

# Dunholme St Chad's Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	120569
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358792
<b>Inspection dates</b>	11–12 November 2010
<b>Reporting inspector</b>	Jim Griffin

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

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<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>	169
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Allibone
<b>Headteacher</b>	Patricia Ruff
<b>Date of previous school inspection</b>	27 March 2008
<b>School address</b>	Ryland Road Dunholme LN2 3NE
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## Introduction

This inspection was carried out by three additional inspectors. Seven of the eight teachers were observed, in 10 lessons or parts of lessons. Of these, two were jointly observed with the headteacher. The inspectors held discussions with governors, the headteacher and other staff, a group of older pupils, the school council and with the School Improvement Partner. They looked at school documents, including data showing the progress made by pupils and at samples of their work. Questionnaires returned by 82 parents and carers, 25 pupils and 15 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent has the school addressed the slower progress that pupils make in mathematics?
- Is the rate of pupil progress affected by pupils' personal qualities, including their attitudes to learning?
- How consistent is the quality of teaching and learning across the school?
- What impact does monitoring and evaluation by senior staff have on the quality of teaching and learning?

## Information about the school

St Chad's is a smaller-than-average sized primary school. Pupils are mostly taught in mixed-age classes. Nearly all pupils are of White British heritage and live in the local village or the surrounding district. The proportion of pupils taking free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is below the national average, with most of these pupils having moderate learning difficulties or being on the autistic spectrum. The number of pupils that join the school at other than the normal time, especially in Key Stage 2, is higher than usually seen.

The school has Activemark and School Grounds awards and has applied for Healthy School status.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Under the effective guidance of the current leadership team, the school has made satisfactory improvement since the last inspection. Most of the pupils currently in Key Stages 1 and 2 entered the school with levels of attainment in line with national expectations. In recent years, attainment has been broadly average at the end of Key Stage 2. Current attainment in Year 6 is above average in reading and mathematics, and broadly average in writing. Progress in writing and, to some extent, in mathematics is slower than it is in reading but is accelerating. Pupils with special educational needs and/or disabilities make good progress.

Pupils enjoy coming to school and they feel safe. Strong relationships between staff and pupils help to make classrooms calm and orderly places. Pupils are enthusiastic about their school, making it a cheerful, welcoming place. They are confident in the good quality care and support that they receive from staff, and know that they will be listened to. Pupils make a valuable contribution to the school community and are keen to take on responsibilities, which they take very seriously. These positive attitudes are reflected in pupils' good behaviour and attendance levels. Parents and carers are positive about the education that the school provides, with the following comment typifying their views, 'We have always felt it to be a friendly, caring and safe place that has given our children a good start to their education'.

Teaching is satisfactory and improving. Where teaching is good, effective use is made of assessment information, lessons are planned carefully and pupils have clear targets. In these classes, pupils make better progress. In some other classes, planning does not always take account of previous learning and this means that at times the work is either too hard or too easy. The marking of pupils' work is inconsistent, and this is particularly the case in mathematics.

The school's curriculum effectively meets the needs of all pupils, and teachers have developed helpful links between different subjects. Coupled with a diverse range of extra-curricular activities, this has increased pupils' enjoyment of coming to school.

School leaders have given staff a clear sense of direction, placing pupils at the heart of all the school does. Recent improvements in self evaluation mean that leaders and managers now routinely make good use of a range of monitoring activities relating to teaching, and this has had a positive impact on learning. It has also been successful in identifying where teaching is strongest and where more support is needed. Self-evaluation is central to much that school leaders do, and thus they have an accurate understanding of the school's strengths and areas for development. This, alongside the good progress made by pupils with special educational needs and/or disabilities, the effective leadership of middle managers, good team work and clear signs of improving achievement in writing and mathematics, means that the school has good capacity to sustain improvement. Governors

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ensure that the school meets its statutory requirements, but there are gaps in their long term planning. Safeguarding systems and procedures are good. The school has developed beneficial links with other schools and outside agencies, and has also worked hard to create and maintain good partnerships with parents and carers.

