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19 December 2012

Mr Paul Johnston  
Headteacher  
Dunswell Primary School  
Beverley Road  
Dunswell  
Hull  
HU6 0AD

Dear Mr Johnston

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

Following my visit to your school on 18 December 2012, 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 October 2012. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, meetings were held with the headteacher and other leaders, members of the governing body and a representative of the local authority. The school's improvement and action plans were evaluated.

#### **Context**

The roles and responsibilities of several members of the governing body have been adjusted since the last inspection to align governor expertise and availability more closely with the areas for improvement identified.

#### **Main findings**

Leaders, including governors, and staff were disappointed with the overall inspection judgement but nevertheless have set about tackling the areas for improvement identified with determination. Approaches to bringing about the necessary improvement and to monitoring their impact are appropriate. Staff meeting time has been used to agree an action plan to improve teaching quality and staff have received training on how to improve their planning and use of questioning. Scrutiny of teachers' planning, observation of their teaching and scrutiny of pupils' work is planned for early in the spring term to evaluate the

impact of recent professional development activity. Better use is being made of existing good and outstanding practice in the school to help develop teaching quality. Staff interviewed value the increased time to reflect on their practice, share ideas and work collaboratively with their peers to develop their teaching skills. For example, at a recent staff meeting teachers looked at examples of marking, enabling inconsistencies in the quality of assessment and written feedback to be highlighted and addressed. The governing body is aware of the actions being taken to tackle areas for improvement. They have already taken steps to extend the information about the work of the school that is available to governors and are beginning to make better use of their expertise to provide challenge and support for the school's leaders.

Overall, improvement plans lack precision because they do not identify measurable success criteria for the intended impact on pupils' outcomes or teaching quality. This will make it more difficult to evaluate whether actions are having the intended impact and whether the school is on track to become 'good'.

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:

- identify quantifiable targets and 'milestones' for improving pupils' progress and teaching quality to enable the school's success in moving towards 'good' to be evaluated accurately
- ensure leaders, teachers and the governing body develop a clearer understanding of what 'good' achievement would 'look like' for each pupil in the school
- improve the effectiveness of governance by commissioning, and responding to, an external review.

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

### **External support**

The local authority is committed to promoting the school's rapid improvement to 'good' and is currently providing an increased level of support. The improvement partner has helped the school to identify appropriate actions to address the areas for improvement identified in the last section 5 inspection. Opportunities for further support, such as visits by teachers to other schools to help address their individual development needs, are being explored. Plans are also in place for the local authority improvement partner to work more closely with governors to help them improve their level of challenge for the school.

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

Yours sincerely

Katrina Gueli  
**Her Majesty's Inspector**

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority
- the academy chain where relevant
- Diocese - for voluntary aided and voluntary controlled schools
- The Education Funding Agency (EFA) if the school has a sixth form
- The person or body responsible for appointing foundation governors if the school has a foundation
- The lead inspector.