

Dogmersfield Church of England Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 116355 |
| Local Authority | Hampshire |
| Inspection number | 379238 |
| Inspection dates | 14–15 September 2011 |
| Reporting inspector | Diane Wilkinson |

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

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|--|--|
| 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 | 131 |
| Appropriate authority | The governing body |
| Chair | Matt Goulding |
| Headteacher | Susan Wall |
| Date of previous school inspection | 27 February 2009 |
| School address | Chatter Alley Dogmersfield Hook, Hampshire RG27 8SS |
| Telephone number | 01252 616345 |
| Fax number | 01252 616652 |
| Email address | headteacher@dogmersfield.hants.sch.uk |

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|---------------------------|----------------------|
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons and observed six teachers. They held meetings with members of the governing body, staff and pupils, and a small number of parents and carers bringing their children to school were also spoken to. Inspectors observed the school's work, and looked at analyses of pupils' progress, records of governing body meetings, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a small sample of pupils' work. They also scrutinised questionnaires returned by 94 parents and carers, 70 pupils and 19 staff.

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

- How well provision supports attainment and progress in writing.
- Whether the raised attainment and progress seen in 2011 by the end of Year 6 is likely to be maintained.
- The extent to which pupils gain an awareness of diversity in wider society.

Information about the school

Dogmersfield is a small village school where most pupils are taught in mixed-age classes. Pupils travel to the school from a wide area. Most pupils are of White British heritage, with a very small minority speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. The most common needs are related to speech, language and communication. The proportion of pupils known to be eligible for free school meals is low. The school holds the Activemark and Healthy School awards.

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

Dogmersfield is a good school where effective teaching and a stimulating and interesting curriculum help pupils achieve well. Attainment is above average in English and mathematics. Having risen well over the past year it is well placed to rise further. However, attainment is much better in reading than in writing because, although the overall proportion of Year 6 pupils attaining the higher levels in writing has risen, far fewer boys reach this level in writing than in reading. Addressing this is a current improvement priority. Pupils with special educational needs and/or disabilities and those for whom English is an additional language are supported well, especially so in one-to-one and group activities, so they achieve as well as their classmates.

An outstanding feature of the school is the level of care, guidance and support provided. This is strongly based on the Christian ethos and family atmosphere that pervades all the school's work. Consequently it is a very happy and supportive place to be, which is reflected in high attendance levels and, together with the excellent personal, social and health education programme, this helps to ensure pupils make outstanding progress in all aspects of their personal development. Excellent induction procedures and the school's outstanding engagement with parents and carers help Reception children settle quickly and achieve well. Arrangements for keeping pupils safe and well cared for are outstanding, a strength acknowledged by the whole school community. As a result, pupils' awareness of how to keep healthy and safe is excellent. Pupils make a major contribution to the work of the school and village life, enthusiastically taking part in church and local celebrations and events and very proudly taking on responsibilities within the school. Pupils' spiritual, moral, social and cultural awareness is a significant strength, ensuring that relationships are very harmonious and behaviour excellent. By the time pupils leave they are exceptionally thoughtful and mature young people and have a good understanding of diverse communities in this country and overseas.

Teaching is good and occasionally excellent. Lesson activities challenge and interest pupils, but in independent and group activities opportunities are missed to inspire them to make even greater progress. The well-planned curriculum enhances learning, exceptionally so in terms of pupils' personal development, and enrichment activities are outstanding. New initiatives to improve pupils' writing are helping to raise attainment. However, good handwriting is not emphasised well enough and insufficient measures have been taken to increase the range of boys' vocabulary.

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The school benefits from the strong leadership of its headteacher and outstanding governance. Teamwork is excellent, with staff and members of the governing body constantly seeking ways to improve provision. Monitoring and self evaluation are rigorous and accurate. Development planning is well targeted at weaker areas and the school is working hard to address the remaining weaknesses in writing. Pupil outcomes have improved well since the last inspection and the school's capacity to improve further is good.

What does the school need to do to improve further?

- Improve the quality of teaching and increase the proportion of outstanding lessons to 40% by July 2012 through:
 - extending lesson targets so that those pupils who work hard to achieve their target are fully aware of how they could go on to make even greater progress
 - ensuring adults regularly check pupils' progress throughout independent and group activities in order to readjust learning or set new challenges.
- In writing, raise attainment and increase the number of pupils reaching above-average levels at the end of Year 6 by:
 - ensuring that pupils are consistently encouraged to write neatly and cursively from a younger age
 - taking steps to increase boys' vocabulary knowledge.