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

- Raise attainment in writing and mathematics, by ensuring that:
  - the quality of teaching and learning are consistently good or better across the school
  - work is provided that matches the different abilities of all pupils
  - teachers provide pupils with better guidance on how they can improve, especially in mathematics.
- Improve leadership and management, by ensuring that:
  - effective use is made of the strongest teaching, to support and improve learning consistently across the school
  - long terms plans are developed, enabling school leaders and the governing body to provide stronger strategic direction for the school's work.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils' achievement is broadly average across the school but it is improving and this is particularly evident in Year 6. School data and the inspection of current pupils' work indicate that attainment is rising in the majority of year groups. The variations that remain reflect differences in the quality of teaching. In classes where the teaching is stronger, pupils adopt very positive attitudes to their learning and this contributes to better progress. In all lessons, pupils demonstrate a good capacity for concentration as seen, for example, when solving problems in mental arithmetic. Pupils also work hard to improve their writing, and a recently introduced structured approach is helping to raise attainment. Pupils make better progress in those lessons where they understand exactly what they need to do in order to improve. Effective support in lessons and the systematic use of assessment mean that pupils with special educational needs and/or disabilities make good progress.

Pupils' behaviour and attendance are good and they feel very well cared for by staff. Pupils feel strongly that the school encourages them to maintain a healthy lifestyle. This is achieved through their work in personal, health and social education and through the good opportunities to take part in a wide variety of physical activities including dance and team games. The school council provides an effective opportunity for pupils' views to be heard, and representatives are clear about their roles and responsibilities. Pupils contribute well to the school and wider community in other ways, for example by raising money for charitable causes. Older pupils 'buddy' Reception pupils to support their reading. Pupils' spiritual, moral, social and cultural development is good. They respect the

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feelings of others and are always curious to learn new things. Pupils' standards in basic skills, their positive attitudes to work and their well developed social skills provide them with a good base for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is satisfactory overall but there are variations within the school. Good relationships across the school help ensure classrooms are calm and well organised. Teachers are clear about the tasks they expect pupils to undertake. In some lessons where pupils make satisfactory progress, they are often expected to do the same work for too long, and teachers miss opportunities to build on previous learning. Where pupils need additional support, skilled intervention from teaching assistants promotes quicker progress. The marking of pupils' work is inconsistent although it is stronger in English than in other subjects. While some teachers explain what pupils need to do in order to reach their next target, others do not give sufficient guidance. In lessons where the teaching is good, teachers use a variety of teaching styles to successfully capture pupils' interests. They maintain a brisk pace to the close of the lessons and skilfully assess the quality of learning.

The curriculum is well planned. Provision for reading, writing and mathematics has been strengthened, aided by the good links with other schools. In addition, teachers effectively identify links between subjects, and especially with English. This is contributing to the

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recent improvements in writing. There is a good range of well-attended extra-curricular activities, including music, sports, and dance clubs.

Care, guidance and support are good because of the attention given to the needs of individual pupils, especially those with special educational needs and/or disabilities. The school liaises well with outside agencies and support staff to provide additional support for pupils experiencing particular difficulties. Induction arrangements, including those for pupils who join part way through the school year, are good. A parent of a child in Key Stage 2 said, 'My child only joined the school recently and the staff made settling in very easy for her'. Transition arrangements to secondary school are well established and effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Good leadership has secured improvements since the last inspection. The current leadership group are raising the quality of teaching and this is leading to accelerated progress across the school. The climate in the school successfully promotes good personal outcomes for pupils. School improvement work focuses on the right priorities, and is based on effective tracking of pupils' progress. The emphasis on raising attainment when monitoring pupils' work is now securing improved progress in writing and mathematics. The governors rightly recognise that they need to develop a more strategic role in order to add more value to the work of the school.

