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15 July 2014

Damien Parrott
Headteacher
Drayton Park Primary School
Arvon Road
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Dear Mr Parrott

Requires improvement: monitoring inspection visit to Drayton Park Primary School

Following my visit to your school on 15 July 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 March 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:

- ensure that plans for improvement identify those responsible for checking that actions have been carried out and those who will evaluate the impact of the actions
- improve the quality of teaching through ensuring that all teachers expect consistently high standards across all curriculum areas.

Evidence

During the visit, meetings were held with you and the deputy headteacher, middle leaders, members of the governing body and representatives of the local authority to discuss the action taken since the last inspection. The school action plans were

evaluated. Other documents scrutinised included the review of senior leadership, recent minutes of governing body meetings, and the local authority action plan. Together we visited all classes and I attended an assembly. I also looked at work in a selection of pupil books and considered current information on pupil achievement.

Context

Since the previous inspection you have restructured the leadership team. From September middle leaders, who are each responsible for two year groups, will no longer be class-based. You have recruited a total of six new teachers for September, one as a middle leader. None will be newly-qualified. These appointments are to replace those teachers leaving the school, and to enable middle leaders to be released from class responsibility.

Main findings

Following the inspection you drew up detailed plans to address the issues raised in the report. These plans identify actions to be undertaken, and those responsible for carrying them out. They identify a range of evidence which will be collated in order to check this work. However, there are no timings attached to these actions. Therefore, governors will not be able to judge whether the school is on track to complete them in an appropriate timeframe. Also, plans do not show who is responsible for evaluating the effectiveness of actions.

Following consultation with staff and pupils, you decided to simplify the system for rewarding positive behaviour and improving poor behaviour. You are now monitoring behavioural incidents and are able to compare the rate of incidents across the year. The number of incidents is decreasing. You have developed a system for recording both rewards and sanctions in the same place. This ensures that both positive and negative behaviours are considered together.

Middle leaders are taking on more responsibility for monitoring the quality of teaching. They have benefited from training and support from the local authority in, for example, a shared book scrutiny. They are increasing in confidence and enthusiastic about their new roles supporting teaching in several classes.

Senior leaders identified groups of pupils at risk of underachievement in Year 6 and swiftly intervened. As a result, in 2014 a higher proportion of pupils leaving Year 6 attained expected and above expected levels in reading, writing and mathematics. There is a similar improvement in attainment for pupils leaving Year 2 and the Early Years Foundation Stage.

Following the inspection, you have worked together with teachers to ensure that pupils have time to improve their work once it has been marked. Evidence in books shows some improvements, but this remains patchy and varies from class to class.

In addition, teachers are prepared to accept work of a lower standard in some subjects than others.

Governors know the school well. They are aware of the school's strengths, and the areas which need improvement. They provide an appropriate level of challenge to senior leaders. The new Chair of the Governing Body is reviewing the committee structure to ensure that governors' strengths and interests are used fully. This process is being completed swiftly to ensure that structures for evaluation of the school's progress are fully in place early in the autumn term. Governors ensure that parents and carers are kept up to date with changes in the school. They provide opportunities for parents to raise concerns or ask questions.

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 effective support to the school. Local authority officers work closely with the school improvement partner and senior leaders. At the request of the school the local authority carried out a review of senior leadership. This review identified areas for improvement which the school has acted upon. Support for middle leaders has been particularly effective. Middle leaders could identify specific improvements in their skills as a result of a shared book scrutiny. The local authority has brokered support from the leaders of other local schools.

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

Yours sincerely

Gaynor Roberts
Her Majesty's Inspector