

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:** 0121 679 9146  
**Direct email:** clare.benson@serco.com



12 June 2014

Mark Taylor  
Headteacher  
Fressingfield Church of England Voluntary Controlled Primary School  
Stradbroke Road  
Fressingfield  
Eye  
IP21 5PR

Dear Mr Taylor

### **Requires improvement: monitoring inspection visit to Fressingfield Church of England Voluntary Controlled Primary School**

Following my visit to your school on 11 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. 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 February 2013. It was carried out under section 8 of the Education Act 2005.

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 know the targets they are working towards in each subject, and that all teachers, and teaching assistants, use pupil progress information to plan activities and support that will help them to take the next steps in their learning
- ensure that all pupils respond to feedback that makes clear, in all subjects, how they can improve their work
- further increase the opportunities pupils have to write at length for different purposes across all subjects

## **Evidence**

During the visit, I held meetings with you, other senior and subject leaders, members of the governing body, and a representative of the local authority to discuss the actions taken since the last inspection. The school improvement plan was evaluated. I made brief visits to a number of lessons and examined documents relating to the outcomes of monitoring activities and the impact of performance management.

## **Context**

Since the previous inspection report, one teacher has left the school and two have taken maternity leave. A restructuring of teaching and leadership responsibilities has been agreed, effective from September 2014. A review of governance has been undertaken.

## **Main findings**

Although most groups of pupils have made faster progress since the previous inspection report, attainment levels vary because improvements in the quality of teaching have not yet been sufficient to close all previous gaps in knowledge and understanding. You are working with other leaders and governors to minimise the impact of recent staffing changes, and to establish the necessary pre-conditions for rapid improvement in the quality of teaching and the ability of all groups of pupils to make rapid progress and improve their attainment.

Teachers have started to give greater emphasis to the teaching of problem-solving skills in mathematics, and you have made additional time available within the school day for pupils to practise their spellings and mental mathematics. Lessons are more often based around themes that are chosen to interest boys and girls alike; levels of engagement were high in lessons visited during this inspection, irrespective of gender. In some classes, pupils complete pieces of extended writing less frequently than in others. Teachers are starting to use pupil progress data to plan activities that will help pupils take the next steps in their learning, though the extent to which the more-able receive sufficient challenge remains variable. Not all pupils know the levels they are working towards and how the work they are completing will help them to achieve them. Leaders and teachers are starting to use monitoring data to identify those pupils who need extra help and to establish the impact of the additional support that they receive. Very recent changes to the way in which teachers give pupils feedback about their work are starting to have an impact. Some pupils respond and move forward; others do not and continue to make the same mistakes.

You, together with interim subject leaders, are supporting teachers so that they can improve, and offering challenge where necessary. New leaders have been appointed for September with clearly-defined roles, to ensure that particular objectives within

the school's improvement plans are achieved. Teachers are more ambitious about what can be achieved because of the demanding targets you have set for pupil progress and attainment.

Following the review of governance, the governing body has changed the way in which it monitors progress towards the school's ambitious targets. Each governor is now responsible for monitoring a particular aspect of the school's work, and a comprehensive monitoring schedule is in place. Governors and staff are working together to establish how monitoring visits will work, and how to ensure they have the greatest possible impact. Governors have a clear understanding of the school's strengths and areas for improvement.

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**

Local authority officers, in conjunction with the governing body, are monitoring the impact of actions being taken to improve education very carefully. They have provided support to interim literacy and numeracy leaders, enabling the completion of comprehensive and robust plans for further improvement. Training has been arranged to help teachers reinforce with pupils, and parents, the best ways to stay safe online. A Local Leader of Education has provided you with helpful support.

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

Yours sincerely

**Jason Howard**  
**Her Majesty's Inspector**