

# Denton Primary School

## Inspection report

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<b>Unique Reference Number</b>	121814
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	366585
<b>Inspection dates</b>	14–15 March 2011
<b>Reporting inspector</b>	David Edwards

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	David Croot
<b>Date of previous school inspection</b>	28 June 2007
<b>School address</b>	Vicarage Lane Denton, Northampton NN7 1DT
<b>Telephone number</b>	01604 890330
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<b>Email address</b>	head@denton.northants-ecl.gov.uk

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## Introduction

This inspection was carried out by two additional inspectors, who observed 8 lessons taught by 5 teachers. Inspectors scrutinised policies, analysed pupils' work, checked data on pupils' progress and talked to them about it. The team also analysed school improvement plans, the minutes of the governing body meetings and met parents, carers and governors. Questionnaire returns were considered from 61 parents and carers. The views of staff and pupils were also taken into consideration

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

- The reasons for the variation in pupils' attainment between Key Stage 1 and Key Stage 2.
- The effectiveness of leadership and management at all levels in monitoring and evaluating the work of the school.
- Attainment in mathematics across the school.
- The impact of the school's work on community cohesion on outcomes for pupils.

## Information about the school

Denton Primary is significantly smaller than the average primary school. The overwhelming majority of pupils are of White British heritage and none are at the early stages of learning English. Pupils in years 1 to 6 are taught in mixed aged classes. The proportion of pupils with special educational needs and/or disabilities is above the national average, as is the proportion of pupils who have a statement of special educational needs. The proportion known to be eligible for free school meals is significantly below the national average. More pupils join or leave the school partway through the school year than is the case in schools nationally. Early Years Foundation Stage provision is provided for children in the Reception class. The school has introduced a breakfast club for pupils since the last inspection. The school has achieved National Healthy School status, the Activemark and the Primary Geography Quality Mark.

**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?**

**2**

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

**2**

## Main findings

Denton Primary is a good school with rising standards. The leadership has effectively driven up the quality of teaching and learning and is rigorous in monitoring standards throughout the school. Attainment by the end of Key Stage 2 has been above the national average for the last three years. At the end of Year 2 attainment is well above average in reading and, especially, in writing. This reflects the successful efforts of the school to raise attainment in writing. Evidence from lessons and from pupils' books show progress is accelerating for all groups of pupils, including those with special educational needs and/or disabilities. The school is vigilant in dealing with dips in learning. Rigorous procedures enable early identification of any changes in a pupil's progress. Where necessary, well-focused individual action plans help pupils get back on track.

The quality of teaching and learning is good. Teachers use effective questioning skills to check pupils' thinking. Opportunities to use and apply mathematical skills, for example in problem solving activities, are not taken often enough in lessons. Tasks in lessons build carefully on prior attainment to ensure the correct level of individual challenge, although this is not always adequate for more able pupils. This means that a few more able pupils are not challenged fully in all lessons. Teachers often use marking to inform pupils of how well they are doing and set next steps, but this is not consistent, particularly in mathematics. The involvement of pupils in assessing their own work and that of others is also variable. This means that pupils do not have a deep understanding of how to improve their work. The good, creative, curriculum is enhancing pupils' enjoyment of their learning by establishing links between subjects and giving opportunities to use skills in different situations. All pupils receive good care, guidance and support. The inclusion manager works effectively with outside agencies to ensure that the needs of pupils who find school challenging are met, especially those who may be vulnerable.

The school makes good use of partnerships, particularly with neighbouring schools, to enhance provision. Pupils have a good understanding of how to keep themselves safe, and parents and carers endorse the view that the school is safe. Their enjoyment of school is confirmed by their high attendance. The 'family ethos' is appreciated by parents and carers because everyone is respected as an equal. Effective relationships between staff and pupils helps pupils distinguish right from wrong. In lessons, pupils' good attitudes to learning are clearly shown by their good behaviour and their efforts to do their best.

There is a good capacity to sustain improvement. Self-evaluation is robust and accurate and there is a clear focus on raising standards overall and pupils' attainment. The determined and inclusive leadership provided by the headteacher supports effective teaching and learning. The governing body takes its role seriously and hold the school to account through careful monitoring and evaluation. They have a community cohesion action plan and are implementing measures to help pupils to raise their awareness of life

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and culture in Great Britain and the wider world, although the monitoring of pupils' outcomes is not yet rigorous enough.

