

Serco Inspections  
Colmore Plaza  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01216 799168  
Direct email: [beverley.joyner@serco.com](mailto:beverley.joyner@serco.com)



28 June 2013

The appropriate authority through the headteacher  
Dennington Church of England Voluntary Controlled Primary School  
Laxfield Road  
Dennington  
Woodbridge  
IP13 8AE

Dear Mrs Jones

### **Requires improvement monitoring inspection visit to Dennington Church of England Voluntary Controlled Primary School on 28 June 2013**

Following my visit to your school on 28 June 2013, 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 April 2013. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, I had meetings with you and other senior leaders as well as a representative from the governing body and the local authority. The school improvement and action plans were evaluated together with other school documents and the school's lesson observation system. I undertook short visits to both classes to evaluate learning and assessment.

#### **Context**

The context of the school remains largely unchanged since the last inspection. A new chair of governors will shortly be taking up her post.

#### **Main findings**

The school works closely with a second primary school located nearby. The headteacher splits her time between the two schools. This arrangement has enabled

better sharing of practice, for example between teachers who observe each other in class. Shared professional development events have been undertaken by teachers from both schools. These have included events on assessment and its moderation, aspects of the teaching of literacy and numeracy, and sessions aimed at improving the effectiveness of marking and feedback.

These events have led to improvements, for example in marking. This is now detailed and gives pupils clear indications of what they need to do to improve and their next steps. Class time is often devoted to corrections identified by marking. Assessment of progress and attainment is now systematic and accurate. This gives teachers and leaders a good indication of how well pupils are doing. In general, these data indicate a picture of progress that is generally around average though with some evidence of acceleration in year 6 in literacy and numeracy. Progress in mathematics is improving across the school.

The school has a good understanding of its strengths and weaknesses. It has produced a clear and challenging action plan in response to the inspection. Targets are clear and measurable with appropriate timescales, so progress towards them can be monitored easily.

In class, planning is extensive and uses the results of assessment to determine how teaching is structured. In those classes observed, learning was taking place at around the levels expected given pupils' age. However most pupils are capable of learning at levels above this but are not consistently given the opportunity to do so. The lesson observation system, though it gives details about teaching, does not often pick up that pupils could be better challenged so actions are not taken to ensure that they are.

Governors give effective support and challenge to the school. They ask the right questions because they have an understanding of school performance data and are not dependent on information provided by the headteacher. Despite this, actions and timescales have not always been defined and targets sometimes lack precision.

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:

- Ensure that pupils are challenged to learn at a level higher than age-expectations in all classes.
- Modify the lesson observation system to make sure that it detects when this is not the case.
- Make sure that governors set and monitor progress towards the clear targets set out in the post-inspection action plan.

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

**External support**

The local authority has provided the school with support for literacy, numeracy, and action planning. It has also provided support for aspects of Early Years provision.

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

Yours sincerely

Ian Seath  
**Her Majesty's Inspector**