

# Dickleburgh Voluntary Controlled Primary School

Harvey Lane, Dickleburgh, Diss, IP21 4NL

**Inspection dates** 28 February–1 March 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.

- Pupils make outstanding progress during their time in school.
- Standards in English by Year 6 are consistently high and pupils are successfully working at high levels in mathematics this year.
- Teaching is outstanding. Regular checking of pupils' progress enables teachers to plug any gaps in learning.
- Excellent guidance in lessons and pupils' books helps pupils decide for themselves how well they have done and how to improve. This produces high-quality learning.
- Pupils who need extra help with learning or for medical care receive exactly the right amount of support to enable them to achieve their full potential.
- Pupils thoroughly enjoy their learning because lessons are so interesting. Teachers plan topics to appeal to boys and girls and pupils have opportunities to follow their own interests.
- Pupils' behaviour is outstanding because they have a say in the values to be specially promoted during each term. The adults set high standards of politeness and care.
- Leadership and management are outstanding. All planning decisions are made to ensure pupils achieve their best.
- Regular and accurate checking of teaching, learning and the school's performance makes sure all subjects and the teaching of them are at the right level for every pupil.
- Close liaison with the pre-school helps children to adapt swiftly to school life. However, the sharing of the outside area makes it difficult to extend the effective learning opportunities outside the classroom.
- Governors support and challenge the school very well, making sure that the deployment of staff and use of additional funds achieve the best possible outcomes for pupils.

## Information about this inspection

- The inspector observed teaching in all classes. She visited eight lessons, three of which were joint observations with the headteacher, and she heard some pupils read.
- She had discussions with pupils, the headteacher and other staff, governors and a telephone conversation with a representative of the local authority.
- She looked at some other aspects of the school's work, including documents on school development planning and pupils' work in each year group.
- The views of 19 parents were analysed through the Parent View website. Other parents views were sought at the beginning of the school day, and as they joined their children for assembly. Written comments were also considered.

## Inspection team

Judith Dawson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than most primary schools but more pupils are joining each year. Almost all pupils are from White British backgrounds with a very few from minority ethnic families.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average, as is the proportion at school action plus or with a statement of special educational needs.
- Very few pupils are known to be eligible for additional government funding through the pupil premium (additional funding for those eligible for free school meals, in care or with a parent in the armed services). There were none in Year 6 in 2012 and very few in 2011.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is an independently run pre-school on the school site, which shares the outside area with the Reception class. Breakfast- and after-school clubs are run by members of the school staff.
- The headteacher has had a large teaching commitment since September.

### What does the school need to do to improve further?

- Provide an outside environment for children in the Reception class that is independent of the pre-school, so that activities can be planned to extend children's curiosity and learning even more effectively.

## Inspection judgements

### **The achievement of pupils** is outstanding

- Children join the Reception class with knowledge and skills that are typical for their age. They make good progress across all areas of learning, although the limited outdoor learning experiences limit their opportunities to fully apply their learning independently.
- Children join Year 1 with knowledge and skills that are broadly in line with the expectations for their age, with some pupils exceeding them.
- Pupils from all ethnic heritages make rapid progress in developing phonic skills (linking sounds and letters). This is because the teaching is skilled and rigorous and teachers make learning fun. By the end of Year 2, standards are always at least in line with most pupils nationally in reading, writing and mathematics, and often well above or high.
- Boys' writing, traditionally at a lower level than that of the girls, has improved significantly. The introduction of a special scheme where pupils write in a calm environment and on topics of interest to boys has had a very positive impact on boys' attitudes to writing.
- Pupils make rapid progress in lessons, taking a pride in completing work to the best of their abilities. They are confident and active learners. In a mathematics lesson, for example, Year 5 and 6 pupils strengthened their understanding of perpendicular and parallel lines by plotting a series of lines on squared paper, where their answers depended on their accuracy. They tested their understanding with a former Key Stage 2 statutory test question which was much easier than the task they had completed.
- Pupils make good use of their literacy, numeracy and information and communication technology skills in all subjects. They approach their work with great enjoyment. They are eager to learn and improve. They respond to their teachers' wise advice and soon learn how to judge their own learning. Older pupils set their own targets based on an accurate knowledge of what they need to do to achieve the next level.
- Disabled pupils and those with special educational needs achieve extremely well. They are very well supported by adults and their peers and have the same commitment to high achievement.
- The very few pupils supported through the pupil premium funding (in recent years, only those eligible for free school meals) achieve extremely well in English and mathematics. They attain the same standards as other pupils in the school in both subjects by the end of Key Stage 2 and make equally rapid progress.

### **The quality of teaching** is outstanding

- All the teachers make lessons interesting and fun, ensuring that each pupil achieves as well as he or she can. Their teaching in lessons is never less than good and it was outstanding in well over half the lessons observed during the inspection.
- Teachers have high expectations of what all pupils can achieve and are skilled in instilling these same expectations among the pupils themselves. This strong sense of purpose produces responsible and ambitious learners who assess and improve their work as a matter of course.

