

Tribal
Kings Orchard
One Queen Street
Bristol
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Email: christina.bannerman@tribalgroup.com

16 September 2014

Cynthia Eubank OBE
Interim Executive Headteacher
Adamsrill Primary School
Adamsrill Road
Sydenham
London
SE26 4AQ

Dear Mrs Eubank

Requires improvement: monitoring inspection visit to Adamsrill Primary School

Following my visit to your school on 16 September 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 May 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.

Evidence

During the visit, meetings were held with you, other senior leaders, groups of middle leaders and teachers, the Chair and Vice Chair of the Governing Body and two representatives of the local authority to discuss the action taken since the last inspection. The school's action plan was evaluated. I made short visits to classrooms and communal areas on both sites. I spoke with a small number of pupils in classes and in the playground.

Context

There have been a significant number of changes to the school's staffing this academic year. The headteacher left the school at the end of the summer term. An interim executive headteacher, who is a National Leader of Education, along with a seconded 'head of school' started work in September. Eleven other teachers also joined the staff at the beginning of the school year. Due to building works taking place on the main school's site, Key Stage 1 classes and the Early Years Foundation Stage are housed in temporary accommodation in the Willow Way Annex. The new building, which will accommodate all pupils at the main site, is due to be completed in June 2015.

Main findings

Leadership responsibilities have been overhauled to provide well-organised support for teaching and learning. The recently appointed executive headteacher's drive and ambition have already had a substantial impact. Leaders have made their expectations clear to staff and are supporting them to bring about the changes needed. All staff spoken to during the inspection are supportive of the numerous changes that have been implemented this term. Leaders have begun to change the culture at Adamsrill so that everyone is held accountable for the progress that pupils make.

The executive headteacher has added significant detail to the school's action plan, which addresses the areas identified during the previous inspection. It outlines developmental milestones throughout the year, who will lead each area of work and how progress will be checked. Further detail should be added to clarify the roles of governors and the local authority in evaluating the impact of actions taken.

Senior leaders have rapidly raised expectations about the quality of teaching and the way classrooms are organised. It is expected that each room will contain informative displays which support pupils' learning and challenge them to think more deeply. Although early in the term, leaders have made several visits to classrooms to check that their high expectations are being met. Teachers speak highly of the support they receive from senior leaders to improve their practice.

Team leaders provide support for the teachers in their year group. They give guidance about planning for pupils' needs, including how to ensure that pupils are sufficiently challenged. Leaders say that as a result, pupils are now more engaged in, and inspired by, their work.

Information about pupils' progress is now presented to staff in a more accessible format which allows teachers to use it when planning appropriate work for pupils. There is an increased emphasis on the progress of groups of pupils including those

eligible for support from the pupil premium funding. Teachers are able to identify those pupils who need to make more rapid progress so that they achieve at the expected level or beyond. The use of numerical information about pupils' progress is now central to the drive for improvement. Leaders check that learning progresses from one year to the next so that pupils' progress is continuous and that work is not repeated unnecessarily.

A new marking and feedback policy has been implemented which is increasing the consistency with which staff review pupils' work. Pupils are given opportunities to reflect on their teachers' written comments and to apply their advice in subsequent work. A policy has been agreed which outlines the way in which mathematical calculations are introduced and taught to pupils at different stages of their development. Teachers are beginning to implement the policy in their classes. It is clear from displays in corridors and from speaking to staff and pupils that mathematics now has a higher profile in the school. For example, one display encourages pupils to consider the storage capacity of digital storage devices, ensuring that there is sufficient space to store a predetermined number of films, songs and photos. The relevancy of this activity is representative of the school's approach to the application of pupils' basic mathematical skills.

The review of the school's use of the pupil premium funding has not yet taken place but is scheduled to be completed by the end of this month. Governors have begun to ask more searching questions of leaders about the performance of pupils eligible for support from the pupil premium. In particular, they have agreed to keep a close eye on the progress this group makes in comparison to that of other pupils.

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

Governors and local authority officers have acted swiftly to enable robust leadership arrangements to be in place for the start of this academic year. As a result, action is being taken swiftly to address the school's key issues.

Expertise and good practice at one of the executive headteacher's federation schools have been used to support improvements at Adamsrill. Senior leaders from Adamsrill have visited the partner school to help them clarify their own expectations, enabling them to set their aspirations at an appropriately high level. The Early Years Foundation Stage/Key Stage 1 leader has visited the partner school to observe effective learning and to explore leadership systems and processes for driving improvement. Prior to the start of the term, the Chair and Vice Chair of the

Governing Body visited the partner school to discuss the nature and detail of information to be shared between leaders and governors.

Local authority officers are supporting the school with issues related to the new building, admissions and transport between the main site and the Willow Way Annex.

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

Yours sincerely

Jeremy Loukes

Her Majesty's Inspector