

28 November 2008

Mrs Vanessa Vaughan
The Headteacher
Dinnington Community Primary School
School Street
Dinnington
South Yorkshire
S25 2RE

Dear Mrs Vaughan

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you, your staff, your pupils and your chair of governors gave when I inspected your school on 27 November 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit.

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 in March 2008, the school was asked to:

- improve pupils' achievement and raise standards in English, mathematics and science in both key stages
- work with families to improve attendance to at least the national average
- make sure that all lessons are relevant, exciting and challenging to meet pupils' different needs.

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' achievement.

Achievement and standards have improved since the inspection as a result of better teaching and more effective use of assessment information. Achievement is now satisfactory overall and standards, while below average, have risen considerably at the end of Key Stage 2 and are the best they have been for four years. Throughout the school, the majority of children are now making progress at a satisfactory or better rate and the proportion achieving the levels expected for their age is improving rapidly, though still below average. The rate of improvement is not consistent across the school and standards at the end of Key Stage 1 have not yet risen sufficiently. School leaders have identified the causes of this; they have taken robust action to improve matters and have set ambitious targets to raise standards

at the end of Year 2. As an important step towards reaching these targets, a large number of underachieving pupils are being given additional support which is accelerating their progress.

The proportion of good teaching has increased since the inspection and unsatisfactory teaching has almost been eradicated. Where teaching and learning are most effective, there are interesting practical and investigative tasks which motivate the pupils and encourage them to develop independent learning skills. Assessment information is used well to set targets and plan work that enables all groups of pupils to improve their progress. In a minority of lessons, work is pitched at the wrong level or it does not keep the pupils interested.

Pupils' attendance has improved considerably since the inspection, although it is still below average. This improvement is the outcome of well planned and often imaginative work with children and their families, and it also reflects the fact that pupils enjoy coming to school more than they did before the inspection.

The senior leadership team has developed effective processes for tracking the progress of pupils, using this information to provide targeted support for those pupils who need it and to strengthen teaching where necessary. This work is a powerful driver for the school's improvement. Self-evaluation and development planning processes are strong; therefore, weaknesses are quickly identified and tackled effectively. The headteacher has increased the school's capacity to improve further by giving senior leadership responsibilities to a wider range of staff. This provides a more effective approach to raising pupils' achievement by coordinating the work of those responsible for inclusion, the Early Years Foundation Stage and the work of teaching assistants. The role of middle leaders is being developed effectively and this is already having a positive impact on pupils' achievement in English and information and communication technology. This work is still at an early stage of development in other subjects. The governors are making a very important contribution to the school's recovery, based on a very detailed understanding of the school's performance.

The local authority's intervention is effective. It is helping the school to improve the quality of teaching while enabling the leadership team to take greater responsibility for determining priorities and how to tackle them.

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

Yours sincerely

A handwritten signature in black ink that reads "J. Rutherford". The signature is written in a cursive style with a large, looped initial "J".

John Rutherford
Her Majesty's Inspector