

Duston Eldean Primary School

Inspection report

Unique Reference Number	121945
Local Authority	Northamptonshire
Inspection number	359128
Inspection dates	15–16 February 2011
Reporting inspector	Peter Kerr

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Bob Somogyi
Headteacher	Cathy Moore
Date of previous school inspection	21 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons and all 16 teachers were seen teaching. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at policies, documents, minutes of meetings, records of pupils' progress and 106 completed questionnaires from parents and carers.

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

- Do more-able pupils make enough progress and is attainment above average?
- Have recent curriculum innovations had a positive impact on pupils' progress and personal development?
- Do all staff with leadership responsibilities play their part in school improvement?
- Do pupils have a good appreciation of diversity within and beyond their locality?
- Are links between letters and sounds taught effectively in Reception?

Information about the school

The school is a larger than average primary school serving an urban population. About one tenth of the pupils are from a minority ethnic background, and about two thirds of this group speak English as an additional language. These proportions are below average. Very few pupils are known to be eligible for free school meals, but hot meals are not provided at the school. One fifth of the pupils, which is an average proportion, are identified as having special educational needs and/or disabilities. Most of these pupils have a moderate learning difficulty. Very few pupils have a statement of needs. A pre-school breakfast club and an after-school club are run in the school by an outside agency; these are inspected separately. The school recently gained the Inclusion Quality Mark and Healthy School status.

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

This is a good school. Outstanding leadership and management by the headteacher, deputy headteacher and extended leadership team keep the school on a secure course in the pursuit of excellence. Pupils' progress is good and rapidly improving and standards are above average at the end of Year 6 and rising. The pupils' behaviour is outstanding and they have an excellent understanding of how to keep safe and stay healthy. They are particularly mature in their emotional development, showing a high degree of self-awareness and sensitivity to the needs of others. As a result, they are well-prepared for the next stage of their education and the world of work. Outcomes are not yet outstanding overall because previous dips in progress for some pupils mean that current levels of attainment, though above average, could be higher. Pupils work at appropriately challenging levels in lessons, but do not fully exploit their developing skills through extended creative and practical projects.

The significant improvements in outcomes since the last inspection have been brought about by an outstanding curriculum and good teaching. Pupils are encouraged to reflect on and take responsibility for their own learning, and lessons provide good challenge and support for all groups of pupils. Teaching is improving, with some that is outstanding, but there are not yet enough good and outstanding lessons to ensure maximum progress for all year groups. The Reception classes provide a good Early Years Foundation Stage curriculum so that children have an enjoyable and confidence-building start to their school life. High quality care, guidance and support throughout the school, including transition arrangements into Year 1 and on to secondary school, are a hallmark of the school's outstanding ethos. This ensures that pupils' individual needs are met fully at all stages.

The school has a good capacity to sustain the current rate of improvement. High expectations, accurate self-evaluation and clear accountability underpin challenging but achievable goals that are continually reviewed. The school is a thriving, integrated community and has good links within the locality, especially with other educational establishments. An excellent partnership with parents and carers provides an extra layer of support for pupils' personal development and progress. Procedures for promoting community cohesion meet requirements but lack clarity of purpose and are not monitored and evaluated rigorously enough.

What does the school need to do to improve further?

- Raise attainment in English and mathematics so that it is consistently above average or high by:
 - continuing to increase the proportions of good and outstanding teaching

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- providing pupils with more open-ended questions and creative projects to extend their skills and develop their originality.
- Improve the school's procedures for promoting community cohesion by:
 - focusing the action plan more closely on socio-economic, ethnic and religious diversity within and beyond the school and local community
 - clarifying the purpose of each initiative in relation to specific aims
 - monitoring and evaluating the impact of actions on the pupils' understanding and appreciation of diversity.

Outcomes for individuals and groups of pupils**2**

Pupils' attainment is broadly average on entry to Year 1. Pupils of all ethnic backgrounds make good progress through the school in both English and mathematics to reach above-average attainment by the end of Year 6. This is a marked improvement since the last inspection. Gaps in pupils' knowledge resulting from previous dips in progress are rapidly diminishing as a result of greatly improved tracking and individualised support. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good progress because the work they are given closely matches their needs.

