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15 July 2013

Ms N O'Hara
Headteacher
Worple Primary School
Queens Terrace
Isleworth
TW7 7DB

Dear Mrs O'Hara

Requires improvement: monitoring inspection visit to Worple Primary School

Following my visit to your school on 15 July, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report 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 March 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, I met with you and the deputy headteacher, a group of class teachers, teaching assistants and members of the governing body. I also met with two advisors from the local authority and staff from a local school who are providing leadership and mathematics teaching support to Worple. We made short visits to lessons to look at teaching, pupils' work and the quality of marking. I scrutinised a range of documents, including the school's most recent analysis of pupils' achievement and evaluated the school's post-Ofsted action plan.

Context

Since the inspection a Year 6 teacher has left the school.

Main findings

You continue to lead the school very effectively with the result that the quality of education provided by the school is improving rapidly. Staff share your determination

that the school becomes good as quickly as possible. They continue to be inspired by your high expectations of what pupils in the school can achieve. Action planning is highly effective because it is rooted in clear and measurable targets so that you, your staff and governors can check that all initiatives are securing the required improvements.

Strategies to raise attainment, achievement and the quality of teaching are proving to be very effective in accelerating pupils' progress. Recent teacher assessments of pupil's attainment at the end of Key Stage 1 show dramatic improvements in reading, writing and mathematics; these results reflect real gains in pupils' achievement compared to previous years. The school ensures these assessments are accurate by careful moderation of pupils' work, including by external advisers and with other local schools. Children are making better progress in the Early Years Foundation Stage as a result of your clear direction, improved teaching over time and much improved deployment of teaching assistants. Provisional results for this year's National Curriculum tests indicate that attainment has also improved by the end of Year 6 compared to last year, despite it being a less able year group. The proportion of pupils who have made or exceeded the progress expected in English and mathematics has increased significantly.

You and your staff recognise that achievement over time is still not consistently good enough for all groups of pupils because not all have made the progress expected since Key Stage 1. Nevertheless, groups that have previously underachieved are now catching up quickly due to the much improved teaching.

School records of teaching and learning, endorsed through external moderation, indicate that the large majority of teaching is now good and some is outstanding. In particular, the quality of mathematics teaching in Key Stage 1 has improved strongly. This is a credit to the teachers who have responded so positively to the high quality support and guidance they have received from another school. Work in books is often of very good quality, although in a few instances it is not presented well enough. Marking is good and pupils have a very strong understanding of their targets and what they need to do to meet them. Good quality dialogue in books between pupils and teachers is rapidly becoming the norm.

Governors have a good understanding of the school's progress since the last inspection. Each committee carefully monitors the school's progress in addressing each of the areas judged to require improvement. Governors report that they are able to hold the school to account more effectively than before because of the good quality information you provide to them about the school's progress. One governor will shortly attend Ofsted training on good governance. Nevertheless, governors need to further develop their skills and confidence so that they can measure for themselves the school's progress on its journey to becoming a good school against Ofsted's published criteria, and more effectively support and challenge the headteacher and other leaders.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- strengthen governors' awareness of what the school needs to achieve to become good so that they can contribute more to strategic planning and hold school leaders to account confidently and effectively.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection. I have asked the local authority to forward to Ofsted the results of its own monitoring visit which is planned for September 2013.

External support

The school is benefitting from good support from the local authority. This includes visits from a local authority adviser to support action planning and leadership and management in English and mathematics. The local authority also monitors the school's raising attainment plan and is due to conduct its own monitoring visit to assess the school's progress in September 2013. The school also benefits from excellent support from a National Leader of Education and his staff who are providing high quality guidance and training in mathematics teaching.

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

Yours sincerely

Daniel Burton
Her Majesty's Inspector