Outcomes for individuals and groups of pupils**1**

Pupils' outstanding personal development and excellent attitudes are key factors in their good achievement. They are exceptionally well prepared to live safe and healthy lifestyles, recognising a wide range of hazards they may encounter, so that they are well aware of how to keep safe on the road and know what to do if there is a fire. Pupils are extremely well informed about which foods are good for them, knowing how to prepare a healthy meal and recognising it is fine to have the occasional treat. Their enthusiasm for the wide range of sports on offer helps them to keep very fit. This outstanding work is reflected in the Healthy School and Activemark awards. Pupils are very proud of the way that the school and local community involve them in their work. They enthusiastically act as school monitors, councillors or young leaders and contribute to village fêtes and church services. Pupils are very clear about how they can make a difference to groups in difficult circumstances, for example, fundraising to provide shoes to allow children in The Gambia to go to school.

Pupils have an excellent awareness of their rights and responsibilities. They are adamant that there is no bullying in school and consistently behave in a mature and thoughtful way. Enhanced through excellent assemblies and church links, pupils' spiritual awareness is exceptionally good and they have a strong knowledge of a wide range of different cultures.

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Pupils demonstrate great enthusiasm for learning. Academically, Reception children get off to a good start, with most attaining average levels by the time they enter Year 1. Small year groups with varying needs means it is difficult to make comparisons, but tracking documentation indicates achievement is built on well, especially in reading and mathematics, where attainment is consistently above average. Younger pupils write accurately in sentences, using their knowledge of sounds well to spell different words. However, their handwriting is not as good as it could be and some, mainly boys, have a limited vocabulary. Nevertheless a concerted effort is helping to drive up attainment in English well, including for boys, so that, by Year 6, pupils now write effectively in a range of different formats such as play scripts, using language well to engage the reader. The promotion of calculation skills has been a real success throughout the school so that, by Year 6, pupils are skilled at applying these to solve problems. They develop into very perceptive science investigators, as was observed in a lesson on the property of gasses, helping them achieve above-average scientific knowledge and skills. Pupils are well prepared for the future, including through the information and communication technology skills they acquire.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment ¹ | 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 |
| The extent to which pupils feel safe | 1 |
| Pupils’ behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils’ attendance ¹ | 1 |
| The extent of pupils’ spiritual, moral, social and cultural development | 1 |

How effective is the provision?

The imaginative curriculum provides effective programmes that help pupils to learn. Lessons are introduced in ways that motivate and inspire pupils; for example, by the teacher dressing up as Florence Nightingale so pupils can ask her questions or

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

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helping pupils to ‘build a dragon’s cave’ so that they can write a particularly good description of this for their story. Teachers are very good at explaining new skills and concepts, as was observed in an excellent lesson on how to write instructions.

Well-planned activities meet the needs of different pupils and challenge them to do well, as was evident in the Reception/Year 1 class where those who find learning difficult were discovering which number was one more or less than five, with older more-able pupils calculating which number is 10 more or less than 34. Skilled teaching assistants are deployed well to support different groups, especially those who need extra help. However, not enough is done to assess and adjust learning during independent or group activities, which limits progress.

Pupils’ work is well marked, with effective targets set to help them improve. Careful tracking of progress allows staff to intervene swiftly when this slows. Special programmes to help pupils catch up are very good, with those pupils whose circumstances may make them vulnerable being exceptionally well supported, for example in occupational therapy, for which staff undertook training. The curriculum is enriched especially well, including through an excellent range of visits and visitors such as African drummers, with partnerships with other schools providing a wealth of sports activities. This makes a major contribution to pupils’ personal development and enjoyment of school.

Excellent attention is given to all aspects of care, guidance and support, from the high quality induction procedures to the careful preparation for transfer to a new school. Pupils have high levels of confidence in staff, fully aware that their welfare is at the heart of all that the school does for them. This is reinforced by the excellent relationships staff and members of the governing body have with parents and carers and the outstanding arrangements for promoting safeguarding, good behaviour and attendance.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher provides excellent leadership. Ably supported by the assistant headteacher, she keeps staff and members of the governing body continually focused on securing improvement, and has gained their full commitment in working towards this. A comprehensive range of effective monitoring procedures allows provision to be constantly evaluated, leading to the eradication of unsatisfactory

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teaching and a consistent approach in classrooms throughout the school. Effective development planning helps tackle weaker aspects of provision, although still more needs to be done to raise attainment in writing.

Members of the governing body make an exceptional contribution to the work of the school. They are very well informed and monitor the school’s work rigorously, challenging and supporting staff especially well. Together with staff, they ensure that safeguarding policies and procedures, for example, with regard to child protection and staff vetting, are extremely effective. They also provide excellent links with parents and carers and the local community, helping pupils to benefit exceptionally well from these. Parents and carers are continually encouraged to be partners in their children’s learning, especially through the excellent internet links that allow them to support work at home. They repay the school exceptionally well through supporting classroom activities and fund raising. In its effort to seek high quality provision and care the school is extremely good at working with other schools and agencies, for example, to support those pupils whose circumstances may make them vulnerable or gifted and talented pupils.

