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Catherine Winterton
Headteacher
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Dear Ms Winterton

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Enderby Danemill Primary School

Following my visit to your school on 28 January 2013, 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 November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, the assistant headteacher, a headteacher from a National Teaching school who is currently supporting the senior leadership team, the Chair of the Governing Body and other governors, and a school development adviser from the local authority. The school action plan was evaluated. A tour of the school was undertaken with the headteacher and a sample of literacy books from Key Stage 2 pupils were scrutinised. The management of the performance of staff in raising progress and achievement was discussed.

Context

There have been no significant contextual changes within the school since the section 5 inspection which judged the school to require improvement. At the beginning of December 2012, the school appointed an acting assistant headteacher for Key Stage 2.

Main findings

The school improvement plan has been revised and simplified, with specific objectives and timescales. There has been further analysis of the progress of groups of pupils in school, including those pupils with disabilities or a special educational need. School leaders are beginning to check more closely on the impact of any additional support pupils receive. Assessment data is still not completely robust as pupils' work has not been accurately matched against National Curriculum levels until more recently. Additional training and support for staff from a National Training School and other external advisers is helping staff assess pupils' work more accurately. Staff are increasingly held to account for the progress of pupils in their class. The school has begun to share some of the good practice that exists across both key stages, but expectations are still not as high as they should be in every class and there is variability in the application of the revised school marking policy. Scrutiny of literacy books revealed there also remains a huge variation in handwriting styles across the school and that some pupils are not competent enough or motivated enough to get their ideas quickly down onto paper.

The governing body is strengthening. It is starting to take decisive action and governors are developing increasing confidence in challenging the school. A new school improvement committee has been established and there are clear terms of reference outlining their responsibilities in checking subjects, the assessment of pupils' progress and standards. However, there are some omissions in their proposed review of the school's work which require urgent action, for example, the necessity to monitor pupils' attendance and punctuality more closely and to check that the statutory requirements of the Early Years Foundation Stage are fulfilled. New governors are providing additional strength to the team and governor training is now closely aligned to the school's needs and the work outlined on its improvement plan. However, the improvement plan does not specify how the school improvement committee will monitor the activities or how the school intends to improve the partnership with parents and carers to help raise pupils' achievement and attendance.

Senior leaders and governors have begun to take 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:

- further develop the work of the school improvement committee to ensure that the impact of the pupil premium expenditure on raising pupil progress and achievement, and attendance and punctuality, is carefully monitored
- ensure that the governing body makes checks on the school's partnership with parents and carers, the quality of provision in the Early Years Foundation Stage, including the outdoor learning environment, the use of resources in classrooms and the quality of the learning environment around the school

- ensure that good teaching practice is more effectively shared across the school, including for marking pupils' work, expectations for all pupils' writing in lessons and innovative ways of encouraging boys' writing
- ensure that teacher assessment is accurate
- schedule another visit to the school by HMI to monitor progress.

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

External support

The school is drawing well on external support provided by the local authority and other specially commissioned advisers. This is working effectively to help senior leaders and governors to drive improvement and development consistency across every year group. External consultants are also working with school leaders to help plan for the imminent merger of the two key stages onto one site.

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

Yours sincerely

Jane Melbourne
Her Majesty's Inspector