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17 March 2015

Mrs P Roopra
Headteacher
Henry Green Primary School
Green Lane
Dagenham
RM8 1UR

Dear Mrs Roopra

Requires improvement: monitoring inspection visit to Henry Green Primary School

Following my visit to your school on 17 March 2015, 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 November 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, meetings were held with yourself and the senior leadership team to discuss the action taken since the last inspection. I also met with two of your middle leaders, three members of the Governing Body and a representative of the local authority. The school improvement plan was evaluated. I conducted a tour of the school with you, during which we visited lessons, looked at work and talked to pupils. I also scrutinised a number of other school documents related to the quality of teaching and safeguarding.

Context

Since the last inspection you have appointed a deputy headteacher who is due to take up post in April. A third assistant headteacher has been appointed and has joined the senior leadership team. A new Reception year teacher was appointed in January. A Year 4 teacher is leaving at the end of the current term and you have appointed a replacement. A new Chair of the Governing Body has been elected. You have further developed and extended informal partnerships with a number of local schools.

Main findings

You are tackling the areas identified for improvement in a systematic and thorough manner. Your plans set out clear timescales for improvement which convey a sense of urgency. Precise measures of success are identified. These provide a suitable framework for you and other leaders to check how successfully you are securing the required improvements.

You are providing opportunities for senior and middle leaders to collect and review a wide range of evidence to decide how well pupils are learning. You are also making sure leaders are provided with training to help them analyse evidence more effectively. This has enabled you to take more prompt action to support pupils who are not making expected progress. For example, you have used this evidence to select pupils to take part in work aimed at helping them catch up with their reading skills. You, and senior leaders, have kept a close eye on the impact of this programme. Your assessments indicate that most pupils have made very rapid progress in a short time as a result.

You know the strengths and weaknesses of your teaching staff. This allows you to select suitable training and development for them. Training is sharply focused on the areas identified for improvements in teaching at the recent inspection. Work with partner schools is contributing positively to this process. As a result, teachers' skills are improving but you know there is much more work to be done. For example, although the agreed policy on guided reading is applied consistently, you know some teachers are using this method more effectively than others. Your senior leaders have realised that some teachers need to develop more effective questioning skills.

Middle leaders are playing a more prominent role in sustaining school improvement. They understand the main priorities. They are gaining in confidence because of the opportunities you are giving them to develop their leadership skills. The leader of the Early Years Foundation Stage has improved the guidance children receive on how to use areas of learning. The mathematics leader is helping teachers provide more opportunities for pupils to use and apply their skills.

You have enriched the reading experiences on offer to pupils. Reading corners are inviting and well stocked. Pupils are beginning to benefit from more challenging activities involving reading in other subjects. You are gaining more support from parents in helping pupils learn to read.

Governors demonstrate an assiduous and professional approach to keeping up with school improvement developments. They support you well with recruitment processes. Governors understand the value of the partnerships you maintain in securing an external perspective of the impact of the school's work.

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 provides regular advice and challenge which is effective in helping you check on the impact of your actions and sharpen your evaluations. The local authority also provides advice and training which is assisting you and your governors as you aim to secure further improvements. You have continued to develop a wide range of links with local partner schools. They are enhancing the opportunities on offer to improve the quality of teaching.

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

Yours sincerely

Andrew Wright
Her Majesty's Inspector