more quickly to help pupils make faster progress and keep on task
 - teaching assistants are involved in supporting pupils' learning from the start of the lesson so that pupils are immediately engaged in activities
 - more opportunities are planned into lessons for pupils to develop and apply their reading skills in all subjects
 - all marking matches that of the best, so that pupils know clearly why work is good and specifically what to do next to improve and that pupils are expected to respond to teachers' comments.
- Improve leaders' capacity to secure and sustain improvements in the quality of teaching and pupils' achievement by ensuring that:
 - the pace of change speeds up and evaluation of the school's work focuses firmly on its impact on pupils' achievement
 - weaknesses in teaching, including that in the specialist resource base, are eliminated rapidly with a sharp focus on pupils' progress during lesson observations
 - transition is well planned and effective across the year groups and key stages to make sure that pupils' attainment does not regress in their new class, especially between the Early Years Foundation Stage and Year 1
 - an agreed plan for improving literacy, and in particular how to improve standards in reading for boys, is put in place as soon as possible, including precise details about how activities across the curriculum will enable pupils to develop their reading and writing skills
 - rapid action is taken to address the underachievement of different groups, including boys and those pupils supported through the pupil premium funding, monitoring its impact closely
 - rapid action is taken to improve rates of attendance so that these improve to being at least in line with the national average
 - the skills and expertise of new and inexperienced leaders with particular responsibilities are developed, especially in the support of teachers to improve rates of progress within their year groups
 - the interim executive board ensures that all policies, including those related to performance management, are agreed and in place as soon as possible.

Report on the second monitoring inspection on 2 and 3 July 2014

Evidence

Inspectors observed the school's work, scrutinised documents and met with senior and middle leaders. They met a group of pupils, all teaching assistants, parents, the Chair of the Interim Executive Board (IEB) and another governor. Additional meetings were held with the special educational needs coordinator, two mentors and leading mentor from Campsbourne Primary School. Discussions were also held with the Local Leader of Education from Lea Valley Primary School and the School Improvement Adviser from the local authority.

Context

Since the previous monitoring inspection, a number of important changes have taken place. A new staffing structure is now in place and the school will have a full and permanent staff in place for the start of the new school year in September. The new head of school formally took up the permanent appointment in April 2014 and the executive headteacher has also been appointed to the permanent position.. Temporary arrangements are in place to ensure that the school continues to meet the statutory arrangements for special needs. A middle manager from Campsbourne Primary School, the main partner school, and a senior teacher from Millfield Primary School, Hackney, both lead on special needs. Senior leaders were interviewing for the permanent position during the monitoring inspection. A Local Leader of Education will be working with the school part time next term.

Three other members of staff from Year 5, Year 1 and Reception will be leaving at the end of the current term. Experienced teachers have been appointed to take over the responsibilities for these classes.

The interim executive board is currently holding discussions about the future of the school with the local education authority and the Department for Education. Whereas the Department for Education has found a potential sponsor for the school, the local education authority and the IEB have proposed a continuation of the partnership work with Campsbourne Primary School. A decision is expected at the end of the current academic year. The local authority has undertaken the assessments for both proposals.

Achievement of pupils at the school

The progress that pupils make continues to improve since the last monitoring inspection. The most recent checks on pupils' progress and predicted national test results show that standards are rising, particularly in Early Years Foundation Stage and Key Stage 2. While progress is so much better since the previous inspection, the senior leaders acknowledge that some pupils, particularly those in Key Stage 1, have been incorrectly assessed over a long period of time. Problems with the use of incorrect progress information depressed achievement as teachers did not have an

accurate picture of pupils' skills. Consequently, resources and approaches to tackle underperformance were not well targeted. When combined with previously inadequate teaching, this meant that pupils did not achieve well. Since the second monitoring inspection, senior leaders have now established clear systems for tracking and moderating pupils' progress and providing targeted support. Having resolved these issues, senior leaders are expecting a significant rise in the 2014 national tests. As a result of the improvement in teaching, no group, as seen in lessons, now makes slow progress, including those pupils in the resource base. This is because the school is ensuring that pupils who are struggling have the support needed to make better progress.

Pupils speak positively about their school and are proud of it. They say that their teachers 'push them to achieve well' and they have help and extra time to learn. Parents also confirmed these views. Pupils also say they are challenged in their learning, but are keen to have harder work. The school has set ambitious targets for raising standards and the records of pupils' progress show that it is on course to meet them.

A range of clear actions to improve reading skills is having a direct impact on pupils' grasp of reading and interpreting texts with understanding. For example, records of progress show good gains of between three months and two years in relation to reading and comprehension work. Writing continues to be an area for improvement particularly in Key Stage 1, primarily because on entry too few children are fluent in English. A revision of the programme of work offered has led to extending the time for developing pupils' literacy and numeracy skills. Additional sessions for pupils with specific learning needs and others, help those who are struggling. The increased focus on developing phonics skills (the sounds letters make) and speaking is helping pupils to begin mastering the English language. From September 2014, more formal and direct teaching of literacy and numeracy work is planned to ensure that pupils are well prepared to make the transition to each year group and key stage. A sound start has been made to selecting suitable reading resources for boys. Additionally, a well-planned mentoring programme, targeted at boys and pupils requiring support, is being launched in the autumn term.

