

# Dunholme St Chad's Church of England Primary School

Ryland Road, Dunholme, Lincoln, LN2 3NE

**Inspection dates** 5–6 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Overall, pupils make good progress, with children in Reception and pupils in Years 5 and 6 making outstanding progress.
- Teaching is consistently good or better.
- Pupils learn to read well because they are taught from a young age how to sound out words.
- Relationships between adults and pupils are outstanding.
- Pupils' behaviour is exemplary, and pupils enjoy coming to school.
- Safeguarding processes are very robust, and children feel safe in school.
- The headteacher has a clear understanding of the school's strengths and areas of development, and has shared them with members of staff.
- The Chair of Governors is providing high quality leadership of the governing body.

### It is not yet an outstanding school because

- Not enough teaching is outstanding in all year groups.
- The outstanding progress made by pupils in Years 5 and 6 is not replicated across all year groups.
- Although all teachers collect accurate information on pupils' attainment and progress, not all use it to plan learning.
- Pupils' use of information and communications technology (ICT) in their own learning is under-developed.

## Information about this inspection

- Inspectors observed teaching and learning in 18 lessons taught by seven teachers. A joint lesson observation was undertaken with the headteacher. In addition, inspectors made other visits to classes, looked at pupils' books, listened to pupils of different ages read and examined display work.
- Meetings were held with pupils, the Chair of the Governing Body and other governors, senior and middle leaders and two representatives from the local authority.
- Inspectors took account of 55 responses to the online questionnaire for parents (Parent View), and talked to parents during the inspection.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Andrew Read, Lead inspector

Additional Inspector

Joan McPhail

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Out-of-school provision for children aged 4-11 is provided on the school site. This is not managed by the governing body.
- The proportions of disabled pupils, those who have special educational needs supported through school action, and those supported through school action plus or with a statement of special educational needs are below average.
- A below-average proportion of pupils are known to be eligible for the pupil premium, the additional government funding for pupils entitled to free school meals, for children in public care and for pupils with a parent in the armed forces.
- 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?

- Improve the amount of outstanding teaching across Key Stages 1 and 2 and thus the overall rate of progress made by all pupils by:
  - further developing the use of assessment data to plan teaching
  - providing more opportunities for pupils to use ICT when undertaking independent learning.
- Further strengthen the capacity of leaders to sustain recent improvements by:
  - ensuring that the outstanding teaching of subject leaders is extended to all year groups
  - capitalising on the newly defined governor roles and responsibilities to focus on key areas of development.

## Inspection judgements

### The achievement of pupils is good

- Teachers' assessment data for Key Stage 1 and national test results at the end of Key Stage 2 show that there has been an overall improvement in levels of attainment in English and mathematics since 2010.
- Pupils currently enter the school at expected levels of development. They make very good progress in Reception, entering Key Stage 1 with skills above those normally expected.
- In Key Stage 1, pupils have made increasingly rapid progress in English and mathematics and teacher assessments indicate that levels of attainment are now above national averages. Work seen in pupils' books indicates that this improvement is consistent across all groups of pupils. Attainment in reading is higher than in writing.
- In Key Stage 2 progress is particularly strong in Mathematics in Years 3 and 4 and English in Years 5 and 6. Overall progress made in the last two years of Key Stage 2 in all subjects is outstanding, with some pupils attaining Level 6 in both English and mathematics.
- Pupils eligible for the pupil premium achieve at least as well as expected when compared to similar schools nationally. School assessment data shows that the rate of progress made by these pupils accelerates in line with other pupils in the school towards the end of Key Stage 2.
- Current school assessment data show that disabled pupils and those with special educational needs make a strong start in Reception, and maintain consistently good rates of progress across all year groups.

### The quality of teaching is good

- Teaching is consistently good, with teaching in Reception and Key Stage 2 sometimes being outstanding. Teachers plan particularly well for their pupils in Key Stage 2, using assessment information very effectively to align work to the specific needs of each pupil.
- In Reception, teaching is consistently outstanding. Early Years teachers have a very good understanding of the needs of the children, arising from rigorous and regular assessment. As a result, potential barriers to development are quickly identified and addressed through expert intervention.
- The teaching of phonics (the links between letters and sounds) is good, with pupils encouraged to sound out words from a young age. Pupils have access to a wide range of interesting books which provide a good opportunity for the development of reading skills at school and at home. As a consequence, all pupils are fluent and confident readers by the time they leave the school in Year 6.
- In Key Stage 1 teaching is good. The school's self-evaluation documentation and past data from teachers' assessments suggest that this is a recent improvement. Teaching is not outstanding in this key stage because, when compared to Key Stage 2, the activities planned by teachers are not as well matched to pupil needs.
- Teaching ranges from good to outstanding in Key Stage 2. Where it is outstanding, it is well

matched to pupils' different abilities, with planning based on accurate assessment data. For example, in Years 5 and 6, learning is often undertaken in small groups of pupils of similar ability. The make-up of these groups is adjusted in the light of continuous teacher assessment.