As part of its determination to meet the needs of each pupil the school promotes equality of opportunity well. It is zealous in its efforts to tackle discrimination and everyone is valued and supported to achieve well. Staff and members of the governing body have worked hard to ensure that community cohesion is effectively supported, with pupils developing a good awareness of and respect for diversity in society.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school’s engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

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Early Years Foundation Stage

The effect of the excellent induction procedures is evident in the way that children thoroughly embraced learning in what, during the inspection, was their first full week in school. Already they exhibited the ability to sustain interest, work and play happily together and want to find out about new things. Children’s starting points are typical for children of their age. Tracking shows that, by the end of Reception, progress is good overall and attainment in personal and social development is high. Planning addresses children’s individual needs and strengths well and in other areas of learning, attainment is above average. Having identified weaknesses in some boys’ language ability a very good focus on speaking and listening is helping to improve their progress.

Activities where children work with an adult are very good. Learning is very practical and fun, so that children often learn new sounds through playing a game or, for example, counting the number of objects that they have fished out of the water. Adults are very good at questioning children to help their understanding and setting new challenges. This is less evident in independent learning activities, where opportunities to move children on to new learning are sometimes missed. Children are very enthusiastic about the world around them, for example digging holes in the earth and discovering how long the water takes to drain away. Their motor skills develop at a good rate. Children learn to form letters and numbers correctly, accurately fit construction equipment together and carefully negotiate the ‘trim trail’.

Excellent attention is given to children’s care and welfare. The accommodation is very secure and used to good effect to support learning. Assessment is effective in keeping a check on progress, allowing new targets to be set that help children achieve well. Through good leadership, accurate self evaluation and well-focused development planning are effectively bringing about improvements, for example, in enhanced progress in calculation skills over the past year.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

A high number of parents and carers completed the questionnaires. They are extremely pleased with the way that the school provides for and supports their

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children and very few raised any concerns. Without exception, parents and carers praise the way that staff work with them to support their children's education. Those parents or carers who wrote or spoke to inspectors praised the headteacher and staff, especially in the welcome they receive and how well their concerns are responded to. Of most concern to a very few parents or carers was the arrangement for mixed-age classes. Inspectors note that in a school of this size mixed-age groups in one or more classes are usually unavoidable. Inspection evidence shows that staff take great care each year to organise classes that ensure all pupils can benefit from the arrangements. Observations indicate that this is successful and pupils of different ability and ages are progressing well.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dogmersfield 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 131 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 68 | 72 | 25 | 27 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 76 | 81 | 17 | 18 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 47 | 50 | 41 | 44 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 49 | 52 | 38 | 40 | 3 | 3 | 0 | 0 |
| The teaching is good at this school | 58 | 62 | 31 | 33 | 3 | 3 | 0 | 0 |
| The school helps me to support my child’s learning | 52 | 55 | 36 | 38 | 2 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 66 | 70 | 26 | 28 | 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) | 63 | 67 | 26 | 28 | 0 | 0 | 0 | 0 |
| The school meets my child’s particular needs | 57 | 61 | 33 | 35 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 48 | 51 | 39 | 41 | 2 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 51 | 54 | 37 | 39 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 75 | 80 | 18 | 18 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 69 | 73 | 22 | 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 2010 to 08 April 2011 and 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.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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 September 2011

Dear Pupils

**Inspection of Dogmersfield Church of England Primary School,
Dogmersfield, Hook RG27 8SS**

Thank you for welcoming us to your school. We enjoyed seeing all the things you do and I particularly want to thank the pupils who gave up their lunchtime to talk to us. We judge your school to be good and to have some aspects that are outstanding.

Here are some of the things we found out were especially good about the school.

- Staff and governors look after you exceptionally well and give you excellent support and guidance, including when you start school.
- You are very mature, thoughtful and helpful young people. You get on really well together, behave exceptionally well and enjoy school very much.
- Learning activities are good. You are well taught so you make good progress and attainment is above average.
- Your headteacher, staff and governors work very well together to help the school improve.
- The links the school has with your parents and carers and other schools and groups are excellent and provide lots of benefits for you.

Here are some of the things we have asked the school to improve.

- Help you to make more progress when you are working on your own or in a group. You can help by making sure you try hard all the time.
- Give you more support to improve your handwriting and help you all, but especially the boys, to learn more new words that will improve your writing.

Yours sincerely

D Wilkinson
Lead inspector

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