

Dauntsey's (Aided) Primary School

Inspection report

Unique reference number	126418
Local authority	Wiltshire
Inspection number	381230
Inspection dates	11–12 January 2012
Lead inspector	Janet Dinsmore

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair	John Ford
Headteacher	Robert Lakin
Date of previous school inspection	23 May 2007
School address	Sandfield West Lavington Devizes SN10 4HY
Telephone number	01380 813373
Fax number	01380 816351
Email address	admin@dauntseys-pri.wilts.sch.uk

Age group	4-11
Inspection date(s)	11-12 January 2012
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Introduction

Inspection team

Janet Dinsmore

additional inspector

Philip Scull

additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The team observed 12 lessons taught by eight teachers. Meetings were held with staff, groups of pupils, and governors. Inspectors observed the school's work, and looked at school documentation, including school development plans, monitoring of teaching, incident logs, minutes of governing body meetings and reports from external monitoring visits. Questionnaires were received from 104 parents and carers and these were analysed alongside those from pupils and staff.

Information about the school

Dauntsey's is a smaller-than-average primary school serving a largely rural area. A new headteacher started in September 2009. The proportion of pupils known to be eligible for free school meals is slightly lower than average. Almost all pupils are of White British heritage. The proportion of pupils who are disabled and those who have special educational needs is average. The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Key Stage 2. The school has the Basic Skills award. There is pre-school provision, not managed by the governing body, on site, which is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school.
- Pupils' attainment is above average in English and mathematics when they leave, preparing them well for the next stage in their education.
- Pupils are known very well as individuals and the high quality relationships at all levels contribute to the school being a happy, friendly place.
- Parents value the work of the school highly, particularly the teachers' care and knowledge of their children.
- Teachers ensure that pupils make good progress by accurately assessing their skills in reading, writing and mathematics.
- Pupils enjoy school, and are articulate about how they learn, saying 'teachers make learning fun'.
- Pupils have a good understanding of safety and know how to stay safe when using the internet.
- Pupils behave well in lessons and say that rare incidents of poor behaviour are dealt with effectively by teachers.
- The headteacher has led improvements to teaching and the development of a skills-based curriculum; his enthusiasm and drive are appreciated by pupils, parents and carers, staff and governors.
- Teaching is good overall and in the majority of lessons pupils are motivated and all groups work at a good pace. In a few lessons, the pace is not as brisk, and occasionally there is scope for increasing the level of challenge and ensuring that pupils have a clear idea of what they need to do to succeed.
- Pupils have good moral, spiritual and social understanding but their experience and understanding of other cultures in modern Britain and the global community is weaker.
- The curriculum provides good opportunities for pupils to develop and use skills in a range of subjects and cross-curricular planning is well established so that learning is relevant, fun and meaningful for pupils.
- Governors are experienced and have a good range of skills. They provide good support and challenge to the development of the school.

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What does the school need to do to improve further?

- Improve teaching so that all lessons are good or outstanding by:
 - ensuring a brisk pace of learning and appropriate challenge for all groups of learners
 - defining clear success criteria for activities so pupils know how to improve their work.

- Improve pupils' awareness of a wider range of communities and cultures in modern Britain and the global community.

Main report

Achievement of pupils

Achievement is good. Pupils enter the school with a broad range of skills, some of which are below the levels typically expected for their age. Each cohort has a wide range of abilities and individual characteristics. Adults' good knowledge of individuals and their learning needs ensures pupils make good progress from their starting points. Overall, progress is good in the Early Years Foundation Stage, and pupils make expected progress in writing and good progress in reading and mathematics during Key Stage 1. Pupils make good progress during Key Stage 2 and at the end of Year 6 attainment is significantly above average in English and mathematics, with the majority of pupils reaching the higher level 5. Some groups of pupils make outstanding progress; for example, some who achieved the standards expected for their age at Key Stage 1 in mathematics achieved a level 5 at Key Stage 2. Disabled pupils and those with special educational needs make good progress because of their focused individual targets and the well-trained teaching assistants who ensure they are well supported in their learning. Suitable adaptations to the environment for those with physical impairments are used well.

During the last academic year a few children made satisfactory, rather than good, progress in communication, language and literacy in the Early Years Foundation Stage and did not achieve the skills expected for their age. The school has made well-focused changes to this provision and children now make good progress in this area. Pupils in Year 1 are now also making accelerated progress, particularly in reading. Pupils are now on track to exceed expected attainment in reading at the end of Key Stages 1 and 2 as they did in 2011.

In lessons, pupils apply their skills well to a good range of planned tasks that are well matched to their ability; for example, in mathematics they enjoyed applying their knowledge to challenging word problems. They work well in pairs and groups

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supporting their learning and progress with well-focused conversations in response to questions. All parents report that their children are making good progress at school and inspection evidence endorses this view.

Quality of teaching

Teaching is good and pupils engage well with learning in lessons. Teachers use a good variety of well-prepared resources and visual stimuli to support learning. The well-planned curriculum provides good opportunities for teachers to develop a range of pupils' skills and link these well across different subjects, so motivating pupils. For example, the 'Journeys' topic included using visual images to help pupils use their imagination very effectively when describing jet aircraft or generating patterns resembling tyre tracks in clay. The 'Victorians' topic, taught throughout Key Stage 2, resulted in imaginative work about children's experiences in Victorian workhouses being used to generate dialogue in literacy and to discuss rights, needs and responsibilities in personal, social and health education. Pupils showed sensitivity and awareness of spiritual and moral issues in questioning 'William Booth' in role play; in another lesson, the teacher challenged gender stereotyping in pupils' interpretation of language as they were experimenting in changing the vocabulary of the poem *Jabberwocky* by Lewis Carroll. There are examples in the majority of lessons, as well as in class and whole school assemblies, to show how pupils' spiritual, moral and social understanding is extended; however, there are limited opportunities for pupils to extend their understanding of cultures represented in other parts of modern Britain and the wider global community.

