

Dunton Bassett Primary School

The Mount, Dunton Bassett, Lutterworth, LE17 5JL

Inspection dates 21–22 February 2013

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

Summary of key findings for parents and pupils

This is a good school.

- The school's leadership has secured the strong support and commitment of staff and the community.
- Teaching is consistently good. Consequently, pupils are stimulated and engaged by their learning and they achieve well. Teachers are well supported by other adults in the classroom to help pupils learn.
- Behaviour is good. Pupils feel safe in school, are courteous and mannerly and display consistently positive attitudes to learning.
- Pupils make good progress over time as a result of good teaching and the help and support they are given by all adults in the school.
- Leaders and managers check the quality of teaching thoroughly and provide plenty of training that has helped teachers increase their expertise.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Pupils' tasks are not always demanding enough to lead to the highest levels of progress, and sometimes, teachers do not respond quickly enough when pupils are ready for more difficult work.
- Pupils make less progress in writing than in reading and mathematics. There are too few opportunities for pupils to write extensively, in a range of different subjects.
- Leaders have not always used data to track the progress of pupils well enough. Consequently, identification of pupils who may be falling behind has been too slow for swift remedial action to be taken.

Information about this inspection

- The inspector observed ten lessons. Two of these were joint observations with the headteacher.
- The inspector examined pupils' workbooks, records and logs about pupils' safety, attendance and behaviour, and information about the performance of pupils in national tests.
- The minutes of governors' meetings, reports made by representatives of the local authority and the school's improvement plans were considered.
- The inspector listened to the views of pupils and staff.
- The views of the 20 parents who responded to the online questionnaire (Parent View) were considered, along with the views of those who spoke to the inspector during the inspection, or from whom he received correspondence.
- The inspector held discussions with the Chair and Vice-Chair of the Governing Body, school leaders, support staff and a representative of the local authority.

Inspection team

James McAtear, Lead inspector

Additional Inspector

Full report

Information about this school

- Dunton Bassett is much smaller than the average sized primary school.
- Pupils are taught in four mixed-age classes, for the Early Years Foundation Stage, Years 1 and 2, Years 3 and 4, and Years 5 and 6, respectively.
- Most pupils are White British. The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is below average.
- The proportion of pupils supported at school action, the proportion receiving support at school action plus and those who have a statement of special educational needs, is below average.
- The headteacher is responsible for the leadership of two schools.
- There are no pupils who are educated in alternative provision away from the school.
- The school meets the current government floor standards, which set the minimum level expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the proportion of teaching that is good or outstanding by:
 - ensuring that tasks are planned that provide sufficient challenge for all the different abilities in the class
 - ensuring that teachers adapt their planning readily during lessons in response to pupils' varying needs
- Improve the effectiveness of the curriculum by providing more opportunities in a range of different subjects for pupils to write extensively for specific purposes.
- Ensure that pupil progress records are improved and used more effectively to enable quick identification and remedial action to be taken for any who may be falling behind.

Inspection judgements

The achievement of pupils is good

- Achievement in the school is good. Children enter the school with skills, knowledge and understanding broadly in line with those expected for this age. By the end of Year 6, pupils have achieved well and a significant number exceed the usual levels of progress in mathematics and English. Work in pupils' books and the school's own assessment information confirm that this level of progress is continuing.
- All groups of pupils make good progress over time, including disabled pupils and those with special educational needs. Those with statements of special educational needs and those supported on school action and action plus make good progress in mathematics, writing and reading and against targets set specifically for them. This indicates that the school provides equal opportunity for pupils to learn, and does not allow discrimination
- During lesson pupils make rapid progress when they are given the opportunity to apply their own learning to specific tasks and when able to discuss their learning in a structured way. For example, pupils in Years 5 and 6 were able to apply mathematical formula to real world situations in discussions with each other, very effectively. The high quality of such discussions leads to good levels of achievement.
- Pupils for whom the school receives pupil premium funding make equivalent progress to their classmates. The very small number of pupils involved means that it is not statistically valid to compare any difference in test scores against national assessment data.
- The proportion of pupils making expected levels of progress in writing by the end of key stage one and two is not as high as the proportions in reading and mathematics because they are not given enough opportunities to write in a range of different subjects.

The quality of teaching is good

- Teaching makes a consistently good impact on pupils' learning and achievement and manage the teaching of mixed-age groups well. Lessons are stimulating and lively and the work set engages the attention and interest of pupils.
- The teaching of phonics (linking sounds with letters) is effectively carried out. Pupils are engaged by the methods used, the content of phonics lessons are well planned and delivered confidently. As a result of this pupils participate actively and make good progress in learning to read accurately.
- Pupils' work is marked regularly and this helps them to know what to do to improve. Teachers know how well pupils are learning and the comments and feedback they provide during lessons are helpful in keeping their learning on track. Consequently, pupils have a clear understanding of how to improve their work.
- Teaching in the Early Years Foundation Stage is good. Questions are used well to help children make good progress. For example, in one lesson children demonstrated a correct understanding of the order in which plants grow when asked how to organise this growth into seven stages. The quality of questioning is good across all teaching in the school. Teachers use a variety of types of questions well to help pupils think matters out for themselves. They use these to ensure

they know how well the pupils are learning and to help pupils develop their reasoning skills.

