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11/03/2013

Kay Wills
Two Village Church of England Voluntary Controlled Primary School
Mayes Lane
Ramsey
Harwich
CO12 5EL

Dear Mrs Wills

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Two Village Church of England Voluntary Controlled Primary School

Following my visit to your school on 11 March 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 December 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, the deputy headteacher, two other school leaders, members of the Governing Body and a representative of the local authority. The school improvement plans, records of progress and monitoring were evaluated. The lead inspector conducted a tour of the classrooms with the headteacher.

Context

There have been no changes in the context of the school since the inspection in December 2012.

Main findings

An action plan has been drawn up to address all of the areas for improvement identified at the section 5 inspection. It does not however include enough detail

about how or when developments are planned. Some of the targets for improvement cannot easily be measured because they are not specific or detailed enough.

The headteacher monitors the quality of teaching by observing lessons regularly, sometimes jointly with the deputy headteacher. Following observations teachers receive feedback about the quality of teaching and targets for improvement. Some of these targets are not linked well enough to pupils' progress and are not followed through to subsequent observations to check that teaching and progress improve quickly. Additionally leaders' evaluations of lessons are too generous. The headteacher and deputy headteacher are planning to undergo training in making consistently accurate evaluations of lessons by working with a consultant.

The school aims to introduce a coaching method to improving teaching where teachers work together to identify what can be improved and how they can learn from each other. Where teaching requires improvement however there are no clear plans to outline how professional development training and support will be provided.

The school has begun to introduce new approaches to the teaching of writing and further training for teachers is planned. The school has set clear expectations about how pupils' work should be marked. Books are checked regularly to ensure that the marking policy is followed.

The progress of individual and groups of pupils are tracked carefully by school leaders. Regular meetings with teachers identify pupils in danger of falling behind and further support is considered. The school has provided additional group teaching to work with the most able pupils and develop their writing skills. Their progress is now monitored carefully. Leaders lack a clear strategic overview of progress and attainment against national benchmarks in some year groups, nor are they focused on strategies to close the gaps in attainment for pupils known to be eligible for pupil premium funding (extra money provided to schools by the government for pupils known to be eligible for free school meals, children from service families, and those children that are looked after).

Members of the governing body have been trained to analyse achievement data and compare school results to national standards. They are beginning to ask more challenging questions when presented with information from the school. They do not yet request the further information they need to judge how well the school is doing in improving teaching and pupils' achievement.

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:

- review the school's development plans to ensure they include clear actions, deadlines and criteria to enable success to be measured easily by leaders and governors

- implement a rigorous review to assess the quality of teaching and the accuracy of the leaders' evaluations
- identify and provide the necessary high quality professional development training to improve weaker teaching.

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

External support

Since the section 5 inspection local authority and diocesan representatives have visited the school to offer advice in drawing up the school's action plans. They are committed to providing additional support to improve the plans. Members of the governing body have attended training provided by the local authority which they found helpful.

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

Yours sincerely

Michelle Winter
Her Majesty's Inspector