

# Little Dewchurch CofE Primary School

Little Dewchurch, Hereford, HR2 6PN

## Inspection dates

7–8 February 2013

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The exceptional enthusiasm, drive and vision of the executive headteacher, well supported by senior staff and a good governing body, has led to considerable and sustained improvement since the school's previous inspection.
- Teaching and learning are outstanding across the school. Teachers demonstrate excellent subject knowledge and promote learning exceptionally well and consistently.
- Standards at the end of Key Stage 1 and Key Stage 2 are considerably above those usually found in reading, writing and mathematics.
- The school accurately evaluates how well it is doing and school leaders and managers, including the governing body, know exactly what needs to be done to sustain the high standards it has reached and what needs to be done next in order to continue to improve.
- High-quality marking celebrates pupils' achievements and ensures that all pupils know what they need to do next in order to improve.
- Support for disabled pupils and those who have special educational needs is excellent.
- Pupils' exemplary behaviour contributes strongly to the outstanding quality of learning in lessons. Pupils say they feel safe in the school. They are aware of different forms of bullying, including cyber-bullying, how to avoid it and what to do should it occur.
- From an early age, pupils enjoy coming to school and this shows in their eagerness to learn and their improving attendance rates.
- Children make good progress in the Reception class, although resources and so use of the outdoor area are currently limited. As they move through the school, they become excellent readers, writers and mathematicians.
- Staff are caring and supportive, and, with governing body members, volunteers, and visitors to the school, they create an exceptional place for learning.
- The executive headteacher is passionate about ensuring that all pupils do as well as they possibly can and sets very high expectations for all staff. Checks on teaching are very thorough and regular, and staff receive appropriate training to ensure all lessons are of the highest quality.

## Information about this inspection

- The inspector observed seven lessons, three of which were joint lesson observations with senior staff.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- The inspector took into account the 10 responses to the online questionnaire for parents and carers (Parent View).
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Clive Lewis, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than average.
- An average proportion of pupils are supported by the pupil premium. This is additional funding for those known to be eligible for free school meals, in care or with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportion supported at school action plus or through a statement of special educational needs is broadly average.
- No pupils are currently educated in alternative provision away from the site.
- The school is part of a formal collaboration with Marlbrook Primary School. The headteacher of Marlbrook is the executive headteacher of Little Dewchurch. Day-to-day leadership is delivered by a full-time assistant headteacher. Each school has its own governing body.
- 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 use of the outdoor environment in the Early Years Foundation Stage by providing better resources.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils across the range of abilities and age groups make outstanding progress from their broadly typical starting points when they join the school in the Reception/Key Stage 1 class. This exceptional progress was reflected in the high quality of learning observed in lessons during the inspection and confirmed by the high standard of work in pupils' books.
- Outstanding teaching in Key Stages 1 and 2 ensures that pupils make very rapid progress. In Reception and Key Stage 1, pupils quickly learn the sounds that letters make, to support their reading and writing, and the mathematical skills they need to complete simple calculations. Pupils in Key Stage 2 continue to build on these excellent achievements and, by the time they leave the school at the end of Year 6, attainment in English and mathematics is very high. In each of the past two years, pupils' attainment has been the equivalent of a year ahead of pupils nationally.
- Pupils eligible for the pupil premium make at least good and often better progress. School data indicate that eligible pupils attain similar standards in English and mathematics to those of other pupils. Their needs are fully identified and the school uses the funding very well to provide carefully matched additional adult support, for example through frequent small-group or one-to-one work. This helps eligible pupils to make faster progress. The school also allocates resources to ensure that these pupils can join in extra activities made available to all other pupils.
- Disabled pupils and those who have special educational needs make exceptional progress. Class teachers, teaching assistants and outside agencies provide very good support and this ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.
- Pupils make particularly good progress in developing their reading skills. This starts by teaching younger pupils to read by linking letters to the sounds they make (phonics). The teaching of reading, through phonics lessons and guided reading activities, continues through the school and all age groups. As a result, pupils throughout the school read exceptionally well and older pupils read fluently and with good understanding of their texts.
- Reception children achieve well because of the high-quality teaching and the good range of activities provided within the classroom. However, although the class has a directly accessible, secure outdoor area with a covered part to allow its use in inclement weather, resources for this outdoor area are limited, so it is under-used. This restricts children's opportunities to choose for themselves and fully develop their independent learning skills.

### The quality of teaching is outstanding

- Teaching has improved significantly since the last inspection; much of it is outstanding and it is never less than good. Where teaching is outstanding, this is due to very well planned and resourced lessons, rapid pace and the use of a variety of activities that greatly interest and enthuse pupils. Good links are made between different subjects and to previous learning. This helps to promote pupils' confidence and enjoyment.
- There is a strong focus on getting the learning right in every lesson, with imaginative activities that promote independent learning, challenge and enthusiasm. Success is celebrated and pupils are confident to 'have a go' even if they make mistakes, means that pupils love learning and

relish challenges.