- The school has rigorous processes in place to collect and moderate teacher assessments. High quality marking accurately assesses pupils' attainment and informs them of their next steps in learning. Testing is also well used to measure pupils' progress. Assessment outcomes are moderated across a cluster of schools, and by the local authority. Not all teachers make the most of this information in planning teaching to meets the needs of individual pupils.
- The use of ICT to support pupil's independent learning is underdeveloped. For example, whilst teachers use ICT devices effectively in whole class teaching, pupils do not take full advantage of the available technology when researching curriculum topics.
- The deployment of support staff is effective. They have good subject knowledge and the quality of their teaching is consistently good. Pupils with additional needs make good progress in their care, which includes high quality pastoral support both in and out of school.
- Pupils eligible for the pupil premium receive teaching support from a dedicated family support worker who also provides targeted in-class teaching support. This funding is also used to pay for learning resources and paid-for trips.
- Teaching contributes to the outstanding provision for pupils' spiritual, moral, social and cultural development across all year groups. Pupils actively participate in extended learning opportunities within the community, benefiting from good quality teaching in a wide variety of artistic, musical and spiritual contexts.

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

- Pupils' attitudes to learning are exemplary. For example, they are keen to discuss the relative merits of their work with other pupils and adults and articulate their ideas very well.
  - The vast majority of parents, staff and pupils are very positive about the behaviour and safety of the pupils. Parents report that any concerns raised are dealt with effectively by all members of staff, and that communication with parents concerning pastoral issues is extremely good.
  - Teachers are consistent and skilled in their behaviour management in lessons, and pupils' good behaviour also contributes to effective learning. Adult-pupil relationships are outstanding at all times, with pupils describing school as 'home-from-home'. Attendance and punctuality are consequently very good.
  - High quality intervention is made available for any pupil with a behavioural difficulty. Such provision is successful in minimising any impact on others while providing care and support for the pupil in question.
  - Pupils are very well behaved, including when they are not being directed by an adult. They show high levels of care and compassion for each other, taking full advantage of the peer-to-peer mentoring systems put in place to ensure good quality pastoral support. As a consequence, concerns over bullying are very rare, and dealt with effectively by both pupils and staff.
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- All groups feel safe at school, and have high levels of awareness of how to keep themselves and others safe, including how to stay e-safe.

## **The leadership and management** are good

- The headteacher, Chair of the Governing Body and teachers with leadership responsibilities consistently communicate high levels of ambition. A recent reorganisation of the structure of leadership and management has enabled better focus on learning outcomes, as demonstrated by very recent improvements in standards of attainment in Key Stage 1.
  - The headteacher has a very good understanding of the strengths and weaknesses of the school, as exemplified by the school's self-evaluation documentation, which is up-to-date, accurate and accessibly written.
  - Following a period when the quality of teaching was variable, teaching is now consistently good or better across the school. This is because of rigorous monitoring, effective performance management and an inclusive approach to whole school self-evaluation. For example, following a recent consultation exercise, teachers have been deployed to ensure the best possible match of year groups to their teaching experience. This is having a positive impact on the quality of learning, because teachers have a close understanding of age-related expectations.
  - Leadership of the Early Years Foundation Stage is outstanding, leading to outstanding provision. In Key Stages 1 and 2, subject leadership in English, mathematics and science is underpinned by expert knowledge, with teaching by subject leaders being routinely outstanding. However, this teaching expertise is not yet fully shared across all year groups, and remains an area of development for the school.
  - The coordination of provision for disabled pupils and those who have special educational needs is good, and effectively monitored by the headteacher. A new coordinator is in post, and is currently undergoing national accreditation. A member of support staff provides effective help to the families of children who have additional challenges.
  - The process by which leaders and managers collect and analyse assessment data is rigorous. However, the benefits afforded by such accurate information are not fully realised in all year groups. Leaders and managers have not ensured that all teachers understand and can use such information to plan their teaching.
  - Safeguarding arrangements comply with regulations, and leaders and managers are well equipped to undertake safe staff recruitment and identify and respond to concerns regarding child welfare.
  - The curriculum is well balanced and provides many exciting opportunities for pupils to develop in a broad range of areas, with full opportunity taken to develop links with the community and across the Diocese of Lincoln.
  - **The governance of the school:**  
The governing body is effective in its management of the school, having undergone recent re-organisation. Governors' roles and committee responsibilities are now focused on development areas, resulting in an improved capacity to hold the school to account. For example, performance management processes are well linked to whole-school priorities. Such change is
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a consequence of outstanding leadership from the Chair of Governors, who has a very good understanding of information on pupils' performance. As yet, the use of such information is not consistent across all governor committees, and is a recognised area of development. Governors know that the pupil premium funding is being spent on well targeted additional provision, and that this is leading to good quality pupil outcomes.

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## 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>	120569
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	405942

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>	159
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Allibone
<b>Headteacher</b>	Patricia Ruff
<b>Date of previous school inspection</b>	11 November 2010
<b>Telephone number</b>	01673 860597
<b>Fax number</b>	01673 860597
<b>Email address</b>	dunholmestchads@dunholme.lincs.sch.uk

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