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Mr P Vipond
The Headteacher
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Dear Mr Vipond

Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when we inspected your school on 26 June 2007, for the time you gave to our phone discussions, and for the information which you provided before and during our visit. Please also pass on our particular thanks to those pupils who met with us and to your chair of governors for the time he gave.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 8 and 9 November 2006, the school was asked to: raise the achievement of pupils in Years 3 to 6, especially in mathematics and writing; provide pupils of all abilities with more challenging work and use marking more effectively to guide them on how to improve; and, improve the impact of the school's monitoring and evaluation procedures.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievements.

The school has responded positively to the findings of the last inspection. There has been a strong emphasis on systematically tracking and evaluating pupils' progress. As a result, specific groups of pupils have been targeted for additional help and more focused challenge and this is helping to improve pupils' rate of progress in Key Stage 2. The school's assessment data indicates that most pupils are on track to meet the modest, but appropriate, targets set for them for 2007. Targets for 2008 are more

challenging and demonstrate the school's commitment to improving pupils' achievement further. The analysis of the recent Year 6 national test results shows that the pupils have made satisfactory progress in all aspects of English, mathematics and science. However, the school recognises that the rate of pupils' progress across Years 3 to 6 is uneven and is taking suitable action to address this.

The school has a growing and confident understanding of pupils' abilities and needs. As a result of the work the school has undertaken, pupils themselves now have higher aspirations. Action taken so far is having a satisfactory impact on improving teaching and learning. Teachers' planning shows how work and challenge for pupils across all abilities, including the more able, is carefully matched to the tasks in lessons. Learning intentions are clearly identified and shared with the pupils. In the most effective lessons, teachers check gains against the planned learning and also involve pupils in assessing their own and others' work. Since the last inspection, considerable effort has gone into ensuring that pupils know what the next stage is by setting suitable targets which are well understood. These targets are linked securely to teachers' marking of pupils' work. The quality of marking has improved significantly so that pupils have a better understanding of the steps needed to improve their work. In the best examples, teachers check rigorously that their comments are followed up, leading to pupils making better progress. However, this level of intervention is not consistent in all classes.

Leadership and management have strengthened and now have good features. The senior leadership team works well together and is on track to achieve the required improvements. The actions the team has undertaken have been suitably prioritised, successfully focusing on raising attainment and improving the quality of teaching and learning. Monitoring is rigorous and regular. Sharp evaluations are made, based on evidence gathered from the scrutiny of pupils' work, teachers' planning, and lesson observations. This has led to robust feedback and the eradication of inadequate teaching. Consequently, teachers' accountability for their own practice and pupils' performance is improving. Senior leaders recognise that these gains now need to be more firmly embedded in order to ensure that improvement can be sustained over a longer period of time. This evaluation is well judged given that several new staff will join the school from September 2007.

The school has received good support from the local authority. Its statement of action is clear and detailed. It identifies suitable and specific actions which have been well paced and have helped the school to improve, especially in terms of supporting senior leaders to evaluate the impact of their monitoring procedures. A good range of local authority consultants and advanced skills teachers have been used to develop and disseminate effective strategies for teaching and learning. This is making a positive impact in the school. The actions taken by the local authority so far have fitted in well with the school's own actions and have struck the right balance between support and challenge.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Dilip Kadodwala
Her Majesty's Inspector