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Mr Carpenter & Ms Bansil
Executive Headteacher and Head of School
Foxfield Primary School
Sandbach Place
London
SE18 7EX

Dear Mr Carpenter and Ms Bansil

Special measures monitoring inspection of Foxfield Primary School

Following my visit to your school on 23 September 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 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 May 2014.

Evidence

During this inspection, meetings were held with the executive headteacher and head of school, the Chair of the Governing Body and four other governors, as well as a National Leader for Governors (NLG) working with the school, and the Head of Early Years and Primary as the representative from the local authority. The local authority's statement of action and the school's improvement plan were evaluated. During a tour of the school, brief visits were made to a few classrooms.

Context

Since the last inspection, eight members of staff have left the school and five senior leaders have been appointed. They include an early years' consultant, a senior teacher who is not based in a class, and an advanced skills teacher from Woodhill Primary School. All three have been contracted to work in the school for one year. Two experienced assistant headteachers were also appointed. The interim executive headteacher, a National Leader of Education from Woodhill Primary, remains in post. Following the departure of the serving headteacher in April 2014, a new head of

school was appointed to the substantive post in June 2014. The new head of school is from an outstanding local school.

The local authority has brokered a partnership between Foxfield Primary and Woodhill Primary. The governing bodies of both schools have jointly agreed extended partnership work over three years.

The Department for Education has contacted the local authority about the school's status.

The quality of leadership and management at the school

Both you and the head of school work very well together as a cohesive team. Since the inspection, the speed of change has been rapid. This is demonstrated in the clarity of the vision to develop teaching and learning. Following the inspection, swift actions were taken to assess the quality of teaching and learning. Your rigorous monitoring, and declaration of high expectations, contributed to around one third of staff moving on. Discussions with you, governors and the local authority confirm that all staff are giving you their full support. My brief review of their positive feedback confirms this view.

Together, you have both been in the school for less than five months. Within that time, change has been unremitting. For example, you have restructured the senior and middle leadership teams and defined their responsibilities; produced and begun developing new systems for monitoring the quality of teaching and learning; identified training needs; and redesigned performance management. These changes have been possible and staff are supportive because expectations have been spelled out. You are also both visible and accessible to staff and parents and you consult widely.

The action plan is well written and provides a clear steer for the school to move forward. The plan includes measurable targets and milestones to meet within a short time. It is an ambitious and detailed plan. However, as discussed, the plan as a working document is too long. You both indicated the school 'cannot wait' any longer to improve pupils' performance. My brief scrutiny of parents' responses to the questionnaire shows that the parents are more positive about the school. Additionally, pupils' work on display and their books suggest that recent changes are raising expectations and the pupils are taking more pride in their work.

You are working very well with a very experienced governing body drawn from senior positions in education, business and local government. The governing body has been strengthened with additional expertise from the NLG who acts as a mentor. They are very supportive of the work and have begun to assess the needs and priorities of the school. They have quickly acted on the external reviews on

governance and the pupil premium. They are diligent in monitoring and evaluating their action plan for driving improvement.

The local authority's work with you is confined to providing human resources, monitoring the actions taken and holding you to account through regular and timed meetings with the Director of Children's Services. This is because you are both able to determine the priorities and direction of the school with the governing body without the local authority overseeing your work.

Following the monitoring inspection the following judgements were made:

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

The school's improvement 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 Governing Body and the Director of Children's Services for Greenwich. This letter will be published on the Ofsted website.

Yours sincerely

Carmen Rodney
Her Majesty's Inspector