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11 March 2015

Mrs Manjit Rai  
North Beckton Primary School  
Harrier Way  
Beckton  
London  
E6 5XG

Dear Mrs Rai

### **Requires improvement: monitoring inspection visit to North Beckton Primary School**

Following my visit to your school on 11 March, 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 December 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 inspection, I held meetings with you, other senior and middle leaders, two members of the governing body, including the Chair of the Governing Body and a representative of the local authority. I also met with a group of pupils and talked to others informally during our tour of the school. The purpose of these meetings was to discuss the actions the school is taking since the last inspection. I looked at samples of pupils' work during visits to seven classrooms and examined a wider sample of work separately. The school action plan was evaluated. I also examined a range of other documents including the school's record of the impact of their actions so far.

### **Context**

Since the last inspection a new leader for the Early Years and Foundation Stage has taken up post. A new Chair of the Governing Body has been elected.

## **Main findings**

You have taken important first steps to address quickly the areas for improvement highlighted in the report from the last inspection. You have brought a sharp focus to these, so that there is a clear and shared common purpose amongst your leaders and the staff as a whole. This is leading to a better understanding amongst leaders at all levels of what needs to be done. As a result, they are using clearly defined leadership time more effectively to monitor the work of teachers and the quality of pupils' learning. While there is more to do, this is beginning to show improvement in the quality of pupils' work. However, at this stage these gains are not consistent enough.

The current priorities on marking and making sure pupils are challenged at the right level are contributing to these early stages of improvement. Pupils understand their targets and how the marking system works. They value good quality advice on how to improve their work. Pupil's work shows that they are given straightforward advice on how to improve their spelling, punctuation and grammar. The clear expectations you have of staff are leading to greater clarity of teacher planning. As consequence, pupils are generally able to say what they are learning and why. Although this is not always the case, these are positive first steps. However, the improvements noted are primarily in English and mathematics and are not yet consistently carried across to other subject areas as effectively. There are more frequent opportunities to write, especially in English, but sometimes opportunities are missed in these other subject areas.

Your plan for improvement is well-focussed. It addresses the main areas for improvement directly. There are clear targets within the plan and named leaders, who are responsible for each aspect. This is helping all members of staff to keep their focus on these priorities. The plan shows how you will carry out review of progress and this is supplemented by external reviews. However, sharper focus on evaluating the impact of actions in order to form a judgment on effectiveness is required.

Senior and middle leaders have a clearer understanding of their roles. They are beginning to have an impact on the quality of teachers' planning and practice and are developing these skills alongside those of monitoring. This early work is beginning to bear fruit but impact is not yet consistent enough. They have benefitted from recent training, but a sharper, shared, focus on impact on classroom practice is needed. Recent changes in the Early Years and Foundation Stage are sustaining and improving provision for the youngest members of the school's community. Records of children's achievements and interests are kept regularly and used to plan learning for them.

The restructuring of the governing body is bringing a sharper and greater level of challenge to school leaders. The governors due to take up post at the end of the spring term bring significant experience, particularly in the field of education. The school expects there to be a full complement of governors at that stage. This is enhancing the capacity of the governing body to hold the school fully to account for the achievement of its pupils. However, governors are not yet directly included in evaluation activities in the action plan. The external reviewer of governance has completed the first stage of the review recommended in the previous inspection report. It clearly identifies areas of strength and what needs to be developed. The review is due for completion at the end of the spring term.

The actions taken so far convince me that a good start has been made, but there is clearly much more to do. Your plans to improve the effectiveness of leaders at all levels are well focussed and are essential in ensuring greater consistency and a fast pace of improvement in teaching and learning.

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 school making good use of a range of external support. The local authority is providing good support through its regular meetings to review progress. This helps the school to understand the progress it is making and models challenge to the school for the governing body. The school has acted to provide well-focussed training for staff, for example on challenge in mathematics and enhancing writing for more able pupils. The school has also engaged an experienced external consultant to provide the school with an objective view of its progress in the journey to become good or better by the time of the next full inspection. These aspects of external support are beginning to build the capacity of the school to sustain and increase the pace of improvement.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Newham and as below.

Yours sincerely

Chris Campbell  
**Her Majesty's Inspector**