

# Dunmore Primary School

## Inspection report

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<b>Unique reference number</b>	135265
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	381856
<b>Inspection dates</b>	27–28 June 2012
<b>Lead inspector</b>	Sonja Joseph

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Pina Ross
<b>Headteacher</b>	Mr Robert Pattenden
<b>Date of previous school inspection</b>	29 January 2009
<b>School address</b>	Northcourt Road Abingdon OX 14 1 NR
<b>Telephone number</b>	01235 520550
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	27–28 June 2012
<b>Inspection number</b>	381856



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## Introduction

### Inspection team

Sonja Joseph	Additional Inspector
Olson Davis	Additional Inspector
Christopher Crouch	Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 16 teachers and visited 23 lessons, three of which were conducted jointly with the headteacher and deputy headteacher. In addition, they listened to pupils read and visited two assemblies. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at the school's self-evaluation documents, school improvement plans, safeguarding documents and records of internal and external monitoring of the school. Inspectors also analysed questionnaires completed by 150 parents and carers and those completed by pupils and staff.

## Information about the school

Dunmore Primary School is larger than the average-sized primary school. Most pupils are of White British heritage and speak English as their first language. The number of pupils known to be eligible for free school meals is in line with the national average. A well below average proportion of pupils are supported by school action plus or with a statement of special educational needs. The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress. Early Years Foundation Stage provision comprises a Nursery and three Reception classes. The school runs a breakfast and after-school club each day. The school offers a range of extended services for the local community through the on-site children's centre. The centre is subject to a separate inspection by Ofsted and inspection reports are published on the Ofsted website.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Dunmore is a good school. It provides a caring and inclusive environment and pupils achieve well. It is not yet outstanding as not enough of the teaching is outstanding to ensure that pupils make rapid and sustained progress and, although progress is good overall, achievement is still uneven between key stages.
- Pupils enjoy learning and achieve well; they leave Year 6 with attainment that is significantly above average. Accurate assessment has identified that the gaps in performance of different groups in the school are closing. The very large majority of pupils are making good progress and many are making rapid progress. All have a good start in the Early Years Foundation Stage because of the well-managed provision and effective teaching. While pupils' attainment is well above average, progress at Key Stage 2 is more rapid than that at Key Stage 1.
- Teaching is good overall with some outstanding practice. The school provides very effectively for disabled pupils and those who have special educational needs. In some lessons, particularly in Key Stage 1, pace slows because lengthy sessions led by the teacher leave too little time for pupils to work independently and learning tasks do not always provide enough challenge.
- Behaviour and safety and the promotion of pupils' spiritual, moral, social and cultural development are good. These factors make a significant contribution to the calm, productive atmosphere in school. Attendance is above average.
- Leadership and management are good. The headteacher, supported well by staff and members of the governing body, manages staff performance and teaching well. The school has improved provision and maintained good outcomes from the previous inspection. Some subject leaders are not yet sufficiently involved in monitoring provision in their specialist areas, and monitoring of learning does not always sufficiently focus on the progress pupils make.

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

- By July 2013, ensure greater consistency in progress across Key Stages 1 and 2 by increasing the proportion of outstanding teaching, particularly in relation to:
  - ensuring there is an appropriate balance between the time teachers spend talking to pupils and the time pupils have to work independently
  - ensuring that teaching moves learning forward at a good pace so that pupils remain fully involved
  - ensuring that assessment information is used consistently to plan lessons that challenge all pupils.
- Strengthen the quality of leadership and management by ensuring that subject leaders take a more active role in monitoring provision and outcomes within their areas of responsibility and that the monitoring of learning consistently focuses on pupils' progress.

## Main report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills and knowledge that are generally just below expected levels for their age. Progress is good overall and by the time they enter Year 1, children are working at expected levels. The classroom and outdoor areas provide the children with excellent opportunities to thrive and learn. For example, in Nursery, children cooperated well to build from junk materials a beach scene, which developed their communication skills well as they debated what materials to include. They developed their knowledge of area and distance following a map on a treasure hunt. In Reception, pupils developed their mathematical skills in discriminating shape through recording and evaluating their work by taking a photograph of the finished product.

