

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Michael Corcoran
Parsloes Primary School
Spurling Road
Dagenham
Essex
RM9 5RH

Dear Mr Corcoran

Requires improvement: monitoring inspection visit to Parsloes Primary School

Following my visit to your school on 26 February 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 April 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 recent section 5 inspection in order to become a good school. The school should take immediate action to accelerate progress in writing, particularly in Years 5 and 6, including by the disadvantaged pupils.

Evidence

During the inspection, meetings were held with you, other senior leaders, the Chair of the Governing Body and a representative of the local authority. During the visit I toured the school, visiting a number of classes with you to review the learning activities. Work in a sample of pupils' books was evaluated. A range of documentation was also scrutinised. This included the school's improvement plan, current assessment information and the single central record.

Context

Since my last monitoring visit in September 2015, the previous headteacher has left. The governors have entered into a collaboration arrangement with another school in the local authority. Consequently, you have been appointed to the post of executive headteacher. This arrangement will be reviewed after three years. The deputy headteacher is acting head of school. The governors are in the process of recruiting a permanent head of school and two assistant heads.

Main findings

You have brought a new vitality for school improvement. This includes much higher expectations, and clear systems to improve assessment and the quality of teaching. All leaders have a firm focus on accelerating all pupils' progress. Together with the governors and other senior staff, you have devised a new plan for improvement. It clearly communicates the expected outcomes of actions in relation to pupils' achievement. This is helping leaders at all levels to monitor the school's effectiveness accurately.

Previously, governors lacked the information they needed to evaluate the impact of the school's work on pupils' achievement. Governors now receive better information to measure academic progress, particularly that of disadvantaged pupils and pupils with special educational needs or disability. New governors have been appointed and new procedures ensure they keep oversight of key areas of improvement.

Governors have taken swift action to ensure funding is being used to best effect. A programme to manage pupils' behaviour has ceased because it was counter-productive. Furthermore, governors identified that attendance needed to improve. In doing so, they allocated additional funding to enhance rewards for pupils' good attendance. This is having a positive impact on attendance.

Pupils' progress in writing has improved recently, accelerating since January 2016. In some year groups, particularly in Years 5 and 6, there remains a legacy of underachievement. Some pupils are still too far behind in their writing. Current predictions for end-of-year assessments indicate that attainment will not rise significantly. The school needs to do more to ensure that these pupils catch up quickly.

Pupils' handwriting and presentation are emerging strengths across the school. Pupils are proud of their work books, which are attractive and easy to read. Furthermore, pupils are enthusiastic about the school's new approach to teaching writing. In Year 2, the most-able pupils were excited by the story *The Selfish Giant*. This inspired them to select and use new and interesting words in their own writing. In addition, effective phonics teaching has been sustained in the early years and Year 1.

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 my last visit, the local authority's support and monitoring have become more effective. They were pivotal in your appointment and in forging a partnership with a local, outstanding school. The local authority has established a monitoring board, chaired by a senior local authority officer. The group, including the school's governors, meet each term. This is holding school leaders to account for pupils' academic progress in all year groups.

I am copying this letter to the Chair of the Governing Body, the Regional Schools Commissioner and the Director of Children's Services for Barking and Dagenham.

Yours sincerely

Kirstie Fulthorpe
Her Majesty's Inspector