The school has secure arrangements to safeguard the welfare of pupils and to make sure that those working with them are properly vetted. There is a good partnership with parents and carers, which develops rapidly once children enter the Reception class. The school has organised useful family workshops on mathematics and writing so that parents and carers feel well informed and more closely involved in their children's education. Good links with local schools contribute to pupils' sporting and other opportunities, while links with a range of outside agencies make an important contribution to pupils' well-being. The school has precise information about the different groups of pupils and satisfactorily promotes equality of opportunity. The school's work to promote community cohesion is good. The school is further developing pupils' awareness of the customs and practices of other communities in the United Kingdom.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

When they start in Reception children's skills and knowledge are broadly in line with those expected for their age, while their personal and social skills are somewhat better than usual. Those currently in Reception are making good progress, and almost all are on track to reach the goals expected nationally; indeed, most are on track to exceed these levels. Teaching is good; staff make effective use of the assessment of children's work to plan the next steps in learning and to check on each child's progress. Indoor and outdoor activities cover all areas of learning, with a good balance of activities led by adults and those initiated by children. The quality of leadership and management is outstanding. The leader's vision and direction has led to major improvements since the previous inspection, including a complete refurbishment of the indoor and outdoor learning environments. Parents and carers say that their children find the classroom welcoming and they settle in well. Adults work exceptionally well as a team, they treat every child as an individual to ensure each receives a good start to their education.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1



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## Views of parents and carers

Based on the questionnaire responses and additional written comments, parents and carers are positive about what the school provides. They are particularly positive about their children's enjoyment of school, the ways the school keeps their children safe and the way staff help parents and carers support their children's learning. Inspectors' findings endorse these positive views.

A small minority of parents and carers consider that the school does not deal effectively with unacceptable behaviour, or felt that their children were not making enough progress. Adults have become increasingly skilled at dealing with the additional needs of a few pupils, especially those on the autistic spectrum. Inspectors found that behaviour was good in classes and around the school. This report recognises that the school should improve the progress made by pupils in writing and mathematics so that it becomes consistently good across the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dunholme St Chad's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	49	39	48	1	1	1	1
The school keeps my child safe	42	51	38	46	2	2	0	0
My school informs me about my child's progress	27	33	50	61	5	6	0	0
My child is making enough progress at this school	30	37	43	52	4	5	3	4
The teaching is good at this school	40	49	38	46	2	2	0	0
The school helps me to support my child's learning	35	43	45	55	1	1	1	1
The school helps my child to have a healthy lifestyle	31	38	47	57	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	40	44	54	2	2	0	0
The school meets my child's particular needs	29	35	45	55	2	2	2	2
The school deals effectively with unacceptable behaviour	27	33	42	51	8	10	1	1
The school takes account of my suggestions and concerns	26	32	46	56	5	6	0	0
The school is led and managed effectively	35	43	41	50	1	1	0	0
Overall, I am happy with my child's experience at this school	39	48	39	48	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



29 November 2010

Dear Pupils

**Inspection of Dunholme St Chad's Church of England Primary School, Lincoln, LN2 3NE**

Thank you for the friendly welcome you gave me and my colleagues when we visited your school. We enjoyed talking to you, visiting your classes and looking at your work. You helped us to get to know your school and this letter is to tell you what we found during the inspection. I would also like to thank your parents and carers for filling in a form that gave us their views about the school. We decided that your school is satisfactory, which means that while there are some good things in your school, there are other things that should be better.

Your personal development and well-being are good and most of you enjoy school because your attitudes to learning, behaviour and attendance are good. It was great to see how well you get on together and how you help to make all new pupils feel welcome. The quality of teaching you receive is satisfactory overall, although we saw some good lessons where you were learning well. The quality of your curriculum is good. You told us about how you enjoyed the after-school clubs and the visits that take place, including the one to the Sikh temple in Leicester. The school takes good care of you and the support you get to boost your learning, through targets and marking, is satisfactory.

The teachers and the governing body want to improve your school and we are trying to help them with this. Here are two things that we want your school to focus on.

Increase the rate at which you are learning in writing and mathematics so that it becomes good.

Make the best use of the good teachers in the school, so that all teaching can improve.

If you continue to work hard you will not only help yourself to improve but you will help the school as well.

Yours sincerely

Jim Griffin

Lead inspector

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