Pupils know their targets and strive hard to achieve them, taking pride in their work. The pupils who showed inspectors round the school, for example, explained very clearly how they were doing and how best they learn. The pupils have a high degree of autonomy and make informed choices about their learning. Their positive approach to all that they do was evident throughout the inspection. Pupils were particularly enthusiastic about the new 'learning platform' that enables them to develop an individualised, secure site on the computer. Many pupils were observed using modern technologies confidently. This experience helps to equip them well to meet the rapidly changing demands of school and eventually the work-place. Evidence of their undertaking extended creative or problem-solving projects independently is more limited. They work hard in lessons, collaborating successfully and persevering when tasks are demanding. Their excellent behaviour greatly supports learning in most lessons because they get on with tasks unsupervised, leaving the adults free to give help those who need it. In the most effective lessons, the most able learn well because they have suitably difficult tasks, but on occasions they can easily accomplish the work and therefore could achieve even more.

The pupils' spiritual, moral, social and cultural development is good. They are remarkably reflective and show great sensitivity to the needs of others, whether their immediate friends or people less fortunate than themselves. For example, in a discussion on poverty, Year 6 pupils showed exceptional maturity by raising fundamental questions about why it existed and what they and governments should or could do about it. They relate well to all their friends in the school regardless of ethnic origin, religion or background, but do not have a highly developed knowledge and understanding of the ethnic and religious composition of the locality or other areas of the United Kingdom and beyond.

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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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Provision has significantly improved since the last inspection. There is no inadequate teaching and an increasing number of lessons are outstanding. The main reason for the improvement is that teachers closely track the impact of lessons on pupils' progress and use this information in further planning. Teachers use a wide range of resources to enliven lessons and ensure active participation by the vast majority of pupils, by catering for individual learning styles. Relationships are very relaxed and respectful and expectations are high. Where lessons are good but not outstanding, the main area for improvement is in providing opportunities for pupils to use their skills in more adventurous and creative ways. Such opportunities are planned on occasions for some of the most-able pupils but this not yet an integrated part of provision for all pupils.

The outstanding curriculum is planned around an innovative approach to pupils' learning that encourages them to take a high degree of responsibility for their own progress. Regular lessons help pupils to reflect on how best they learn and then to apply the methods most suited to them. Teachers use assessments well to identify groups of pupils needing extra help with forthcoming lessons. Teaching assistants then re-enforce skills in pre-teaching sessions so that these pupils can keep up with the lessons. During the inspection, a lesson was observed in which these pupils made better progress than others because of the pre-teaching input. Many pupils benefit from instrumental lessons and the wide range of extra-curricular clubs have a high take up. An assembly held during the

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inspection celebrated a recent sporting competition, video footage of which illustrated widespread enjoyment and skill among the pupils and excellent sportsmanship.

Weekly Every Child Matters meetings encapsulate the school's exemplary approach to caring for pupils. A wide range of agencies are involved as needed and no stone is left unturned in the pursuit of individually-tailored provision for any pupil who needs it. The school runs adult literacy and numeracy classes to encourage as many parents and carers as possible to become better equipped to help their children at home and to understand what is expected of them at school. The classes also are attended by parents and carers from other local schools. The children are fully aware of the level of support that is provided and all say that they feel very safe and well cared for in school.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has established a distinctive ethos for the school that is recognised and respected within the locality. She has led the way in adapting an innovative curriculum designed to suit the particular needs of the school. Together with the deputy head she has forged a very cohesive and effective extended management team that has built up an accurate picture of the school's strengths and weaknesses. Subject leaders have very clear remits and play an active role in whole-school development. High expectations are set for and accepted by all staff and pupils and appreciated by parents and carers.

The governing body fulfils its obligations well. It has a good understanding of the school's strengths and weaknesses and provides challenge as well as support. Procedures for safeguarding are good. Meticulous records are kept of all matters that could relate to safeguarding and risk assessment procedures are exceptionally rigorous. This approach ensures that safeguarding is threaded throughout the curriculum, contributing to pupils' outstanding awareness of how to stay safe. The school is very effective in promoting equality of opportunity and tackling discrimination. This is exemplified by the way it has responded to the needs of pupils arriving at the school with little or no English. Strenuous efforts are made to recruit first-language speaking helpers and to involve parents and carers fully in supporting their children so that they can quickly become competent in English and begin to make good progress. Community cohesion is promoted satisfactorily, but the school's action plan does not focus sharply enough on socio-economic, ethnic and religious diversity.

