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Mrs Jacky Pike
Headteacher
Worsley Bridge Primary School
Brackley Road
Beckenham
BR3 1RF

Dear Mrs Pike

Requires improvement: monitoring inspection visit to Worsley Bridge Primary School

Following my visit to your school on 12 February 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 October 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 the headteacher, a selection of middle leaders, teachers and support staff, the Chair of the Governing Body, and four other governors. A meeting was held with a group of pupils and a discussion took place with two representatives of the local authority. The school improvement plan was evaluated. A range of other documentation was considered, including: the school's self-evaluation, information on pupils' achievement and safeguarding procedures and policies. A range of classrooms were visited with the headteacher, to see teaching and the work in pupils' books.

Context

Two teachers left the school at Christmas. Two new teachers joined the school in January 2015. One of these teachers is a long-term supply teacher and one is a permanent member of staff. A further supply teacher was appointed this term to work alongside a Year 1 teacher, who will shortly begin her maternity leave. The new teacher will provide maternity cover.

Main findings

The headteacher, and leaders at all levels, have demonstrated a strong commitment to improving the school. They have worked together to develop a clear and relevant action plan, which responds to the areas for improvement identified at the last inspection. Leaders accept that further refinement of the plan is necessary. For example, senior leaders accept they have yet to ensure that the plan has precise and measurable milestones. They acknowledge that this will make it easier to check that actions are having the intended impact.

Middle leaders are taking greater responsibility for making checks on pupils' work across the school. They are increasingly looking at a range of work to inform their understanding of how well pupils are achieving. Middle leaders observe teaching regularly, review pupils' books and speak to children about their work. However, feedback from pupils and parents is not used as regularly to evaluate the impact of new initiatives.

Teacher's marking is more consistent, particularly in English. It is helping pupils to gain a better understanding of what they need to do to improve their work. It is therefore having a greater impact on their learning. Leaders, at all levels, are working with staff to challenge them and ensure that the best practice seen in the school is matched by all teachers. Though improvements are evident, some inconsistencies remain. Marking in mathematics does not always ensure that pupils have grasped a concept before they move on to new areas of their learning. Teachers do not always ensure that they enable pupils to clarify their thinking when mathematical misconceptions have been identified. Pupils have limited opportunities to consider why they have tackled calculations in a particular manner and older pupils have too few chances to consider the efficiency of their calculations.

The school has increased the range of opportunities for pupils to expand their vocabulary. This is most evident in English. For example, the school now has word walls in classrooms. Pupils are increasingly using interesting adjectives, adverbs and other literary words to improve their writing. The development of pupils' vocabulary in other curricular areas is less well-developed.

Governors are tenacious. They focus sharply on challenging school leaders to tackle the areas identified at the last section 5 inspection. Governors have an excellent understanding of how the school has responded to the last inspection, particularly in

relation to the areas identified for improvement. They have a clear understanding of how different pupil groups are performing at the school. Governors now have more regular and targeted visits to the school. They meet with key members of staff to understand the progress being made by pupils. They are rigorous in holding leaders to account. For example, they ask challenging questions about the impact of actions taken by leaders. Recently, they have scrutinised the impact of strategies to improve pupils' writing across the school.

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

External support

The local authority has increased its level of support since the last inspection. Local authority improvement consultants have supported the school in developing the school action plan. Additional support for mathematics and English, particularly writing, has also helped middle leaders lead changes in the areas identified for improvement. The local authority has helped to broker a link with a National Leader for Education (NLE). The link is in the very early stages. Leaders are currently working to agree the scope and focus of this work.

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

Yours sincerely

David Storrie
Her Majesty's Inspector