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Ms Karen Bastick-Styles
Headteacher
Greenside Primary School
Westville Road
Hammersmith
London
W12 9PT

Dear Ms Bastick-Styles

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Greenside Primary School

Following my visit to your school on 26 February 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. 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 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, other senior leaders, representatives of the governing body, a representative of the local authority and three teachers. The lead inspector toured the school accompanied by the headteacher. Information about achievement was scrutinised and the school improvement plan was evaluated.

Context

Since the last section 5 inspection, two teachers have left the school. Three new teachers have joined. The deputy headteacher has not returned since January 2013. The senior leadership team has been extended and now includes two Key Stage

Leaders, the business manager and a part-time consultant. Discussions are currently taking place about the school's future, including seeking an academy sponsor.

Main findings

The interim headteacher provides strong, inspiring leadership. Morale is high because everyone knows what needs to be done to move the school on rapidly. Staff work closely as a team and are encouraged to talk about the quality of pupils' learning at every opportunity. Well-planned training is giving everyone a better understanding of how to teach mathematics and how to help pupils apply their mathematical skills during other lessons. Actions taken to raise pupils' achievement and improve teaching are showing early signs of improvement. Senior leaders are working with teachers to make sure that they know how to check the levels of pupils' work accurately. Data about pupils' achievement is collected every half-term so that teachers can plan teaching that matches pupils' different needs and abilities more precisely. Although this is an important step forward, there could be a sharper focus on highlighting pupils' progress from their starting points so that tasks can be more challenging.

The school's very detailed improvement plan sets out specific actions and targets for improvement. It needs refining so that progress against targets is checked at specific times and the results are recorded clearly.

The governing body are knowledgeable and have a good understanding of the school's strengths and weaknesses. They provide a strong challenge to school leaders and have managed changes in leadership effectively. They are fully involved in researching and planning options for the future development of the school and ask searching questions. The school development plan shows how governors check the school's work, but it is not clear how they will judge whether the actions have been successful.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- refine the school improvement plan to show when progress against targets will be checked and how governors will judge whether actions have been successful
- make sure that the information being collected about pupils' achievement shows clearly how much progress they are making in relation to their starting points.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

An experienced consultant has joined the leadership team on a part-time basis and is providing specific support for new teachers. This is equipping them with the skills needed to meet higher expectations of the quality of teaching. Local authority support to improve progress in mathematics has been planned well. A mathematics adviser and a teacher with specialist skills are helping teachers and other adults who support learning to develop their subject knowledge and understand what good practice in teaching mathematics looks like.

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

Yours sincerely

Anne Wellham
Her Majesty's Inspector