Since the previous inspection, pupils' attainment at Key Stage 1 declined and was significantly below that expected for their age. This has been successfully addressed by the school. A very large majority of pupils attain average levels in reading, writing and mathematics by the end of Year 2. This is due to specific interventions such as the increased emphasis on learning phonics (the sounds that letters make), and ensures that most pupils read confidently by the age of six. During Key Stage 2 pupils make at least good progress. Attainment in English and mathematics at the end of Year 6 is consistently above national averages; attainment in reading is also above average. Pupils read across a wide range of fiction and non-fiction books and most say that they read for pleasure outside school. In lessons observed, pupils of all ages applied their reading skills well. For example, in a Year 1 class, pupils read written questions with complete understanding and were able to carry out the work

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set with minimal help from the teacher.

In Key Stage 2, progress for almost all groups of pupils continues to be better than that expected for similar groups nationally. Both boys and girls achieve well. Disabled pupils and those who have special educational needs do better than typically expected. The parents and carers of these pupils are especially pleased at how their children take part fully in lessons and receive the attention that they need from teaching assistants. Pupils who speak English as an additional language make the same good progress as others because of the inclusive environment found within the school and the tailored support provided.

### **Quality of teaching**

Parents and carers believe that their children are taught well and inspection evidence endorses this view. In the Early Years Foundation Stage, teaching is good overall. Planning takes account of children's interests, and there are opportunities for children to choose activities, explore their world and develop independence. This was illustrated well in an effective lesson outdoors, which included opportunities for children to develop their knowledge of capacity through using gates to restrict the flow of water. All lessons observed promoted spiritual, moral, social and cultural development well. For instance, Key Stage 2 pupils planned and confidently led a whole-school assembly describing their experience of having families in the armed forces. This enabled their peers to develop a sense of empathy which was notable in the concentration of even the youngest pupils as they listened in silence.

In the best lessons, teachers make the purpose of the lesson clear so pupils know exactly what is expected. Teaching assistants help to ensure that disabled pupils and those who have special educational needs take a full and active part in lessons resulting in their good overall progress. Reading skills are taught effectively throughout the curriculum as pupils work in pairs or groups to read number problems or research facts from books or computers. Teachers make learning meaningful by linking subjects together and there are good opportunities for pupils to use their skills in a range of subjects. For example in history, Year 3 pupils developed their narrative skills when writing an eye-witness account of a volcanic disaster.

Teaching makes good use of information and communication technology to support learning. For example, a video clip played during an English lesson to Year 5 pupils on historical characters not only engaged the pupils' interest fully but brought great clarity to their understanding and promoted rapid progress. However, in a minority of lessons the pace of learning is slower. On occasions, pupils sometimes spend too long listening to whole-class explanations, which limit opportunities to work independently; in addition, assessment information is not always used effectively to plan activities that provide sufficient challenge for pupils of all levels of ability.

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## **Behaviour and safety of pupils**

The behaviour and safety of pupils is good, a view confirmed by parents and carers. Pupils respond well to the school's strategies for managing behaviour. From the Early Years Foundation Stage onwards regular routines and expectations, together with clearly understood rewards and sanctions, result in a positive, supportive and happy atmosphere for learning and playing. Pupils usually give full attention in lessons and are keen and eager to answer questions. It is only when teaching is less engaging that their attention occasionally wanders. Around school and during playtimes, pupils are orderly, sensible and very polite to visitors. The school's log of behavioural incidents and other records show that behaviour is good over time. There have been exclusions during recent years but records show that these have been used as part of a well-managed behaviour policy and the frequency of exclusions is reducing. There is close liaison with external agencies to meet the needs of pupils whose circumstances make them most vulnerable and potentially disaffected. There are good examples of pupils being helped to manage their own behaviour better, so that their progress in lessons has improved. Pupils have a good understanding about what constitutes unsafe situations and talk confidently about how to keep safe when facing dangers such as fire, water or roads.