- Parents say they feel that their children are taught well in the school. Their children agree. They say that they enjoy learning and that teachers often make this fun. They feel involved in their learning and appreciate opportunities to ask questions and to explore topics for themselves.
- The work of other adults who help pupils learn in the classroom is effective. This is because teachers plan with them and they work as part of a team with teaching staff, who communicate well with them. They are closely involved in checking how well pupils have learned. Interventions carried out by those adults have helped pupils who may be in danger of falling behind to get back on track.
- Teachers do not always plan consistently well enough to provide challenge at the correct level for pupils of all abilities. As a result not all pupils are given tasks that are demanding enough for their abilities. Although teachers plan well in advance of lessons, they do not always adjust their teaching during the course of a lesson to ensure they meet the needs of pupils as these emerge during the learning.

The behaviour and safety of pupils are good

- The school has a positive ethos in which doing well is celebrated by adults and pupils alike and as a result, pupils' behaviour in the school is good. The vast majority of parents and pupils agree. Pupils say they feel safe in the school and know how to keep safe from a range of dangers for example in using the Internet or in relation to fire and water.
- Pupils say they enjoy coming to school and they clearly get on well with each other. They feel pupils are helpful and considerate of each other's needs and they feel cared for by teachers and the other adults in school. They help one another in teaching groups. For example, in one physical education lesson they worked well in their own teams but also demonstrated a sense of fairness in the application of the rules of the sport to the other team.
- Pupils also say that bullying of any sort is a rare event in the school. They are confident that teachers deal quickly and well with any incidences that may occur and they know who to go to for help if they have a problem. School records and logs of incidents confirm this. Exclusions are a very rare event.
- Attendance is above average and pupils are punctual in arriving at school and in moving from one activity to another.
- Pupils participate fully in lessons. They readily volunteer to answer questions, take on challenging tasks, to help others and to support their teachers and other adults. Their attitudes to learning are positive.
- Pupils enjoy taking on responsibility although opportunities for this are limited. However, pupils do make a good contribution to the school and wider community. Examples of this include their work in support of the school council, Christmas boxes for the children of Belarus and food parcels for local charities.

The leadership and management are good

- Good leadership has led to the consistently good teaching and achievement evident in the school. The school knows its strengths and weaknesses well and has accurately identified the

areas for further improvement.

- The vast majority of parents who have shared their views say they would recommend the school to others. The engagement of parental support for the school's work is strong with an active parents and teachers association making a significant contribution to this.
- The staff at the school work well together as a team. They share a high level of commitment to the school's vision and are fully supportive of the guidance and direction of the new headteacher. Teachers have worked closely and effectively with a neighbouring school that is led by the same headteacher. This has worked well in developing enhanced teaching expertise for the benefit of the pupils.
- Subject plans are readily adapted to meet identified weaknesses. For instance, staff work together to improve pupils' hand and finger control and this is now having an impact on improving the quality of handwriting through all subjects. Lessons such as those based around dinosaurs, where pupils display a sense of wonder at learning about this aspect of the natural world, are examples of the school's effective provision for the spiritual, moral, social and cultural education of the pupils. Pupils are provided with a range of enrichment opportunities including residential trips to the Isle of White and an outdoor adventure centre for those in Years 4, 5 and 6.
- The school produces data on pupil progress but this has not always been used to best effect. However, since the appointment of the new headteacher, the systems have been improved. They are poised to strengthen the way the school responds to any indication of pupils falling behind, and checks the impact of its spending of additional funding for pupils who are eligible
- The local authority has provided effective, regular and recent support for the school. This has included analysing data concerning rates of progress and informing the school's plans for improving achievement for example, in improving standards of writing.
- **The governance of the school:**
 - Governors provide support and challenge for the work of the school and in particular for the work of its new headteacher. They know the school well. They understand how well the school is doing compared with other schools and understand the data that shows how well pupils are making progress. They make checks on the school's information about the quality of the teaching in the school and of how this relates to performance management, and how this links to salary progression. They are aware of the use made of pupil premium funding but are only just beginning to check the impact of this spending on pupils' progress. They ensure all statutory requirements are met, including for safeguarding children. .

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	119922
Local authority	Leicestershire
Inspection number	403414

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	94
Appropriate authority	The governing body
Chair	Mark Hopkins
Headteacher	Jo Blackburn
Date of previous school inspection	11 September 2007
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