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

- Raise achievement further in mathematics and writing for more able pupils particularly at Key Stage 2, by ensuring that lessons consistently demonstrate at least good teaching by:
  - giving pupils more opportunity to develop their problem solving skills in mathematics
  - ensuring consistent challenge for the most able pupils in lessons
  - achieving consistency in the marking of pupils' work so that they always understand how well they are doing and what are their next steps in learning
  - teaching pupils the skills that they need to evaluate effectively the quality of their own work and that of others.
- Ensure that the community cohesion action plan is regularly and rigorously monitored to show its impact on pupils' understanding of the life and culture of people in other areas of Great Britain and the wider world.

## Outcomes for individuals and groups of pupils

**2**

From their various starting points in Reception, pupils achieve well and make good progress. This is clearly exemplified in pupils' books and especially in improvements in writing across the school. Assessment data demonstrates strongly the good progress of pupils across the school. The current Year 2 and Year 6 are firmly on track to achieve challenging targets, particularly in relation to the levels expected of them. Progress is good for all pupils. Those with special educational needs and/or disabilities are well supported through timely interventions that meet their learning needs effectively, to allow them to make equally good progress as other pupils in school. Despite much work by the school to raise attainment in mathematics, it still lags behind English by Year 6, but evidence from the inspection demonstrates that attainment is rising in this subject. Pupils enjoy lessons and work at a good pace. They apply themselves well and often show good levels of interest. This was evident in an information, communication and technology lesson where they were creating graphs and analysing data.

Adults provide good guidance in helping pupils to learn about tolerance and acceptance of diversity as important elements of living and learning together. The thoughtful and caring way pupils support each other in lessons and throughout the day, and the infrequent occurrence of any insensitive behaviour, reflects a genuine respect and friendship for each other. They have a very clear understanding of how to look after themselves and each other in all aspects of daily life. They understand well why they should eat healthily and appreciate the need to participate in regular exercise. They readily accept their share of responsibility in daily routines such as being play leaders, peer mentors or school councillors. Their spiritual, social, moral and cultural development is good. They reflect on important issues and develop an appreciation of art, music and literature. They gain considerably from the good links the school has developed with the local community and have a sound understanding of the lives and culture of people in Britain and around the

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world. Their good literacy and numeracy skills and their involvement in the many charity fundraising activities, along with their very good attendance makes them well prepared for their move to high school and ultimately for adult life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
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>	1
<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?

Pupils' good progress is, in part, the result of teachers and teaching assistants successfully meeting the wide range of needs in the mixed-year classes. Careful tracking of progress supports intervention strategies to eradicate underachievement. In most lessons new learning is based solidly on prior knowledge and skills. Teachers begin with clear learning objectives and some show the criteria against which pupils can judge whether or not they have achieved the objectives. Pupils know what they have to do in lessons, although practice is not yet consistent throughout the school. An example of good teaching was evident when pupils were calculating areas of shapes effectively. Pupils were engaged and enjoying their learning because of good pace and challenge in the lesson. This coupled with some effective questioning by the teacher ensured that everyone made good progress. Pupils have personalised learning targets and good guidance on what is required to get to the next level. Throughout the school activities are planned for lower ability pupils, and for those with special educational needs and/or disabilities which are consistently well-matched to their abilities. Skilled teachers and teaching assistants provide support that meets their needs. There are also good strategies to integrate quickly pupils

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who join the school during the year, so that they can maximise their potential. Day-to-day assessments of pupil's progress and attainment are accurate. Occasionally, opportunities are missed in some other year groups to involve pupils in evaluating their own successes and that of their classmates and identifying what to do next. In a few lessons more able pupils are not always given activities to extend their learning further. The rich and creative curriculum, the way that it is well adapted to pupils' needs and the good range of out-of-school clubs, visits and visitors and themed events, make a strong contribution to pupils' learning.

Pupils say they feel safe in school and are confident that should they seek help if they have problems they can turn to an adult for guidance and support. This is clearly evident in the case of pupils whose circumstances make them vulnerable, and for those with special educational needs and/or disabilities, who are enabled to make the best of what the school provides. The school breakfast club gives pupils a sound start to the day. Pupils develop good habits of hygiene and make healthy eating choices; the games and activities that they undertake add to the enjoyment of the facility. It makes a strong contribution to the care, guidance and support they receive.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?**