Children in the Reception class had good opportunities to build roundabouts outside and explore differences between characters. They acquire good knowledge of the sounds letters represent. Letter-sound correspondence is well taught in Key Stage 1 using visual, oral and kinaesthetic approaches, enabling pupils to make good progress with their reading. Reading activities are well planned and parents know how to support their children's reading at home. In most lessons, learning is well paced, there are high expectations of all groups of pupils and the teacher modifies planned tasks or clears up misconceptions quickly, so that pupils make good progress. Marking gives pupils a guide to the next steps in their learning and pupils also have opportunities to review their own work and that of their peers. Occasionally, there are minor inconsistencies in teachers' application of the marking guidance. In the few lessons that are no better than satisfactory, pace slows and pupils become less engaged with learning. In addition, not all activities have well-defined success criteria so that pupils know exactly what they need to do in each task.

Teachers use a range of assessment tools accurately to monitor pupils' progress in reading, writing and mathematics and this results in teaching that is well focused to maintain good progress, particularly in reading at Key Stage 1. All parents and carers say that teaching is good; they comment that teachers know their children very well and that relationships at the school are of high quality. Inspection evidence supports this view.

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Behaviour and safety of pupils

Inspection evidence confirms that the good behaviour seen during the inspection is typical of behaviour over time. Pupils are courteous and relationships are strong; pupils say that teachers are 'strict when they need to be'. Attendance is above average and is monitored effectively. Pupils feel safe and understand that adults are there to help them stay safe. They have a good understanding of internet safety. There are a few reported incidents of disruptive behaviour and minor bullying; a small minority of pupils and a few parents and carers report that lessons are sometimes disrupted by poor behaviour. Such incidents are dealt with effectively by teachers and the headteacher. Almost all parents and carers agree that behaviour is good at the school. Pupils understand clearly about different types of bullying and a very large majority agree that the school deals with any incidents well.

Leadership and management

The headteacher has successfully implemented improvements to teaching and the curriculum by ensuring a good programme of professional development to improve teachers' skills. This has involved staff meetings, training sessions, mentoring and peer coaching of individuals. Recent initiatives introducing 'Power of Learning Gems' have resulted in pupils, teachers and parents and carers gaining a greater understanding of how pupils learn. Parents and carers commented on how this had helped their child attempt new skills and gain in confidence. Also, parents and carers valued the actions taken to encourage reading. These initiatives, combined with a sustained focus on improvements to teaching, are already starting to have an impact on raising achievement further.

The curriculum is good. It is broad and balanced, covering all aspects of the National Curriculum, and there are good links between subjects, especially history and science. Parents, carers and pupils appreciate the wide range of extra-curricular activities that are provided and the use of facilities at the neighbouring independent and community secondary schools. These partnerships enhance the experience for pupils, particularly through sports coaching. The school has good capacity for further improvement, exemplified by the improvements made since the last inspection and the quality of its self-evaluation.

Spiritual, moral, social and cultural development is good. Moral and social development has particular strengths, shown by pupils' good knowledge and awareness of injustice and positive relationships at all levels. Safeguarding arrangements are good. Staff are well trained in child protection, and site security and signing in procedures are good. The governing body exercises its responsibilities for safeguarding well by visiting the school regularly. Necessary checks are carried out and the record of these is well kept. The governing body is fully involved in the monitoring of the school's progress; visiting, evaluating its own development and ensuring a good range of skills are available to the school. Leaders and managers at

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all levels ensure that equality is promoted and they tackle discrimination well; parents and carers comment that the school is 'like a family'. Almost all parents and carers would recommend the school to another parent and say the headteacher is 'exceptional'. This indicates that the schools engagement with parents and carers is outstanding and they are extremely confident in the school's ability to provide a good standard of education.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2012

Dear Pupils

Inspection of Dauntsey's (Aided) Primary School, Devizes SN10 4HY

Thank you for making us so welcome when we visited your school. Thank you for talking to us and telling us about all that you learn and what school is like.

You behave well and have very good relationships with each other and all the staff so that school is a happy, friendly place. You said you feel safe and adults help you. We agree with you and your parents that teaching is good at your school. You all make good progress and do very well in English and mathematics by the time you leave in Year 6.

Teachers make learning fun through interesting topics which you enjoy. You have lots of clubs and good opportunities to do sport.

At the moment you don't have many opportunities to learn about people living in other parts of Britain and the world and we have asked your teachers to improve this.

In most lessons you enjoy the activities but sometimes the work is not challenging enough for some of you and you don't always know exactly what you need to do to complete the task well. We have suggested that the staff work to change this and we know that you will continue to work hard, enjoying what you do.

You and your parents really appreciate the work that all staff, with the headteacher, do at the school to make it such a friendly, caring place and we hope that it will continue to improve.

Yours sincerely

Janet Dinsmore
Lead inspector

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