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Ms Clare Cranham
Headteacher
Kensington Avenue Primary School
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Dear Ms Cranham

Requires improvement: monitoring inspection visit to Kensington Avenue Primary School

Following my visit to your school on 21 January 2016, 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 second monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 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 last section 5 inspection, in order to become a good school.

Evidence

During the inspection, meetings were held with you and other senior leaders, four governors, including the Chair of the Governing Body, and with a representative of the local authority to discuss the actions taken since the last inspection. The school improvement plans were evaluated. I also visited 15 teaching sessions and looked at work in pupils' books. Middle leaders met me to discuss their contribution to school improvement. I met a group of pupils in Key Stage 2. The single central record of recruitment checks was also examined. I spoke to pupils informally in lessons and

around the school. I looked at assessment information showing the progress that pupils make, as well as documentation showing the monitoring of the quality of teaching, learning and assessment.

Context

Since the previous monitoring visit, two teachers have left and three teachers have joined the school. There have been changes to the leadership of subjects, including to English and mathematics. Three members of staff are on long-term sick leave, including one member of the senior leadership team. Six new members have joined the governing body, including the new Chair and vice-chair of the Governing Body, leaving the governing body under-recruited by two members.

Main findings

Senior leaders, middle leaders and members of the governing body are now sharply focused on securing key improvements at the school. You are working more closely together with a greater sense of urgency than at the time of my first monitoring visit. Leaders and governors have accelerated the pace of progress in securing better teaching, raising pupils' achievement and improving pupils' behaviour. Leaders have a sharper focus on the use of the pupil premium funding and its impact on pupils' achievement.

Action planning to drive rapid improvements is now closely linked to key priorities from the previous inspection and the first monitoring visit. You have made sure that the school has a specific plan of action for the use of the pupil premium funding. Time scales are sharper. Leaders and governors are making sure that initiatives to secure improvements are implemented and sustained. Senior leaders and governors check far more regularly that these are having the necessary impact and identify any areas where further improvements can be made. This is helping to make sure that all leaders are more accountable for securing improvements to teaching, learning and assessment, and to pupils' behaviour.

The newly formed governing body works intensely with the school's leaders. Governors are in a much stronger position to hold the school's leaders to account in order to increase the pace of change. New members, including the experienced Chair and vice-chair of the Governing Body, bring significant and valuable expertise in school leadership and governance. Members of the governing body develop their skills in order to support and challenge the school further, for example, by attending training. Governors demand detailed information about the progress pupils make, which has helped increase the rigour with which pupils' progress is measured. You and the senior leaders have a sharper focus on checking how well all groups of pupils achieve.

Leaders have made their expectations of teaching clear and raised aspirations. Middle leaders have benefited from well-selected training and are growing in

confidence. They take greater responsibility for driving improvements within their areas of responsibility and are enthusiastic to play their part in checking that the quality of teaching improves. They monitor teaching regularly and identify more quickly where further improvements are needed. Training and coaching for selected staff are in place to encourage increased consistency.

Leaders have made sure that assessment information is more accurate. The progress of key groups, including disadvantaged pupils, is measured more closely. Assessment information is becoming a key tool to help leaders check the quality of teaching and the impact of the school's work. Put in place recently, new assessment systems are already helping to show that the proportions of pupils making expected and more than expected progress are increasing.

Together with senior leaders, you have introduced initiatives to make sure that expectations of pupils' behaviour are more consistently high. Clearer rewards and consequences that are understood and followed by staff are helping to secure pupils' better conduct in lessons and at breaktimes. Pupils told me that behaviour has improved. They say that teachers shout less in lessons and that their learning is now rarely disrupted. They appreciate the recognition that teachers give them for their good behaviour. They are eager to receive the school's smiley face tokens that reward good manners and good work.

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

External support

Since the previous monitoring visit, relationships between the school and the local authority have strengthened considerably. You and the senior leadership team demonstrate a greater willingness to capitalise on external support. As a result, sourcing of additional help is more efficient and effective. This has added to the school's capacity for improvement. The leadership of the school is now stronger and this contributes to pupils' better progress.

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

Yours sincerely

Madeleine Gerard
Her Majesty's Inspector