

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9154
Direct email: aidan.dunne@serco.com



12 November 2014

Mrs Karen Rolf
Headteacher
Danesholme Junior School
Motala Close
Corby
NN18 9DT

Dear Mrs Rolf

Requires improvement: monitoring inspection visit to Danesholme Junior School

Following my visit to your school on 11 November 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 July 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to:

- sharpen actions to improve the quality of teaching, particularly in writing and spelling so that they are clear, measurable and linked to tight time frames
- ensure the governing body is closely linked to improvement plans so that it is able to hold school leaders to account more effectively for their actions.

Evidence

During the visit, meetings were held with you, the deputy headteacher, subject leaders, the Chair of the Governing Body and another governor to discuss the action taken since the last inspection. A telephone conversation was held with a representative of the local authority. During the visit, you joined me on a tour of the school where I spoke with pupils informally and looked at their work. I also scrutinized a selection of pupils' books. The school improvement plan was evaluated and I scrutinized additional school information. I checked the single central record.

Context

Since the last inspection, the special educational needs leader has expanded her role and is now the leader of inclusion; this role is now non-class based. A class teacher retired at the end of the summer term and a new class teacher has been appointed. One member of the teaching staff is currently off on long-term sickness leave. Two new teaching assistants have been appointed.

Main findings

Since the last inspection, it is clear that you and the deputy headteacher are focusing your actions on the correct areas for improvement. However, the plans for improvement do not reflect the urgency needed to bring about the necessary improvements quickly. The actions you intend to take to improve the quality of teaching are not sharp enough. Plans do not indicate precisely how teachers will improve the quality of pupils' writing nor do they indicate which aspects of pupils' spelling need to improve to raise attainment. Identified measures of success are too broad, and infrequent and do not indicate clearly how you will evaluate the success of your actions. The plan does not make it clear how the governing body will hold you to account for your work.

You have begun to improve the quality of teaching through providing pupils with clearer guidance on how they can improve their work. In the best practice, teachers' comments support pupils to deepen their understanding of learning and they have frequent opportunities to respond and improve their work. However, this is not consistent across year groups. As a result, not all pupils are learning as quickly as they could.

You have strengthened the performance management of teachers. Through data analysis of pupils' attainment and progress, you have begun to identify the strengths and weaknesses of individual teachers. The introduction of programmes of support through coaching and training is beginning to improve performance. However, you have not planned enough opportunities to check the quality of teachers' work in order to hold them to account. As a result, teaching is not improving fast enough.

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 identified and commissioned a local headteacher from The Dustan Academy to provide senior leaders with focused support to improve systems for performance management and to identifying areas for rapid school improvement. It has also identified further funding to support the school to develop the role of subject leaders so that they are more effective in their role. It has brokered effective support from the headteacher of Studfall Junior School to mentor the headteacher and deputy headteacher, who are relatively new to their roles.

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

Yours sincerely

Jan Connor

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body
- Local authority – including where the school is an academy