

# Dinton Church of England (V.C.) Primary School

Hindon Road, Dinton, Salisbury, SP3 5HW

**Inspection dates** 14–15 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early Years Provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is well led by a highly effective headteacher. She works well with staff, parents and governors to ensure good pupil progress and to further improve the school.
- Governors are supportive and knowledgeable. They accurately prioritise what the school needs to do to become even more successful
- Pupils make good progress in all year groups and classes. Disadvantaged pupils and those with disabilities or special educational needs receive excellent support and make good progress.
- Children get off to a good start in the Reception class, and the skills and knowledge they acquire ensure they are well prepared to move into Year 1.
- Teaching is typically good, with teachers planning carefully so that all pupils and groups of pupils learn well.
- The school's leaders regularly monitor the quality of teaching. They provide training, advice and support to ensure continual improvement.
- The teaching of reading is a strength of the school. Pupils are taught phonics (the sounds that letters make) very well, and they have many opportunities to practise their reading skills.
- Pupils' behaviour is good and their positive attitude helps them to learn well. Pupils enjoyed talking to the inspector about their work, and they participate in all aspects of school life with enthusiasm.
- The school ensures that pupils have a broad education. They learn about their own culture and are respectful of faiths and lifestyles different from their own. Pupils are well prepared for life in modern Britain.
- Pupils report that they feel safe and secure in school.
- By the time they leave Dinton Primary School, pupils are well prepared both academically and socially to move on to the next stage in their education.

### It is not yet an outstanding school because

- The marking of work in pupils' books does not always help them to improve their work.
- The standard of writing is not as high as that for reading and mathematics.

## Information about this inspection

- The inspector observed 10 lessons or parts of lessons, six of which were joint observations with the headteacher.
- The inspector looked at work in pupils' books and listened to some pupils read.
- The inspector met Year 6 pupils for a formal interview. She also spoke to pupils informally to find out their views about their work, attitudes, activities available to them, and behaviour and safety around the school.
- Meetings were held with middle leaders who have responsibility for English and mathematics across the school. The inspector also met with governors, parents and a representative from the local authority.
- The school's own documents were checked, including those for safeguarding, the performance management of staff, records of behaviour and safety, and checks on pupils' attainment and progress.
- The inspector took account of 34 responses from parents to Parent View the online questionnaire. She also took account of the 11 questionnaires completed by staff.

## Inspection team

Janet Maul, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Dinton is a Church of England primary school in the diocese of Salisbury.
- It is smaller than the average-sized primary school. The numbers on roll are increasing.
- The vast majority of pupils are White British with just a few pupils from minority ethnic groups.
- Children start school in the September following their fourth birthday. They attend part time for the first three weeks, then full time. There are five classes in the morning and four in the afternoon. In Key Stage 1 and the Reception class, pupils are taught in single year groups in the morning, moving to two mixed age classes in the afternoon. In Key Stage 2, there are two mixed year group classes.
- The proportion of disabled pupils and those who have special educational needs is broadly similar to the national average.
- The proportion of disadvantaged pupils (who are eligible for additional support through the pupil premium, extra money received from the government) is much lower than that found in most schools.
- As there are only nine pupils in Year 6, the school does not report against the government's floor standards.
- Only a very small number of disadvantaged pupils took the Year 6 tests in 2014 and 2015. In order that these pupils are not identified, this report does not comment on whether or not they are narrowing the gap in attainment with the other pupils.
- The school runs a small breakfast club.
- A new headteacher and Chair of the Governing Body have been appointed since the previous inspection.

### What does the school need to do to improve further?

- Ensure that pupils know how to make their work better by:
  - teachers informing pupils through marking how well they are doing, and what they need to do to make their work better
  - senior and middle leaders monitoring the quality of marking and adherence to the school's policy throughout the school and helping colleagues to improve.
- To bring the standard of writing up to that of mathematics and reading by:
  - giving pupils more opportunities to practise the skills they have been taught, writing more often and at length
  - ensuring that the written work in all subjects reaches the same standard as is found in pupils' English books
  - improving the quality of presentation in pupils' written work
  - updating the school's handwriting policy, and ensuring that leaders check to see it is implemented consistently across the school.