Outcomes for pupils, all aspects of provision and the quality of leadership and management have all improved since the last inspection. Rigorous steps to improve the quality of teaching have been effective and continue to raise it further. Staff and

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governors share a clear-sighted view of the school's improvement agenda and are rightly confident that excellence is realistically within their grasp.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision in the Early Years Foundation Stage has improved from satisfactory to good since the last inspection. Children enter the Reception classes from a very wide range of pre-school settings with attainment that is broadly typically of that expected for their age. Attainment on entry is slightly lower in emotional development and in areas relating to reading and writing. Progress is good overall so that most of the children reach the early learning goals in most areas of learning before the end of Reception. Good arrangements are made for those who do not fully achieve all the goals to continue working towards them through play in the early stages of Year 1. Progress is particularly good in relating sounds to letters, which was a weakness at the last report. The children enjoy their daily phonics lessons, which are tailored to match the needs of groups at different stages of development. Progress is also rapid and secure in areas relating to emotional and social development so that the children quickly become sociable and confident learners.

The staff work well together as a team to ensure that the children learn largely through play activities that they choose for themselves. The outdoor area, though small, is used well to provide the choice of outdoor learning for most of the day for all pupils. When adults teach small groups, the activities are planned carefully to build on the children's existing knowledge and skills so that they experience success and enjoyment in their learning. Play activities are planned and prepared in such a way that they encourage the children to continue learning in the areas that have been the focus for the teacher's input. Regular notes are made of children's progress and collated in records of achievement that are used to plan further activities to build on previous learning.

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Health and safety and safeguarding considerations are embedded across the setting and all staff are appropriately trained. Induction procedures into the setting are good. Staff meticulously ensure that all families are offered equal opportunities to visit the school or have a home visit prior to their child starting in Reception. The two teachers work together closely to provide good leadership and management and have a good understanding of the strengths and weaknesses in provision and how to keep improving it.

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

The parents and carers who returned completed questionnaires expressed overwhelmingly positive views of the school. Good leadership and caring staff were commented on. There were no areas in which any significant number of parents and carers expressed dissatisfaction. All those who responded agreed that the school kept their children safe and helped them to stay healthy. They also all agreed that the school is well led and managed and were happy with their children's experiences. The inspection team fully endorses the confidence that the parents and carers express in the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Duston Eldean 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 106 completed questionnaires by the end of the on-site inspection. In total, there are 342 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	67	28	32	0	0	0	0
The school keeps my child safe	70	80	18	20	0	0	0	0
My school informs me about my child's progress	54	61	33	38	0	0	0	0
My child is making enough progress at this school	60	68	26	30	2	2	0	0
The teaching is good at this school	63	72	24	27	0	0	0	0
The school helps me to support my child's learning	58	66	27	31	1	1	0	0
The school helps my child to have a healthy lifestyle	59	67	29	33	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)	34	39	46	52	0	0	0	0
The school meets my child's particular needs	51	58	32	36	2	2	0	0
The school deals effectively with unacceptable behaviour	43	49	42	48	1	1	0	0
The school takes account of my suggestions and concerns	50	57	33	38	0	0	0	0
The school is led and managed effectively	63	72	25	28	0	0	0	0
Overall, I am happy with my child's experience at this school	69	78	19	22	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.



17 February 2011

Dear Pupils

Inspection of Duston Eldean Primary School, Northampton, NN5 6PP

Thank you for the warm welcome you gave my colleagues and me when we visited your school. You are very sensible, polite and well-behaved. We were very impressed with the pupils who showed us around the school when we arrived and with how all of you work hard in lessons and participate enthusiastically in all activities. Yours is a good school. You achieve well and reach better than average standards in English and mathematics and also develop good computer skills. Your success and positive attitudes to work stand you in good stead for the secondary school. Your teachers provide an exciting and challenging curriculum and teach you well. All the staff look after you exceptionally well, making sure you are safe and keep healthy. They also give good support for any of you with special needs of any kind so that you can join in all activities and do well. Your headteacher and deputy headteacher lead a good team of staff that keeps improving the school. You get on well with each other and understand that some children come from different ethnic and religious backgrounds, but you could learn more about all the various cultures in your own area and the wider world. These are the two things that we have asked your teachers to do to make your school even better than it is:

- make your lessons even more exciting and challenging by setting you creative tasks that make you think hard and use all your different skills
- help you to learn more about the ethnic, religious and cultural aspects of your own area and the wider world.

Yours sincerely

Peter Kerr

Lead inspector

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