

Dundry CE VC Primary School

110 Dundry Lane, Dundry, Bristol, BS41 8JE

Inspection dates

4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress in mathematics is not good enough, particularly mental arithmetic. For a number of pupils, the work they are given to do is far too easy.
- Pupils' handwriting and the way in which pupils present their work are not of a high enough standard.
- Pupils' individual targets in mathematics do not always link to what pupils are studying and they are given far too long to reach the targets that are set.
- Teachers' expectations, particularly in relation to pupils' handwriting and presentation of work, are too low.
- Senior leaders do not check often enough on the amount and quality of work in pupils' books.
- The governing body does not check closely enough on how well the school meets the needs of all pupils, especially different ability groups.

The school has the following strengths

- Pupils make good progress in reading because of strengths in the teaching of reading, especially letters and sounds (phonics).
- Pupils' behaviour has improved since the last inspection and is now good. Pupils feel safe in school.
- Pupils' skills in spelling, grammar and punctuation are much better than at the time of the previous inspection.
- The school has strong links with the local community and neighbouring schools to support pupils' learning, especially in physical education.

Information about this inspection

- The inspector observed seven lessons, three of which were with the headteacher. In addition, he carried out a learning walk in which he briefly visited all classes. Together with the headteacher, he spent time looking at a range of pupils' work in English and mathematics.
- The inspector held meetings with the headteacher, the school staff, the Reception group teacher, the Chair of the Governing Body and another member, and a group of pupils from Year 6. He had a telephone conversation with a representative of the local authority.
- He took account of the 11 responses to the on-line questionnaire (Parent View) and of the 40 responses in the school's most recent questionnaire to parents. He looked at five questionnaires returned by staff.
- The inspector looked at documentation, including policies and procedures for safeguarding pupils, the school improvement plan, minutes of meetings held by the governing body, the school's data showing progress of pupils and notes of visit made by local authority staff.
- At its previous inspection the school was judged to be satisfactory. In June 2011, it had a monitoring inspection led by one of Her Majesty's Inspectors.
- On the second half of the first morning of the inspection, pupils in Years 5 and 6 had a swimming lesson at Backwell. On the second day of the inspection, the school held its annual Christmas lunch in the village hall.

Inspection team

David Curtis, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller-than-average-sized primary school. The number of pupils within each year group varies considerably, for example there are currently five pupils in Year 5 and 13 in Year 6.
- There are three classes made up of Reception and Year 1; Years 2, 3 and 4; and, Years 5 and 6.
- Forty per cent of the pupils live in the school's catchment area with the rest coming mainly from Bristol.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals and looked after children) is below the national average; in some year groups no pupils are known to be eligible.
- The proportion of pupils on the school's register of special educational needs supported at school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- An acting deputy headteacher was appointed to the school for the current academic year.
- A very small number of pupils receive alternative provision at the local authority's Behaviour Improvement Centre in Weston-super-Mare.
- Since the last inspection, the school has experienced significant amounts of staff absence.

What does the school need to do to improve further?

- Improve the teaching of mathematics in order to raise pupils' achievement to good, by:
 - ensuring there is a much stronger focus on mental arithmetic
 - ensuring that planning of lessons provides challenge for all pupils, especially the more able
 - ensuring that pupils' targets link more closely to the aspect of the subject being taught.
- Improve teachers' expectations of the way in which pupils present their work, especially the quality of their handwriting.
- Improve leadership and management by:
 - developing a robust approach to checking on pupils' achievement in mathematics on a weekly basis
 - ensuring that staff apply the school's policy for handwriting and presentation of work in all lessons.
- Improve governance by increasing members' knowledge and understanding of the provision for and progress of the different groups of pupils in the school.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make fast enough progress in mathematics. Their mental arithmetic skills are not strong enough for them to make quick calculations. Pupils often spend too long practising things that they already know, understand and can do. A number, particularly the more able, say that their work is too easy and that they are not challenged enough in lessons. Work in books shows too much time spent 'doing sums' rather than using skills in problem solving and investigations.
- Pupils' handwriting and general presentation of work are not good enough. In their books there is evidence, for example, of pupils one day writing in a neat and joined-up style and then the next day going back to printing. Equally, there are examples of pupils using printing and joined-up letters within individual pieces of work.
- Pupils' skills in spelling, grammar and punctuation have improved since the previous inspection and work in books shows rapidly improving progress in the use of these skills, together with a wider and more interesting use of vocabulary. There are good examples of pupils using these skills successfully in geography and history, including in word processing.
- Children in the Reception make a good start to reading because they learn their letters and sounds quickly and successfully. Children in Reception make good progress in mathematics, especially in counting up to 20.
- Pupils in Years 1 to 6 build successfully on the good start in Reception and achievement in reading by the end of Year 6 is good. Pupils talk confidently about why they choose a particular book and they show good skills when reading unfamiliar words. They read fluently and with good expression.
- The progress of pupils supported by the pupil premium is improving rapidly because of good additional one-to-one support, with the result that gaps in their performance, when compared to those not supported, are closing quickly.
- The progress of disabled pupils and those with special educational needs is improving and the gap between those supported at school action with similar pupils nationally is closing. In mathematics, these pupils make better progress because of the successful way the school uses a commercial scheme of work, where pupils are taught in pairs to support their learning of basic number skills.