- The teachers and teaching assistants, including those employed to support disabled pupils and those with special educational needs or pupils receiving pupil premium funding, support and encourage pupils very effectively, encouraging independence and the checking of their own work.
- Excellent relationships between all adults and the pupils are a strong feature of the school. Adults and pupils delight in learning about new things and everyone's views are respected.
- Teachers' marking is of a consistently high standard throughout the school. Pupils' response to this, both in the comments they write and in the improvement in their work, ensures rapid improvement.
- The teaching of phonics is well planned and skilful. As a result, even pupils who are not fluent readers work out sounds and letters to form whole words successfully and are learning rapidly to read. Teachers found that a few of the most fluent readers were not achieving as well as expected in the phonic screening check for six-year-olds. This was addressed by ensuring that these pupils confidently broke down sounds and letters to read separate words or nonsense words.
- Teachers throughout the school are skilled in the teaching of literacy and numeracy, making sure pupils practise their skills in all subjects. Teachers in the Reception class teach the Early Years Foundation Stage areas of learning skilfully and thoroughly. However, they are unable to fully deliver the outdoor opportunities typical of the Early Years Foundation Stage because of the limited access to the outside area.
- The policy for homework is applied in the same way by all staff and all pupils are encouraged to extend their learning and pursue their own research at home. The home-school diaries show very good liaison between teachers and parents.
- Parents and pupils are right to be overwhelmingly pleased with the quality of teaching in school.

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

- Parents and pupils are unanimous in their praise of the way the school cares for the pupils. Parents are right to think their children are safe in school and pupils are confident that any problems can be shared with an adult. The playground 'buddy' system supports anyone who feels lonely or unhappy – a very rare occurrence.
- Outstanding behaviour is usual across the school. Pupils told the inspector that there are occasional arguments but that these are swiftly resolved. As one remarked, 'This is all part of growing up.' Pupils know how to keep themselves safe and are aware of different types of bullying, including cyber-bullying and that built on prejudice. Strong, consistently applied policies make sure that the very rare incidences of inappropriate behaviour are swiftly dealt with.
- Older pupils decide on the moral values that assemblies will focus on, based on their own understanding and research. These become values promoted in the school. Pupils' successes in practising them are celebrated by all. In day-to-day practice, these values help to create a friendly environment in which pupils respect each other, get on well together, and which also

promote their spiritual, moral, social and cultural development exceptionally well.

- Pupils hate to miss school and attendance is high. One parent says that her child told her he enjoys school even more than snow and Christmas.
- Many pupils enjoy the well run breakfast- and after-school clubs, sometimes asking to attend even when their parents do not need them to.
- Pupils know that their hard work in lessons will contribute towards their future success. The things they learn about help them to develop the life skills they need. The 'flying high' topic is a good example of such high aspiration.

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

- The headteacher is, rightly, highly regarded by pupils, staff and parents. He has pupils' education and welfare at the heart of all he does, opting to teach, temporarily, for most of the week to ensure the increasing numbers of pupils do not lead to larger class sizes and adversely affect pupils' education.
- High-quality subject leadership ensures that teaching, learning and the subjects taught are rigorously checked and adapted to meet the full range of pupils' abilities. Strengths and areas for improvement are identified and the latter determine whole-school improvement priorities.
- Staff training helps both the school's performance and that of each individual. Teaching assistants have the opportunity to enhance their specialist skills – for example, in physical education.
- Leaders have a very clear understanding of the school's strengths and priorities for improvement. Teachers, all of whom have additional management jobs to do in this small school, check and support each other's work.
- The local authority is well aware of the school's strengths and, although available for advice and support if needed, has appropriately adopted a 'light touch' involvement in the school.
- Robust and effective systems for measuring each pupil's progress are used to set targets for pupils and teachers. The headteacher knows the exceptional strengths of the staff very well and is able to involve the teachers themselves in setting high targets for pupils and for their own performance.
- Tracking of pupils' progress enables leaders to evaluate the impact of the use of additional funds. This includes pupil premium funding, used to provide pupils with additional support and pooled with local schools to buy in external expertise. This way the school makes sure each pupil is reaching his or her full potential.
- The range of subjects taught is broad and interesting, enlivened by educational visits and a wide range of clubs. Links between subjects make learning relevant and rapid. Pupils are made very aware of their place in society and the diversity of faiths and cultures beyond their environment. A good example of this is the study of the world's sacred rivers.
- The school meets statutory requirements for safeguarding pupils. Systems for ensuring pupils' safety and welfare are robust. The school works well with outside agencies, when

appropriate, to support any pupils whose circumstances make them vulnerable.

- Strong links with parents help them to take an active part in their children's learning. The initiative to build the pre-school on the school's site is much appreciated and used well by families in the village. Links with it are well established and valuable in supporting continuity in children's learning. However, the sharing of the outdoor area has been less successful as the activities are not closely matched to the needs of Reception children.

■ **The governance of the school:**

- Governors work closely with the headteacher. They are fully involved in evaluating the school's performance and planning for improvement. They hold leaders to account and have an excellent understanding of any differences in pupils' performance. The welfare of pupils and staff are paramount and they are anxious to end the headteacher's large teaching commitment as soon as possible, while maintaining the same high quality of provision. They fulfil their statutory duties effectively, manage the finances prudently and evaluate the impact of additional funding. They check teachers' performance and seek evidence of pupils' achievement to support any changes in teachers' salaries. They understand what the quality of teaching is. They regularly seek and act upon the views of pupils, parents and staff. For example, they supported the headteacher when he wrote to parents requesting that they did not smoke at the school gates – at a pupil's request. Governors are extremely proud of the school and strive to make it even better.

## 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>	121085
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	403454

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>	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Drax
<b>Headteacher</b>	James Richards
<b>Date of previous school inspection</b>	01 July 2008
<b>Telephone number</b>	01379 740080
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