## Inspection judgements

### The leadership and management are good

- The headteacher provides strong and determined leadership, and sets high expectations for her staff. This has resulted in good teaching, learning and behaviour flourishing throughout the school.
- Middle leaders play an effective role in helping to run the school. They have a good understanding of their curriculum subjects and support colleagues with their teaching. They understand the school's data and report on these to governors.
- Data are used to promote discussion and plan school improvements. However, due to the small size of different cohorts, they are only one of the evidence sources that the school's leaders use when planning for improvement.
- Paired observations with the headteacher found that her judgements about the quality of teaching are accurate. The headteacher and middle leaders regularly observe teaching and learning, and they use the information gained to help teachers to further improve. The headteacher keeps the governing body informed about the quality of teaching.
- Teachers' performance is managed well. There are good systems in place for monitoring the standard of teaching and teachers' targets reflect the school's priorities. Pay and performance link closely.
- Pupils' progress is monitored and tracked regularly. Both the headteacher and teachers have a detailed knowledge of each pupil. If progress slows, support is quickly given.
- The headteacher is responsive to the needs of the school. For example, from pupil tracking and lesson observations, she identified that the most able pupils need extra challenge in their learning, and this is being addressed throughout the school.
- The small proportion of disadvantaged pupils in school make good progress. The headteacher ensures that the additional government funding for disadvantaged pupils is spent well on providing additional support. As a result, disadvantaged pupils are keeping up with the other children and enjoying their learning.
- Due to good leadership, a large majority of pupils who are disabled or who have special educational needs make at least expected progress, with progress in reading being particularly strong.
- The school follows the national curriculum. Leaders work with teachers to ensure that activities are well planned to meet the needs of all pupils and engage their interests.
- Leaders ensure that pupils engage in a wide variety of cultural activities. The day before the inspection, a group of pupils took part in a performance at the Salisbury Playhouse, and during the inspection, pupils performed a recorder and brass concert.
- British values are embedded throughout the school. Pupils believe in fairness and told the inspector that all people should be treated equally. They understand the principles of democracy and consider that this is a fair way for decisions to be made. They have frequent opportunities to vote, for example by electing members of the school council and making decisions in the classroom. The school is successful in promoting equality of opportunity for all pupils. The good support given to vulnerable groups of pupils ensures that they are being helped to fulfil their potential.
- Dinton Primary is a Church of England school and has close links to the church. However, leaders ensure that pupils also learn about other faiths and cultures in a respectful way. Pupils told the inspector how much they enjoyed 'Africa Week', where they engaged in artistic and musical experiences as well as learning about this continent and its people.
- Opportunities to meet and interact with people from diverse backgrounds are limited for practical reasons. However, within these constraints, pupils are given a wide range of experiences and are taught respect and tolerance. As a result, they are well prepared for life in modern Britain.
- The school works very well with parents who are very positive about the education and care their children receive. All parents who responded to Parent View and those spoken to by the inspector would recommend this school to other families.
- Attendance has improved and is now above the national average. There have been no exclusions in recent years.
- The school has chosen to join the Wiltshire Improving Schools Partnership and through this it has received a high level of effective support from the local authority. Leaders have welcomed this support in their drive to improve the school.
- Leaders ensure that staff are well trained in identifying pupils who are at risk of harm and that they know who to go to with their concerns. The school's arrangements for safeguarding pupils are effective and meet statutory requirements.

