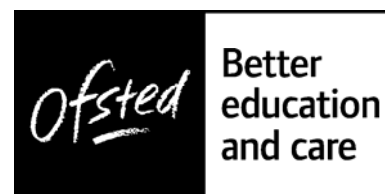


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Tuesday 20 June 2006

Mrs J Andrews  
The Headteacher  
Durrington All Saints Church of England Voluntary Controlled Infants' School  
School Road  
Durrington  
Salisbury  
Wiltshire  
SP4 8HJ

Dear Mrs Andrews

### **OFSTED MONITORING OF GRADE 3 SCHOOLS**

Thank you for the help that you and your staff gave when I visited your school on 19 June 2006, for the time you gave to our phone discussions, and for the information that you provided before and during my visit. Please pass on my particular thanks to members of staff and pupils with whom I held discussions and to your local authority representative who made the time to see me.

The visit considered progress on the two issues for improvement identified in the school's last inspection on 14 November 2005. These related to completing the rapid introduction of the new learning objectives for English and mathematics in order to ensure that activities closely match pupils' specific needs; and, to ensure that marking and feedback to pupils consistently show them how they can improve their work.

Having considered carefully all the evidence presented by the school and the local authority I am of the opinion that, in the relatively short period of time since the last inspection, and in line with its own school improvement plan, the school is making satisfactory progress on the issues identified at the last inspection. This is because the headteacher and staff are committed to school improvement. Prior to the Ofsted inspection, they had identified the need to improve assessment and appropriately incorporated this into their school development plan for 2006–07.

There are now good systems in place by which to assess pupils and track their progress. In a carefully considered approach, the school followed its original intention of building on the successful introduction of targets in mathematics by introducing them in English during the spring term of 2006. This approach now forms the backbone of the school's assessment procedures in these two subjects.

The procedures are based on pupils and teachers assessing a series of statements that refer to what the pupil can do (known as 'I can' statements). Using this method, pupils are frequently assessed and their progress regularly tracked. A recently introduced computer system complements the 'I can' assessment in tracking what pupils can do.

Teachers regularly analyse the outcomes of assessments to identify pupils of different abilities and any weaknesses they may have in their learning. The school has evaluated this new approach and concluded that, as assessment is not yet at the heart of planning, overall progress on this point for improvement is no better than satisfactory. Assessment is not regularly identified in teachers' weekly plans or their lesson plans. Because of this weakness, activities are not matched closely enough to pupils' specific needs. Teachers plan for pupils of different abilities by detailing the level of support they are to receive. But the tasks remain the same for everyone in the class and whilst for some pupils they are appropriate, for others they are too hard or too easy.

Good progress has been made in giving pupils guidance on how to improve their work. The consistent use of the recently introduced marking policy provides good feedback to pupils on how well they are doing. Central to this is the pupils' involvement in appraising their own work. For example, pupils use ink stamps to indicate the level of support they needed. In their marking, teachers often add additional comments but more commonly provide verbal feedback, which pupils state they prefer.

The new assessment process is central to the progress made in guiding pupils and involving them more in their learning. Teachers and pupils often mark assessments together. The teachers discuss with each pupil how well he or she has performed and then jointly write a target that clearly states what improvement is needed next. Teachers subsequently return to these targets during lessons and again at their next meeting with each pupil. In this way, pupils are now building a good understanding of how well they are doing, the standard at which they are working, and what they need to do to improve further.

Again, my thanks for your help and my good wishes for the future.

Yours sincerely

David Watson  
Additional Inspector