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1 July 2015

Mr David Abrahams
Headteacher
Green Street Green Primary School
Vine Road
Green Street Green
Orpington
BR6 6DT

Dear Mr Abrahams

Requires improvement: monitoring inspection visit to Green Street Green Primary School

Following my visit to your academy on 30 June 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 academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in March 2015. 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. The academy should take further action to:

- challenge middle leaders to take more responsibility for driving through changes, making them accountable for pupils' outcomes
- hold all staff to account with a continued focus on boys' achievement, the more able learners and pupils' reading skills.

Evidence

During the inspection, I met with you, other senior leaders, the Chair of the Governing Body and a representative from the local authority to review the actions taken since the last inspection. The post-Ofsted action plan, the external review of governance and the external review of pupil premium funding were also scrutinised. Other documents were taken into consideration; these included agendas and minutes of governing body meetings, monitoring information on pupils' progress and moderation reports. I spoke with pupils during visits to classes and the quality of their work was scrutinised. You and your deputy headteacher took me on a tour of the academy and we made short visits to classes in almost all the year groups, including early years.

Context

Two teachers will be leaving at the end of the academic year. Senior leaders have not made any permanent appointments because of difficulties recruiting high quality applicants.

The academy works closely with two local schools, Warren Road Primary School, through the Warren Road Teaching School Alliance and Pickhurst Infants School, which is also a teaching school and led by a National Leader in Education.

Main findings

You have responded quickly and effectively to the issues identified as a result of the recent section 5 inspection. With the support of your senior team, you have not delayed in introducing a series of planned improvements. You and your governors have created sufficient capacity for senior leaders to play a key role in making necessary changes. This has included leading improvements in literacy and mathematics.

Your post-Ofsted action plan is well-thought out and covers all the areas for improvement. There are detailed actions next to each priority with clear time-bound milestones. Members of staff who are responsible for each priority are named and you hold these senior leaders to account. You have shared the plan with governors, staff and parents.

Work has started to improve teaching and accelerate the progress of all pupils, especially boys. With the support of your senior leaders you have worked hard to raise teachers' expectations, particularly of boys and to improve the quality of boys' handwriting. Policies such as marking and presentation have been reviewed and you have started to carry out regular checks on teachers to see that these ideas are being used effectively in the classrooms. However, you recognise that there is a need for further consistency if good progress is to be sustained. Pupils understand the importance of responding to teachers' feedback but it is still too early to assess

its full impact on learning. Where teachers' feedback and pupils' responses happen regularly, progress is seen to be most rapid.

You have carried out a review of the curriculum to engage and motivate boys. You have targeted resources to challenge pupils and provided opportunities for regular extended writing activities in each year group. A scrutiny of pupils' work shows tangible evidence that pupils are writing more at length, and they are using a range of writing techniques for different purposes. A writing scheme has been trialled by some of your teachers and will be implemented across the academy from September 2015. You and your senior leaders provide appropriate training for staff to prepare them for any planned changes. Pupils showed they were keen to learn and they articulated this enthusiasm very well. You have started to make changes to teaching as well as changing the topics so that boys are more enthusiastic and want to write their thoughts and ideas down more readily. The topics about 'pirates' and 'commotion in the ocean' have been particularly successful. As a direct result, boys' behaviour in classes has improved. Further work has yet to be done on challenging the more able pupils and planning work which meets their specific learning needs. Your ideas for more collaborative planning and opportunities for staff to observe excellent practitioners 'at work' have been designed to move this further forward.

You have reviewed the provision and resources in the Early Years Foundation Stage, for indoor and outdoor play and there has been a shift in how reading is taught from whole class teaching to groups.

Middle leaders must become more involved in driving through the changes. They have received some training to support them in their roles and are positive about the middle leadership programmes planned for next year. However, although performance management systems are embedded, there is more work to do in developing their monitoring and evaluation skills and holding these leaders to account.

Governors are clear about the priorities for the academy and are becoming more involved in working with you and your staff to improve outcomes. Since the external review of pupil premium funding, governors have challenged how funding supports disadvantaged pupils. They seek to provide good value for money and have a clear rationale to ensure the funding is allocated fairly. Governors are also ambitious in their drive to raise standards. They are aware of the school's strengths and weaknesses.

Since the external review of governance, governors are working hard to ask probing, challenging and searching questions of senior leaders. To assist them, they have included questions within the agendas of their committee meetings. However, they are aware that the quality of their discussions at meetings is not reflected in their minutes.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the academy until its next section 5 inspection.

External support

Contact with the local authority has been through termly subject leader forums for English and mathematics and three moderation visits carried out across Key Stage 1 and Key Stage 2. The academy buys into some services provided by the local authority which includes governance and human resources. The local authority is aware of the outcome of the academy's recent section 5 inspection and an initial meeting is planned to take place with you, in early July. The local authority is seeking to establish a professional relationship with your academy in the future. You have recognised and valued the support from the Warren Road Teaching Alliance and Pickhurst Infants School 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 Bromley.

Yours sincerely

Lynton Karmock-Golds
Her Majesty's Inspector