The quality of teaching

requires improvement

- Teachers do not plan enough time for pupils to develop their mental arithmetic skills, particularly in offering enough challenge to meet the differing learning needs within mixed-age classes.
- Similarly, planning for learning in lessons on topics, such as fractions, does not stretch and challenge pupils enough, particularly the more able. For example, when pupils in Year 6 were asked to find equivalent fractions for a half, a quarter and three quarters, they said, 'We know already how to do these – it is too easy!'
- In Years 2 to 6, teachers give pupils targets for mathematics that are set at the start of each half term, but often these targets have no link to the aspect of mathematics being studied. For example, in work on data handling, there were no targets set. In a few books, the inspector and the headteacher found no recorded work linked to the targets set. In addition, teachers give pupils far too long to achieve the targets. The lack of effective target setting has a significant impact on pupils' achievement in mathematics.
- In their marking and monitoring of pupils' work in lessons, teachers do not insist that pupils should be using a joined-up style of handwriting and taking care in the way they present their work, such as using a ruler to draw straight lines.
- In other aspects of marking, teachers are more successful, especially in telling pupils what they have done well and expecting them to make written comments in response to marking. However, marking does not always make it clear to pupils how to make their work better and it

is not always linked to their targets, particularly for those for writing.

- The teaching of reading is good. In Reception and Year 1, the teaching of letters and sounds is good because the teacher and learning support assistant are skilled in moving children's learning on at a fast pace. These strengths continue throughout the school, especially in developing their understanding of what the children read.
- In Reception and Year 1, the use of targets is good, because it is based on giving children 'I can' statements linked closely to each piece of work they do in writing and number. Children in Reception enjoy the challenge of trying to reach the Year 1 'I can' statements.
- Learning support assistants are deployed well and they make a good contribution to the improving progress of pupils known to be eligible for the pupil premium, and those with special educational needs, especially through one-to-one support.

The behaviour and safety of pupils are good

- Behaviour has improved significantly since the last inspection. Pupils who are supported by the local authority's behaviour improvement plan have made significant gains in confidence and self-esteem. Those pupils supported at the centre in Weston-super-Mare benefit too.
- Attendance has improved and is now above average and reflects pupils enjoying the stability in teaching that, for many, was missing over the past few years.
- Pupils feel safe in school. Pupils manage their behaviour successfully, although girls in Year 6 said that they would like sometimes to have space for themselves at lunchtimes.
- Pupils understand that bullying comes in many forms, especially physical, verbal and cyber. They are confident that there is no bullying in the school, and should it happen it would be dealt with by staff.
- In lessons, pupils work well in pairs and groups, but they do not take sufficient care and pride with their handwriting and presentation.
- Children in Reception are happy, secure and confident and their behaviour is good, and at times excellent. They show good levels of concentration, for example in making rockets and then wrapping them up as Christmas presents.

The leadership and management require improvement

- Even allowing for the reliability of data in relation to very small year groups, there is a clear trend of slower progress in mathematics over the last two years, especially in Key Stage 2. Senior leaders do not check-up frequently enough on the range and quality of work in pupil's books. As a result, issues linked to mental arithmetic and pupils finding work too easy have not been picked up and addressed sufficiently. The school has identified mental arithmetic as an area for improvement within its school development plan.
- Similarly, the school has a policy for handwriting and presentation of work, but senior leaders have not checked whether teachers apply this policy consistently with the result that pupils' handwriting and presentation are not good enough.
- The school's self-evaluation is accurate but leaders and governors do not explore in enough detail the reasons for slower progress, especially in mathematics.
- The headteacher has led the school successfully through a period of significant challenge and difficulty and has brought about improvements in reading, writing, behaviour and attendance since the last inspection.
- The local authority has provided significant and effective support since the last inspection. The level of support has been reduced from September 2012 because the authority judges that the school has capacity to bring about improvement and inspection findings support this.
- The school does not tolerate discrimination in any form. It works hard to promote equal opportunity for all pupils and it is successful in closing the gaps in the performance of groups of pupils, especially those known to be eligible for the pupil premium. Funding for these pupils has

been used to good effect, particularly in the provision of additional one-to-one support. Additionally, funding enables these pupils to play a full part in all that the school offers, including residential visits.

- The curriculum gives pupils good opportunities to use their literacy, numeracy and information and communication technology skills in other subjects, such as history and geography. Through strong partnerships with the village and neighbouring schools, pupils receive their full entitlement to all aspects of physical education that the school cannot provide. The curriculum promotes successfully pupils' spiritual, moral, social and cultural development.
- The curriculum in Reception is planned especially well for communication and language and mathematics. Children's excellent learning diaries give parents a detailed and valuable picture of their children's progress.

■ **The governance of the school:**

- The governing body does not pay close enough attention to ensuring that all pupils in the school, particularly different ability groups, make the best possible progress, nor does it ask searching questions in relation to any possible trends in slower progress of groups by gender and ability. It focuses and challenges effectively on the overall performance of year groups without going into very fine detail of the school's data. However, it does have a clear understanding of how the pupil premium is spent. Members ensure that the school complies fully with all current requirements for safeguarding and child protection. Through the headteacher's reports and visits to school, governors have an accurate picture of the overall quality of teaching and how the performance of teachers links to their salaries.

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

Unique reference number	109189
Local authority	North Somerset
Inspection number	401037

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Anita Heappey
Headteacher	Rhiannon Price
Date of previous school inspection	21–22 October 2009
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