- The school makes good use of the primary sport funding. It is used appropriately to give pupils more opportunities to take part in sporting events both within school and with other schools. It has also been used to pay for staff training, leading to improvements in the way that physical education is taught in school.
- The school runs a small breakfast club. Pupils enjoy attending and there is a high staff to pupil ratio so pupils are well supervised. In addition to helping working parents, the school invites pupils to attend if they feel it would be beneficial to them.
- **The governance of the school:**
  - The school's governors are enthusiastic about the school and committed to its success. Many governors are new, including the Chair of the Governing Body. However, they have all undertaken training and quickly familiarised themselves with their role and with the running of the school. Those who have taken on specific roles have had additional training, for example for safeguarding and safer recruitment. Governors visit regularly and have taken responsibility for linking with different classes and areas of the curriculum. As a result, they do not simply rely on reports from the headteacher, but are able to challenge the school and identify areas that require improvement from first-hand experience. The governing body have a good understanding of the school's data. They know how the school is performing compared to other schools and interrogate this data thoroughly at meetings. Governors know about the quality of teaching and are fully aware of their responsibilities regarding staff pay and the school's systems for managing staff performance. The governors ensure that pay awards are only made when they are justified by performance. The school's finances are managed well and the governors work closely with the headteacher and business manager to decide how money is best spent for the benefit of pupils. Governors monitor the progress of disadvantaged pupils who are eligible for additional support through the pupil premium and ascertain that money is spent wisely. Governors promote equality of opportunity by checking that all groups attain well and hold the school to account if they do not. They are aware from their school visits and the headteacher's reports how the school fosters good relations and tackles discrimination. This is an effective governing body that makes a good contribution to maintaining high standards.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Behaviour is good at lunchtime and playtimes. There is a high level of supervision at break times although there is little need for intervention as pupils cooperate and play together well. Pupils move around the school in an orderly way. Pupils behave well in lessons.
- The good behaviour seen by the inspector was also reported by staff through the staff questionnaire, Parent View and discussions with the inspector. Pupils consider that their behaviour is very good.
- Pupils have very positive attitudes to learning because teachers plan interesting lessons. Teachers have high expectations of their pupils and, as a result, good behaviour is the norm.
- Pupils receive clear guidance on behaviour and they understand that unacceptable behaviour has consequences. They understand the school's systems for rewards and sanctions.
- Pupils are proud of their school, and they feel part of the school community.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils report that they feel safe in school and they are happy to talk to their teacher or the headteacher if they have any concerns.
- Pupils learn how to keep themselves safe. They have road safety lessons and 'Bikeability' lessons to keep them safe when cycling. They understand about 'stranger danger' and they spoke sensibly about safe use of the internet, mobile phones, and the importance of not disclosing personal information.
- Pupils know about the different types of bullying, but they think that bullying and racism are very rare in school. They told the inspector that they were confident that the headteacher would sort out any problems.
- Safeguarding training is regularly undertaken and currently all except the newest staff have completed it. Record keeping is of a high standard and concerns are always followed up.
- Attendance is now slightly higher than the national average, thanks to a successful concerted campaign by leaders and governors. Unexplained absence is always followed up.
- There have been no exclusions for several years.
- There are effective systems in place to check that only suitable people have contact with pupils.

**The quality of teaching** is good

- Teaching is good throughout the school. Teachers have high expectations of pupils' behaviour and what they can achieve. As a result, pupils have good attitudes to learning, which helps them to acquire skills and knowledge.
- The teaching of reading is a particular strength of the school with pupils getting off to a good start with high quality phonics teaching. Pupils read regularly with an adult, both in guided reading lessons in class and by reading individually to volunteers. All teachers closely monitor their pupils' progress in reading, with additional help given to those who need it. As a result, pupils who are behind with their reading make fast progress and are helped to catch up.
- The inspector listened to some pupils read and discussed books with them. Pupils learn a range of reading strategies. They enjoy books and read widely and often.
- Mathematics is well taught. Younger pupils use apparatus appropriately to help them to learn mathematical concepts. All pupils learn to set their work out well, and this helps to prevent calculation errors. Pupils receive sufficient time to practise skills before the teacher changes the focus of learning.
- Pupils do not have as many opportunities to practise their writing skills as they do in other subjects, resulting in the standards in writing not being as high as those for reading and mathematics. The presentation of work and handwriting are not always of a high standard.
- Some high quality marking is evident, particularly in pupils' 'Big Write' books. However, marking is not always used effectively as a tool to improve pupils' learning. Pupils are not regularly informed what they have done well, and how they could make their work even better. They do not always have the opportunity to respond and learn from the teachers comments.
- Pupils who require additional help because they are disadvantaged or have disabilities or special educational needs have their needs assessed by the headteacher and class teacher, and additional support is given. The effectiveness of this support is carefully measured, and, if found to be ineffective, it is changed. These extra teaching interventions are usually implemented by the school's skilled teaching assistants. Pupils who require extra help are well supported and, as a result, they make good progress.
- Teachers are starting to incorporate more challenge in their teaching of the most able pupils.

