

# Dunnington Church of England Voluntary Controlled Primary School

Pear Tree Lane, Dunnington, York, North Yorkshire YO19 5QG

**Inspection dates** 6–7 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Good and sometimes outstanding teaching ensures that the very large majority of pupils make at least good progress. As a result, they grow into confident and articulate young people who are well-prepared for the next stage in their education.
- Teachers mark pupils' work thoroughly. Pupils take account of and respond very positively to teachers' comments and feedback. This makes a significant contribution to their good progress.
- Pupils' behaviour is exemplary in lessons and around the school. They enjoy school and feel extremely safe. Pupils are happy, secure and ready to learn. As a result, pupils' attendance is above average.
- Pupils' spiritual, moral, social and cultural development is outstanding. It is promoted extremely well through the curriculum and a range of well-considered and well-planned activities. Parents are highly supportive of the school.
- The headteacher provides strong leadership. She has a clear view of how successful the school can be and what actions are needed to achieve it.
- Rigorous systems and checks by the headteacher and senior leaders are used effectively to plan training programmes for staff to improve the quality of teaching.
- The governing body knows the school well. It provides a good level of support and challenge to school leaders.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to further improve pupils' level of achievement.
- In some lessons more-able pupils are not always sufficiently challenged to enable them to attain the higher levels.
- Teachers do not always check and assess learning during lessons sufficiently quickly to ensure that all pupils make better than good progress.

## Information about this inspection

- Inspectors observed 16 lessons of which two were joint observations with the headteacher. In addition, the inspection team made a number of short visits to lessons and listened to pupils read.
- Meetings were held with two groups of pupils, representatives of the governing body, senior and middle leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunch time. Discussions were held with parents who brought their children to school.
- When planning the inspection the team took account of 76 responses to the on-line questionnaire (Parent View) and additional views submitted independently to the school. The views of 18 staff who returned questionnaires were also taken into account.
- The inspectors observed the school's work and took into account work in pupils' books, the school's own data on pupils' current progress, improvement plans, planning and monitoring information, minutes of the governing body meetings, records relating to behaviour and attendance and policies and documents that relate to safeguarding.

## Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Jim McGrath

Additional Inspector

## Full report

### Information about this school

- This school is an average-sized primary school.
- The school does not provide any other alternative provision for pupils either on a full- or part-time basis
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- Nearly all pupils are White British.
- The proportion of pupils who speak English as an additional language is well below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Raise pupils' attainment and increase the proportion of outstanding teaching by:
  - ensuring that there is always sufficient challenge in the work provided in lessons , especially for the more able pupils
  - ensuring pupils have more well-planned opportunities to apply their mathematical skills to meaningful problem-solving activities in different subjects
  - ensuring teachers check the learning and progress pupils make during lessons sufficiently quickly to allow time to intervene and make changes if necessary, so all pupils can make better than good progress.

## Inspection judgements

### The achievement of pupils

**is good**

- The Reception classrooms and outside learning area provide children with stimulating, well-resourced environments in which to learn. Children start school with skills that are typical for their age. Supported by skilful teaching and imaginative, purposeful activities they quickly acquire knowledge, increase their understanding and develop their level of confidence and curiosity.
- Pupils, including disabled pupils, those with special educational needs and those supported by the pupil premium, make and sustain at least good progress through the school. This has resulted in a five-year trend of attainment in reading, writing and mathematics which, despite a dip in 2012, is above average by the end of Year 6.
- Reading is a priority throughout the school. The systematic approach to the teaching of linking letters and sounds is extremely effective in developing early reading skills. Pupils tackle unfamiliar words well and read with fluency and expression. Parents contribute to their children's success by listening to reading at home and writing comments in reading diaries.
- As pupils move through the school they develop a love of reading. They read widely and often. This was exemplified by one pupil who said, 'Reading lets me into new worlds which become real when I'm absorbed in the book.' They tackle demanding books and show a mature understanding of the moral and ethical issues within them.
- Pupils' books show that they have made good progress already this year. They enjoy writing and use their imaginations, their extensive knowledge of books and their well-developed vocabularies to bring settings, characters and events to life. For example, a Year 5 pupil on being given a picture by the teacher wrote almost instinctively, 'Hovering gently above the ground the slimy toad piloted the lily pad beyond the garden and through the bulrushes.'
- Pupils are proud of their work. In all subjects it is presented neatly and accurately, enabling pupils to look back and make amendments and revisions easily.