Pupils say that behaviour is good in lessons, and usually at other times as well. They say they feel safe in school and have a good understanding of what constitutes different types of bullying, including that which is prejudice-based and cyber-bullying. There is no evidence of bullying of any kind in the school. Pupils are confident that if bullying did occur it would be dealt with well by adults. The questionnaire responses from both parents and carers and pupils about behaviour and bullying were very positive. A few parents and carers made reference to occasional disruption in lessons, but school records show that this is associated with the behaviour of a very few pupils with behavioural and/or emotional difficulties, which was seen to be well managed.

## **Leadership and management**

Leadership and management are good. The headteacher and deputy headteacher form a strong team which is committed to providing the best for pupils. Strategic planning is of good quality and is founded firmly on tackling issues identified as a result of accurate evaluation of the school's effectiveness. For example, the tracking of pupils' progress towards increasingly demanding targets has been sharpened. As a result, gaps in achievement between different groups of pupils are closing quickly, reflecting the school's good promotion of equalities. Discrimination is addressed effectively. Issues from the previous inspection have been tackled successfully. The monitoring of teaching and learning, the use of targeted professional development and procedures for managing performance are also more rigorous. This is resulting in significant overall improvement, although leaders recognise that more teaching needs to be outstanding to accelerate pupils' progress further. Although subject leaders contribute to the school's monitoring and evaluation, some have a limited remit for the monitoring of teaching; this makes it difficult for them to fully support

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the improvement of teaching within their subject. In addition, monitoring does not always focus sufficiently on pupils' progress. Nevertheless, improvements in achievement, the quality of teaching and attendance since the previous inspection demonstrate the school's capacity to continue its upward trend.

The imaginative and effective curriculum provides good opportunities for pupils to extend their core skills when studying other subjects and these are well established through the 'Launchpad curriculum', which effectively links areas of learning together through partnerships with local schools and colleges. Visitors and visits, as well as the breakfast and after-school clubs, sport and enterprise activities, are greatly valued by pupils and enrich the curriculum, helping to extend pupils' horizons. Pupils also benefit from specialist teaching in music, performing arts and physical education. This is having a strong impact on pupils' enthusiasm for learning and makes a good contribution to their spiritual, moral, social and cultural development. Working closely with the children's centre, the school is steadily increasing parents' and carers' engagement with school.

The governing body supports the school well and is effective in challenging the school to improve. Governors ensure that all safeguarding and child protection policies and practice meet requirements.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.**



30 June 2012

Dear Pupils

**Inspection of Dunmore Primary School, Abingdon OX14 1NR**

On behalf of the inspection team, I would like to thank you for the very friendly welcome you gave to us when we inspected your school recently. As you know, we came to see how well you are doing, and what you told us helped with our findings.

Your views, including those given in the questionnaires some of you completed, helped us to make our judgements. You will be pleased to know that we agree with you that yours is a good school. You make good progress and, by the time you leave, you reach standards that are higher than those gained by most pupils nationally. Your behaviour is good and this means that lessons are rarely disrupted. You feel safe at school and your parents and carers agree that the school looks after you well. You told us how much you enjoy your lessons and we agree that you are taught well. I did notice that some of you sometimes found tasks too difficult or too easy, so we have asked the teachers to make sure you always get the right amount of challenge so that you can all do your best. We have also asked leaders to check that you are always learning quickly in your lessons, and that you have plenty of opportunities to work independently.

The headteacher and staff are working to make your school even better. You can all help by continuing to work hard. I wish you every success for the future and hope that you continue to enjoy your learning.

Yours sincerely

Sonja Joseph  
Lead inspector

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