- In one outstanding literacy lesson, pupils in Years 5 and 6 made exceptional progress when analysing newspaper cuttings to find out 'what makes a good newspaper article'. The teacher made very good use of questioning to gauge and guide pupils' understanding. Pupils were given challenges that exactly matched the stage they were at. They worked independently and shared their ideas, while the teacher provided support through highly skilled questioning which accelerated their progress. The lesson moved along at a fast pace throughout, with the teacher giving pupils clear time targets for each stage of the lesson.
- Strategies for managing the behaviour of pupils are very effective, with the result that lessons are calm and purposeful. Pupils work hard and remain on task without the need for constant adult intervention.
- Regular and thorough marking of pupils' work by teachers ensures that pupils receive praise for their hard work, are encouraged to correct any errors and have a very good understanding of what they need to do in order to improve their work. Good use is made of resources, including information and communication technology, to motivate pupils and enhance their learning.
- Pupils are well supported by a well-deployed and strong team of teaching assistants who provide good support within classes for individuals and groups, including pupils who have special educational needs and those in receipt of the pupil premium.
- Individual pupils' progress in reading, writing and mathematics is rigorously checked and tracked as they move through the school. Half-termly pupil progress meetings are held to discuss the information gained. These meetings ensure that teachers have an excellent understanding of how well the pupils in their charge are doing and the action they should take to support them to help them reach their challenging targets.

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

- The school is a calm, friendly and very orderly place in which to work and learn. Pupils' behaviour is exemplary, both around the school and in the classroom. Pupils listen carefully, cooperate well and contribute eagerly, and this is a major factor in the excellent progress made in lessons. They respond very well to the many opportunities planned for them to discuss their ideas with other pupils, either with a partner or in small groups.
  - Pupils have a good understanding of different forms of bullying, including any that might be encountered through internet sites. They have a good understanding of how to keep safe and describe the school as being 'very safe'. They are clear about what they should do if they need help for themselves and others, and are confident that any issues they raise would be dealt with fairly and promptly.
  - Pupils understand the need for healthy lifestyles and exercise. Through the school council, they demonstrate their pride in the school community. They take their responsibilities very seriously and have recently, for example, designed a new school logo.
  - Pupils respond extremely well to the school's excellent promotion of spiritual, moral, social and cultural development. They have a very clear sense of what is right and wrong.
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- Pupils say they enjoy being at school and they are enthusiastic about their education although this is not yet reflected in high levels of attendance, which remains only average due largely to the high proportion of holidays taken within term time.

### **The leadership and management** are outstanding

- High expectations of what the school can achieve and the outstanding leadership skills of the executive headteacher have ensured that the school has continued to improve year on year. As a result of these improvements, all aspects of the pupils' education are at least good and leaders have a firm grasp on the appropriate areas for further development.
- Staff are very well-motivated and demonstrate a shared sense of responsibility and commitment to improving the school further. Staff from both schools work very effectively together and regularly take advantage of joint training exercises to further enhance their work. Morale amongst staff is very high.
- The school is highly valued by parents and carers, the overwhelming majority of whom would strongly recommend it to other parents.
- The school cares exceptionally well for all its pupils. Its small size ensures that all pupils and families are very well known by the staff. Positive relationships with parents and carers, and the good links with a wide range of partners, contribute much to pupils' achievement and wellbeing. Good links between the two schools, other local schools and schools further afield help to overcome the potential isolation of such a small school.
- Teaching is exceptionally well led. As a result of regular monitoring and support, teaching is now consistently good or better across the school. The detailed information about teaching gained from this monitoring, together with the rigorous tracking of pupils' progress, ensures that planning for improvement is founded on good evidence and accurate data.
- Staff ensure that pupils benefit from a good balance of exciting and interesting activities. The recent strong focus on supporting literacy and numeracy across all subjects, tied in with the imaginative links developed between different subjects, has had a positive effect on pupils' enthusiasm and progress, and on their ability to work on their own.
- With the full support of the governing body, the school makes effective use of the pupil premium funding. It is used appropriately to support frequent small-group and one-to-one activities and helps to ensure that eligible pupils achieve as well as their classmates.
- Local authority support has been helpful to the school in supporting training for both governors and leaders and in assisting the school in checking that they are accurate in their measurement of standards.
- **The governance of the school:**
  - The governing body provides strong support and holds leaders and managers to account for the school's performance. It regularly checks that safeguarding arrangements are secure. Governors oversee arrangements for relating teachers' performance to pay and know what the quality of teaching is across the school. They understand the data on how well pupils progress and achieve, and compare the school's performance to that of other schools. They understand

how funding provided through the pupil premium is used and how it benefits those pupils eligible for support. The governing body plays an active role in the school's self-evaluation, monitoring and improvement planning processes. It knows what is going on in the school, is aware of the strength and quality of its provision and is ambitious for the school to improve further.

## 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> | 116828        |
| <b>Local authority</b>         | Herefordshire |
| <b>Inspection number</b>       | 400100        |

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 aided                      |
| <b>Age range of pupils</b>                 | 4–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 62                                   |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Andrew Bailey                        |
| <b>Executive Headteacher</b>               | Tracey Kneale                        |
| <b>Date of previous school inspection</b>  | 24 November 2010                     |
| <b>Telephone number</b>                    | 01432 840645                         |
| <b>Fax number</b>                          | 01432 840340                         |
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