**The achievement of pupils** is good

- The present Year 6 pupils left Key Stage 1 with standards below the national average. They have made good progress and recent tests show that they are now broadly in line with last year's national averages for most schools in reading, writing and mathematics.
- Pupils' progress is carefully tracked across the school, and in all year groups pupils are making better than expected progress in reading, writing and mathematics. Attainment in reading is strongest, followed by mathematics and then writing.
- Twenty pupils took the end of Key Stage 1 tests in 2015. Pupils scored at a higher level than other pupils did nationally last year in all areas, reading, writing and mathematics.
- Across the school, there are only a small number of disadvantaged pupils. Nearly all disadvantaged pupils are making at least expected progress in writing and mathematics. They are making accelerated progress in reading.
- Pupils who are disabled or who have special educational needs receive good support. As a result, a large majority are making at least expected progress. A majority are making accelerated progress in reading, where the interventions they have received have been highly effective.
- This year, the proportion of the most able pupils in Year 6 who attained the highest levels was similar to the national picture in 2014 in reading and writing, although slightly lower in mathematics. The most able pupils made good progress from Key Stage 1. The inspector saw evidence of some pupils working at a very high level, in particular those who attained Level 6 in the mathematics test.
- A much larger proportion of pupils reached the expected standard in the Year 1 phonic check than is found in most schools nationally.

**The early years provision** is good

- Children join the Reception class with skills and knowledge typical for their age and experience.
- Parents told the inspector that arrangements for their children to start school were very good. There were several opportunities for visits to the school. Parents report that the staff are helpful and they have

no hesitation in approaching the school with questions or concerns, academic or social.

- The teacher and teaching assistant make a strong team. They communicate well with families and show parents how they can help with their child's learning, and how phonics is taught in school.
- The staff keep thorough records and children who need extra help are quickly identified and are given extra help to catch up.
- Children make good progress, although standards in writing and number are not as high as in the rest of the curriculum. This is currently being addressed, and some very high quality number work is now taking place, with doubling and halving numbers, matching and counting.
- Writing is taught well and children are able to demonstrate a good understanding of full stops, capital letters and finger spaces. They practise their skills through a variety of well-planned activities.
- The teaching of phonics and early reading skills is very good. All children sound out letters and blend the sounds together to read simple words.
- Children are taught to be independent learners. There are good routines in place and children can collect equipment they need. For example, the inspector saw some very impressive 'shed tidying' taking place at the end of a lesson.
- Leadership in the Reception class is good. The teacher is responsive to children's learning needs and she changes her plans as the year progresses and children become more experienced learners. By the time they leave Reception class, children are well prepared for Year 1. However, although staff track children's progress very carefully from the time they start school, they do not always identify areas of weakness for the whole class quickly enough. For example, the relative weakness in writing and number was not addressed early in the school year, although children are now catching up rapidly.
- Children are kept safe and secure and safeguarding has the same high priority in the Reception class as it does in the rest of the school.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	126383
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	448579

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Smith
<b>Headteacher</b>	Janet Mason
<b>Date of previous school inspection</b>	1–2 March 2010
<b>Telephone number</b>	01722 716221
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