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Miss Beatrix Simpson  
The Headteacher  
George Eliot Junior School  
Marlborough Hill  
London  
NW8 ONH

Dear Miss Simpson

### Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 15 May 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my particular thanks to those teachers I spoke to and observed and to the pupils in their class. I was also pleased to be able to meet with the deputy headteacher, a representative of the local authority (LA) and the chair of governors.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in September 2006, the school was asked to raise standards in English, mathematics and science, implement arrangements for assessing pupils and tracking their progress, keep a closer check on the quality of teaching and learning and develop the role and influence of subject leaders.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievements.

Evidence, including school data, lesson observations and pupil workbooks suggests a significant improvement in standards. The majority of pupils are now making at least satisfactory progress, and for many it is now good. Pupils in Year 6 are doing particularly well, but in some other year groups they make slower progress. In Year 5, the legacy of weak teaching is still impacting on the rate of pupils' progress. However, to remedy this, the school has ensured that a thorough analysis has been undertaken to identify gaps in pupils' knowledge and to ensure that planning and teaching are focussed on their needs.

Since the last inspection rigorous procedures have been implemented for assessing pupils and tracking their progress. Assessment maps outline areas for testing for each half term with results entered into the tracking system by staff. Tracking grids

are used to inform decisions regarding intervention groups and to address underachievement in specific areas. The development of these clear systems for monitoring pupils' progress, together with well focused support to meet the needs of all pupils, has had a significant positive impact.

There are improvements in teaching and learning. Monitoring of teaching by the school and the local authority indicates that all teaching is now satisfactory or better. Lesson observations and work scrutiny support this judgement. Teachers manage pupils' behaviour skilfully. Most pupils and teachers get on well together, establishing a happy climate for learning. In the good lessons, teaching is characterised by tasks which are well matched to pupils' needs, a brisk pace, and a clear focus so that pupils knew what they have to learn. Talk partners are used to enhance pupils' speaking and listening skills effectively. Teaching assistants provide the pupils with good support. Teachers use interactive white boards (IWB) confidently to motivate and engage pupils. There is now a clear focus on teaching key literacy and numeracy skills. The new planning formats are detailed, ensure that appropriate work is identified for pupils of differing abilities and set clear learning intentions so that pupils know what they are expected to learn.

The headteacher and the deputy headteacher have a good understanding of the strengths and weaknesses within the school based upon a rigorous programme of monitoring and self-review. There is now a real sense that everyone in the school is united, working as a team to bring about required changes. There is a clear focus on raising standards and ensuring all pupils succeed. The English, Information Communication Technology (ICT) and science subject leaders have all attended high quality training. The school is scheduled to interview candidates for the mathematic subject leader post. Discussions with middle managers indicate that they now have a sound understanding of their roles and responsibilities. They have contributed to the school improvement plan, analyse data and are at the early stages of monitoring teaching and learning. The challenge for the school now is to ensure that the increased rate of improvement seen on this visit is maintained and that the good practice is embedded into the life of the school.

The LA has provided good support for the school. It has produced a satisfactory statement of action which sets clear timelines and is explicit about how progress is to be measured. The LA link adviser continues to work closely with the school to adjust and amend the support needed as the school makes progress and has supported the school in establishing strong monitoring and evaluation systems.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Kekshan Salaria  
Her Majesty's Inspector