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Mrs Erica Quirk
Headteacher
Farnham Green Primary School
Royal Close
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Dear Mrs Quirk

Requires improvement: monitoring inspection visit to Farnham Green Primary School

Following my visit to your school on 5th November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection 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 July 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

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:

- work with a local outstanding school to accelerate the development of middle leadership skills to improve the quality of teaching.

Evidence

During the inspection, meetings were held with the headteacher, other senior and middle leaders, the Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plans were evaluated. I evaluated school documents such as information on the progress pupils make and how leaders use plans to improve the quality of teaching. Short visits were made to a number of classrooms, including the

Early Years and Foundation Stage. I looked at pupils' work and met with a group of pupils to discuss their learning.

Context

Since the last inspection five permanent members of staff have left the school and have been replaced. The senior leadership team has been restructured and leaders have been re-allocated clear areas of responsibility.

Main findings

Senior and middle leaders have been given clear areas of responsibility and line management of staff. This supports school's planning for improvement because they can now more carefully check on the progress made by pupils and how well teachers help them learn.

The school's plans to address the areas identified for improvement in the last inspection report are detailed and to the point. Actions focus on improving teaching and learning. Sharper monitoring of planning and teaching has been introduced to improve learning. Plans have clear criteria for success so senior leaders and members of the governing body can check that teaching is improving.

Leaders have introduced personalised development plans for all teachers. This is leading to a clear understanding of what they need to do to improve their practice. The school's monitoring shows that this is beginning to improve planning and the quality of marking and feedback to pupils. Work in pupil's book shows that consistent marking is helping them to improve their learning.

Pupils told me that they find the work they do in lessons more interesting now. This confirmed what I saw in visits to classrooms. Pupils showed that they are keen to learn and work well with teachers and with each other. They are proud of their work and present it well. Clear expectations of teachers mean that pupils work at a good pace and are keen to complete tasks in the allotted time. Some teachers use questions very effectively to move pupils' learning forward, but this is not yet consistent in all cases.

Middle leaders are benefitting from the greater clarity of their roles and responsibilities. This means they now contribute more to whole school development activities by monitoring the quality of teaching in their areas. Changes in planning, for example in mathematics, are helping teachers to think clearly about what pupils need to do next. This is improving the level of challenge to all students to do as well as they should.

Senior leaders have introduced more robust and more frequent checking on teaching and learning. This means that they can provide targeted support to students earlier so they can make better progress. Focussed work in the Early Years and foundation stage is leading to sharper planning. As a result, learning is personalised and is helping pupils make better progress. New ways of assessing their learning means that teachers have an accurate picture of what they need to do to help them make good progress.

Governors take robust action where performance of teachers is not good enough over time. Minutes of meetings show that they challenge the headteacher about school performance. Governors are developing their skills to increase their challenge in line with the sharper checking systems carried out by leaders in the school

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 continuing to support the school. Since the inspection, it has provided training on planning literacy lessons. This is contributing the school's own drive to ensure teachers' planning maximises learning. The local authority challenges the school about the progress it is making towards the priorities in the schools' plans in regular progress review meetings.

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

Yours sincerely

Chris Campbell
Her Majesty's Inspector