The quality of teaching

The range of approaches highlighted in the last monitoring inspection is continuing to lead to improvements in teaching. The school is gradually moving towards the targets for teaching set out in the action plan. Senior and middle leaders have increased the monitoring of teaching to develop practice and consistency quickly in relation to planning and the use of resources. Frequent observations of classroom teaching and scrutiny of pupils' books, combined with pupil progress meetings, have been helpful in setting targets for individuals. They have also helped identify outstanding areas for development. Opportunities for teachers to shadow seasoned practitioners continue and a short term plan for the Local Leader of Education to work with staff whose practice is not yet good has started. While the school still evaluates the quality of teaching with the local authority, it is now well placed to

take control of short- and long-term monitoring. The findings of this visit are similar to the school's monitoring information. While teaching is much improved, the final 'push' to move teaching from requiring improvement to good is continuing.

Some of the main thrusts in developing teaching have been to raise teachers' expectations, increase pace, use assessment information well to match work to pupils' needs, and develop the quality of marking and feedback. Better planning and use of assessment information underpin the improvement seen in each monitoring inspection. Pupils are also being challenged more, but there is insufficient pace in a minority of lessons because teachers do not grab the opportunities to stretch pupils who are very keen to learn. Pupils have noticed the changes, but their views that they could still be challenged more are correct. A few staff do not use a range of approaches to develop pupils' thinking. This prevents pupils from developing breadth and depth to their learning. Learning therefore requires improvement when these features are seen, instructions are not clear and the approach to developing pupils' skills is not effective.

When teaching is good, teachers constantly build on pupils' knowledge and misconceptions are dealt with quickly, as seen in the resource base. Pupils apply the new skills taught immediately and master them, as illustrated in the Year 5 mathematics lesson. In these lessons, behaviour is impeccable. The quality of marking is developing further and more pupils are using the 'green' pen to respond to teachers' comments.

Teaching assistants mostly work well with pupils, particularly when they provide clear explanation, show them how to do the work and encourage them to use the taught skills.

Behaviour and safety of pupils

As at the previous monitoring inspection, behaviour is good both in lessons and around the playground. Pupils in all year groups are keen and willing to learn. They play well together and enjoy the new changes to their playtime when they can join in the organised team games under the watchful supervision of non-teaching staff. Pupils are keen to influence change and highlighted areas that they would like to improve. For example, the reward system, choice of books for boys, more use of the library and re-designing the playground to make it 'green'. Pupils report that they are safe because staff are highly visible and they trust them.

Attendance has improved and is currently above the national average. The school has had only one fixed-term exclusion since the previous monitoring inspection.

The quality of leadership in and management of the school

The leadership team has been strengthened and this has led to leaders increasing their capacity to help the school improve at all levels. The senior leaders work very well together as a cohesive team. As a result, the school runs smoothly on a day-to-

day basis under the guidance of the head of school. She is well supported by the deputy headteacher. The executive headteacher provides the longer term vision and is continuing to ensure that the re-building of the school gathers pace. It has taken time to identify and remove the barriers to improvement and change the culture of the school. During the current term, the executive headteacher, well supported by the IEB and local authority, has not tolerated weak teaching or inaccurate checks on pupils' progress. Good systems are now in place for checking pupils' progress and holding teachers to account to ensure that it is good. Staff appraisal and pupil progress meetings are therefore used ruthlessly. Expectations of what the school can achieve have been raised and teachers now have ownership by knowing how well pupils in their class make progress.

Effective partnership work with the main primary schools is being used to maximum effect to reinforce the standard of work required. Further work is planned for the new school year in September. Each partner is very clear about their contribution and the intended outcomes based on extensive scoping and planning.

Senior leaders and staff are now more focused on pupils' learning and achievement; they know the strengths and weaknesses. As a result, the sharper focus on improving pupils' literacy skills underpins the main thrust of teaching, re-organisation of the school day and the emphasis on literacy and numeracy now taught. Detailed plans to change the way pupils develop language skills are in place and effective. More direct teaching and specific group work help support different pupils in the early years and in Key Stage 1 and Year 3. Those with special educational needs benefit from work which is carefully planned and organised. Despite the many demands on the leaders to raise and sustain standards and change the culture of the school, they are rising to meet the challenges. The IEB is kept well informed; it monitors progress regularly and members use their designated roles to check evidence and hold the management of the school to account for improvements. This is well illustrated in the work of the governor responsible for achievement.

External support

The local authority arranged for the Local Leader of Education to work with the school and a comprehensive plan of action is in place to develop teaching and accelerate pupils' progress. Previous advice, support and challenge from School Project Board have contributed to the senior leaders being able to work on their own without the constant supervision of the School Improvement Partner. The local authority's role is now less visible and is mostly concerned with the future of the school.