The headteacher provides very good direction for the school. The effective leadership team has high expectations, promoting high quality care and education. The inclusion of all pupils is central to the vision, effectively dismantling barriers to pupil achievement. School self-evaluation is accurate and the rigorous tracking of pupils establishes priorities for learning. This is illustrated in writing attainment which is now above national expectations by Year 6, except for the more able. The work that inspectors observed in lessons and the pupils' work demonstrated that attainment in Key Stage 2 is rising, despite the higher numbers of pupils with additional learning needs. Senior and middle leaders monitor the quality of teaching through lesson observations and scrutiny of pupils' work. This enables them to share and celebrate effective practice, supporting good progress in all classes. The school has good local links and is developing connections nationally and with a school in Poland. The governing body holds the school to account for its actions effectively and governors have good insights into the working of the school. They are supportive of the school, but also challenge it when the need arises. They make a strong contribution to safeguarding. They ensure that thorough risk assessments are in place and reviewed regularly and have good procedures for safer recruitment of staff. Pupils whose circumstances make them vulnerable are well protected in school. The way that the school vigorously pursues support from outside agencies is impressive. The school provides good

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value for money and it produces good outcomes for pupils. Effective financial systems have led to the award of the Financial Management Standard in Schools.

The governing body fulfils its statutory obligations in all areas of equalities, reflected in the good progress of all groups of pupils. Good partnerships with parents, carers and external agencies contribute well to pupils' academic and personal progress. The school's work with a university makes a significant contribution to staff and school development.

*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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Reception class with abilities that are in line with national expectations. Provision in the Early Years Foundation Stage is good and leads to good outcomes.

Children thrive in a stimulating and caring environment which ensures their health, safety and welfare. There is a good balance of adult- and child- led activities, and indoor and outside activities stimulate their learning. Staff use assessment information well to set targets, and effective monitoring encourages children to make good progress from their starting point. Children are consistently encouraged to become independent learners and they make good progress in Reception, entering Year 1 with skills that are above national expectations in all areas. Good induction procedures enable children to settle quickly into school life and understand routines. Teaching is good because effective planning provides assessment opportunities and activities are lively, interesting and related to children's needs and interests. On a small number of occasions opportunities are missed for staff to intervene in the learning process to accelerate children's progress even further. Good leadership and management is reflected in their understanding of the strengths and weaknesses of the provision and the strong links built up with parents and carers. This positive environment helps to develop children's confidence, which in turn contributes to



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their good gains in learning. There are good relationships between adults and among the children and their welfare is promoted well.

*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	2

## Views of parents and carers

Almost all parents and carers are extremely positive about the school, reflected in the above average percentage of questionnaire returns. They feel that their children enjoy school and are kept safe. Overwhelmingly parents and carers say that the school helps their children to understand the need to stay healthy and that teaching in the school is good. These views closely match the findings of the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Denton 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	67	18	30	2	3	0	0
The school keeps my child safe	46	75	15	25	0	0	0	0
My school informs me about my child's progress	37	61	22	36	1	2	0	0
My child is making enough progress at this school	37	63	20	34	1	2	0	0
The teaching is good at this school	40	66	21	34	0	0	0	0
The school helps me to support my child's learning	34	56	25	41	0	0	0	0
The school helps my child to have a healthy lifestyle	36	59	23	38	0	0	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)	35	57	23	38	1	2	0	0
The school meets my child's particular needs	39	64	20	33	1	2	0	0
The school deals effectively with unacceptable behaviour	35	57	24	39	0	0	0	0
The school takes account of my suggestions and concerns	34	53	25	39	1	2	0	0
The school is led and managed effectively	37	61	24	39	0	0	0	0
Overall, I am happy with my child's experience at this school	46	77	14	23	0	0	0	0

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



16 March 2011

Dear Pupils

**Inspection of Denton Primary School Vicarage Lane Denton Northampton, NN7 1DT**

Thank you all for making us so very welcome and for answering all our questions when we visited your school recently. We think that yours is a good school, and all the help you receive from the teachers and teaching assistants enables you to do well. We liked the support provided for those of you who sometimes find learning challenging. You impressed us with your knowledge of how to keep yourself safe at all times, and we were pleased to hear that you feel safe in school.

Your parents and carers are very happy with the education you receive. You told us you enjoy all the additional activities and educational visits the school provides. We are also impressed with the way you get involved in your school community and by the way that you are linking with pupils who come from Poland, whose way of life is different to your own. Equally impressive is your progress, which is good.

We know the headteacher and governors are always striving to make your school even better. With this in mind we are asking them to do several things. We want them to make sure the marking of your work is equally good in every class so you all know exactly what you are doing well and how you can improve your work further, and to give you a chance to assess your own work. We want them to make sure that the most able among you get challenging enough work. We asked the school to check regularly how well you understand the life and culture of people in other parts of Great Britain and in other areas of the world, other than your links with Polish children.

All of you can help with these improvements by continuing to work hard and do your best and by telling your teacher if work is not challenging enough for you. We would like to wish you all the very best for the future.

Yours sincerely

David Edwards

Lead inspector

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