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Mrs Alison Hine
Headteacher
The Dasset CofE Primary School
Fenny Compton
Southam
CV47 2XU

Dear Mrs Hine

Requires improvement: monitoring inspection visit to The Dasset CofE Primary School

Following my visit to your school on 24 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 17 April 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you, other senior leaders, pupils, the Vice-Chair of the Governing Body and a representative of the local authority to discuss the actions taken since the last inspection. The suitability of the school's plans to tackle the areas requiring improvement was also discussed.

Main findings

You and other senior leaders have reacted positively to the last inspection report. The school has focused tightly on improving the consistency and quality of teaching and, even in a short time, pupils' rate of progress is being accelerated. Pupils now have more opportunities to be involved in their own learning and in responding to teachers' feedback in their books. Pupils told me that the helpful comments enabled them to correct errors more quickly and to make better progress. They liked the new practical and more active mathematics tasks that the school has introduced. There are now more opportunities for pupils to practice their numeracy skills in other subjects. Although a new assessment management process is soon to be introduced,

teachers do not yet have the packs of pupil performance data that this system provides. However, teachers have improved their understanding of target setting and the introduction of target cards in classes is helping teachers to set work at the right level for the different learning needs of pupils.

Teachers are beginning to challenge able pupils more appropriately, but the school is aware that teachers have to stretch them even further by improving their questioning skills. An external consultant is soon to help teachers address this aspect of their teaching. Teaching assistants are being involved more in supporting more able pupils, but it is too early for this development to have had much impact on the achievement of this group.

The governors have sensibly budgeted for all senior leaders to have extra time to be involved more fully in monitoring the quality of teaching and learning and this is already having a positive impact on the quality of lesson observations and ensuing discussions about the pace and progression of learning in lessons. The quality of leadership in the school has been further enhanced by good leadership training and a sensible review of roles and job descriptions, which has led to better team work and the involvement of all staff in increasing the rate of school improvement.

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:

- enable teaching assistants to provide appropriate support for the more able pupils in lessons
- ensure that the more able are stretched further, especially in mathematics
- embed the new assessment manager process consistently well across the school so that all teachers have a clearer grasp of how well all pupils are doing and what further needs to be done to accelerate their rate of progress.

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 effective support in helping governors acquire the skills required to better hold senior leaders to account for the school's results and to link increases in pay to more rigorous appraisal of teachers' performance. There are good plans for school leaders to obtain well-targeted training through the Teaching School and an external consultant is helping to improve teaching in mathematics.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Warwickshire and the Director of the Diocesan Board of Education in Rugby.

Yours sincerely

Peter Limm
Her Majesty's Inspector