### The quality of teaching

**is good**

- Parents greatly appreciate the good teaching and extremely positive relationships between their children, teachers and support staff. In the vast majority of lessons observed, teaching is good and some is outstanding. However, not enough teaching is outstanding to ensure that more pupils make exceptional progress from their individual starting points.
- Where teaching enables pupils to make good or better progress it is characterised by: high expectations of what pupils can achieve, including those who are supported by the pupil premium; accurate assessment of pupils' work so that activities fully engage and challenge all pupils; regular opportunities for pupils to respond to their teachers' feedback and marking and the continuous promotion of excellent relationships, behaviour and pupils exemplary attitudes to learning.
- Teachers generally plan activities that are well matched to pupils' needs and abilities. However, they do not provide pupils with enough opportunities to apply their mathematical skills to meaningful problem-solving activities nor, on occasions, do they offer sufficient challenge to the more-able pupils.
- Teachers' questioning skills are good. Pupils respond enthusiastically, relishing the opportunities to put forward their views or explain the strategies they have used solve a problem. However, in some lessons teachers do not assess pupils' progress quickly enough so they can intervene if necessary to ensure all make at better than good progress.
- Marking and feedback across the school is excellent. It informs pupils what they have done well so that they can check the progress they make towards meeting challenging targets. It provides clear guidance on what they need to do to improve and often sets a fun activity to extend or consolidate their learning. Pupils' enthusiastic responses to teachers' comments and feedback on

all occasions make a significant contribution to the good progress they make.

- Responses to Parent View show that all parents believe their children are taught well. The very large majority feel that they make good progress and endorse the school's approach to homework.

### **The behaviour and safety of pupils**

**are outstanding**

- The school places children at the centre of all it does and has high expectations of how well they conduct themselves. Pupils' responses make an exceptional contribution to the atmosphere of mutual respect and consideration for others in this calm and happy school.
- Pupils have outstanding attitudes to learning. They are attentive, work well with each other and often enter into meaningful discussion to clarify their ideas.
- Staff ensure that all pupils are cared for well. Through highly personalised programmes of support those pupils with behavioural or emotional difficulties learn how to control their own behaviour.
- Pupils reflect on the impact of their behaviour on others. They take full responsibility for their personal conduct and are extremely courteous. For example, one pupil said, 'We are responsible for our own behaviour. We have learned that how we behave affects others and changes what people think of us.'
- Pupils have a very good awareness of how to stay safe when, for example, they use the internet. They say they feel very safe in school and were keen to tell inspectors that bullying is extremely rare. The overwhelming majority of parents who responded to Parent View believe that the school looks after their children extremely well and keeps them very safe.
- Through a programme of well-planned activities and assemblies pupils develop an outstanding respect and empathy for the culture and beliefs of others and an astute understanding of their rights and responsibilities. This was exemplified by a Year 6 child who said that, 'because we understand different faiths and cultures it helps us to be more tolerant.'
- Pupils are very proud of their school and love being there. This is reflected in the above average level of attendance.

### **The leadership and management**

**are good**

- The headteacher has a very clear view of how successful the school can be. She provides strong leadership and is very well supported by a senior leadership team who are highly competent and have a good understanding of their own particular phases.
- The school's procedures for gaining an accurate view of its performance are rigorous. They inform plans for the future that are clear about how improvements will be made. A main priority for the school is to improve the quality of teaching and raise achievement from good to outstanding. This ambitious aim is reflected in the effective training programme for all staff.
- The school's leadership promotes and checks on equal opportunities well and has developed effective systems to check the progress of individual pupils. A number of well-considered actions aimed at raising pupils' attainment have been implemented. For example, additional funds received to support pupils eligible for the pupil premium is used effectively to accelerate the progress they make and close the gap with other pupils in their learning.
- The curriculum is rich and exciting. It captures pupils' imaginations because subjects and themes are made relevant to them and take account of their interests. It provides them with a range of well-planned opportunities to apply and develop their skills across a range of subjects, especially in reading and writing. However, there are too few opportunities for pupils to apply their mathematical skills to problem-solving activities in other subjects.
- The curriculum, including residential visits, opportunities to take part in musical and drama productions and extra-curricular activities, makes a strong contribution to pupils' outstanding spiritual, moral, social and cultural development.

- Well-established lines of communication ensure parents are well informed and opportunities for them to engage with and support their children are effective.
- The vast majority of parents believe that the school is well managed and almost all would recommend this school to another parent. One parent said of the school, 'It's like a family. It lives up to its motto of growing up and learning together.'
- **The governance of the school:**
  - Governors are well led by the Chair of the Governing Body. They support the school very effectively and are rigorous in offering school leaders a high level of focused, in-depth challenge. They make a significant contribution to the regular checks made on the school's performance and progress towards objectives within the school's plans for the future. Individual governors visit regularly extending their knowledge and understanding of what good teaching looks like. They understand data and the achievement of groups of pupils is monitored closely, including those known to be eligible for the pupil premium, to make sure that any underachievement is identified and successfully tackled. They ensure pupil premium funding is well spent. Governors ensure that performance management is linked closely to the standards expected of teachers, to improving pupils' achievement and to the pay scales that teachers are on. They encourage and challenge all staff to improve their skills in teaching and leadership and management through well-focused professional development. The governing body ensures safeguarding procedures meet statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121530
<b>Local authority</b>	York
<b>Inspection number</b>	403467

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

<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>	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Parkinson
<b>Headteacher</b>	Caroline Hancy
<b>Date of previous school inspection</b>	9 January 2008
<b>Telephone number</b>	01904 552910
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