

Dinting Church of England Voluntary Aided Primary School

Dinting Vale, Glossop, SK13 6NX

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Under the strong and effective leadership of the headteacher, well supported by governors, the school has improved since the previous inspection.
- Weaknesses have been successfully tackled. Consequently, pupils' achievement and teaching have improved. Pupils are making faster progress and their attendance has risen.
- Pupils achieve well. From starting in the Reception class with skills which are often below those expected for their age, pupils make good progress and reach at least average standards by the end of Year 6.
- Teaching is good. Teachers manage their classes well. Their knowledgeable and enthusiastic teaching motivates pupils so they enjoy learning.
- Pupils behave well and feel safe. In this welcoming and supportive school lessons are conducted in an atmosphere of respect and trust.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils care for, and listen to each other, and share ideas and opinions sensibly.

It is not yet an outstanding school because

- In a few lessons work is not sufficiently challenging and fast-paced for all pupils, particularly the more able, to achieve the very best they are capable of.
- Opportunities for pupils to do practical activities in mathematics, think deeply, solve problems and work on their own are sometimes limited.
- Teachers have not had sufficient opportunities to share their skills and observe outstanding lessons.

Information about this inspection

- The inspector observed nine lessons and part-lessons which included a series of short visits to classrooms with the headteacher. She also listened to pupils read and observed the teaching of literacy and numeracy to smaller groups of pupils.
- Discussions were held with pupils, staff, the Chair of the Governing Body and a representative of the local authority.
- The inspector observed the school's work and looked at pupils' books, progress information, safeguarding records and other documentation.
- The inspector considered 27 responses to the on-line questionnaire 'Parent View' as well as those from school staff.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and pupils from service families, is above average.
- A below-average proportion of pupils are from minority ethnic backgrounds, and a similar proportion speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is average as is the proportion supported at school action plus. No pupils currently on roll have a statement of special educational needs.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.
- A privately run pre-school playgroup, 'Dinting Pre-school', operates from a classroom in the school. It is inspected separately.

What does the school need to do to improve further?

- Raise standards and further speed up pupils' progress, particularly that of more-able pupils and in mathematics, by:
 - giving pupils more opportunities to do practical activities and use their skills to solve real-life problems in mathematics
 - making sure lessons are always fast paced and tasks are sufficiently challenging for all pupils to allow them to achieve their best.
- Improve teaching so that is consistently good and more lessons are outstanding by:
 - increasing opportunities for teachers to share their skills and observe outstanding teaching in other schools
 - asking pupils to think deeply, extend their answers and use their initiative to solve problems.

Inspection judgements

The achievement of pupils is good

- Children enter the Reception class with skills which are often below those expected for their age. Good links with the on-site pre-school playgroup help them settle quickly into school routines and become confident learners. They were seen making good progress and really enjoying learning as they practised their mark-making skills in the snow.
- Pupils' good progress continues as they move through the school. They answer questions readily, share information sensibly and are keen to learn. Year 3 and 4 pupils worked well, in pairs, to highlight mistakes in a story, discuss how these should be corrected and put the right verb into every sentence so it made sense.
- Standards in this very small school vary markedly from year to year depending on the ability of the year group. Assessments in Year 2 have been above average for the last three years but are closer to average this year.
- In Year 6 tests pupils' attainment has been broadly in line with the national average over the last three years. In 2012 pupils' achieved well although test results were better in English than in mathematics. Pupils' progress compared very favourably to that found nationally in English but fewer pupils than nationally made better-than-expected progress in mathematics or gained the higher levels of attainment.
- The pupil premium is used well to support pupils known to be eligible for free school meals and allows them to make the same progress as their classmates. Money spent on extra staff allows pupils to receive small group and one-to-one tuition so that they reach standards (as shown by their test scores) very close to those of other groups of pupils. There were too few eligible pupils to comment in any more detail on their attainment in 2012.
- Pupils make good progress in their reading. Most are confident readers who enjoy choosing their own books. They have good strategies for reading unfamiliar words as a result of the skilled phonics (letters and sounds) teaching they receive.
- Disabled pupils and those with special educational needs and those who speak English as an additional language all make good progress because they receive timely and well-focused individual help from teachers and teaching assistants.

The quality of teaching is good

- Lessons are carefully planned and lively and knowledgeable teaching makes lessons enjoyable for pupils. Teachers know the pupils well and make good use of praise to build pupils' confidence so they are not afraid to make mistakes.
- Pupils' social and moral development is promoted well. They are encouraged to work in pairs and groups and so become skilled at listening to each other, checking each other's work and discussing their ideas in a balanced way.
- Pupils' books are marked regularly. The school has a consistent approach to assessing pupils work so they are clear about how well they are doing and how to improve.

- Disabled pupils and those who have special educational needs, and those who speak English as an additional language, are well supported in lessons and when working in small groups by both teachers and teaching assistants. This sensitive support allows them to become more confident as learners and achieve well.
- Most lessons are briskly paced and work is challenging. Pupils respond by working hard and making good progress. In a few lessons the pace of learning slows, particularly for more-able pupils, when the work is too easy and does not challenge them to think really hard and use their own initiative to solve more complex problems.
- In a mathematics lesson pupils enthusiastically and accurately completed complex calculations using positive and negative numbers. They clearly understood the relevance of what they were doing and how these numbers would be used in real-life situations. However, this good practice is not yet fully shared and in some mathematics lessons pupils have too few opportunities to do practical activities and apply their skills to real-life situations.

The behaviour and safety of pupils are good

- Pupils typically behave well and are keen to succeed. Their good attitudes help them to make good progress in the purposeful learning atmosphere that the school provides. Records show that there are few incidents of poor behaviour and pupils respond well to the good teaching and care they receive.
- Attendance has risen markedly in the last year. Pupil-premium money has been well used to provide a breakfast club which has helped to improve attendance, make pupils punctual and give them a meal at the beginning of the day.
- Pupils feel very safe in school. Their parents agree that the school keeps their children safe and are very satisfied with the care and support it offers.
- Older pupils willingly take responsibility, particularly for younger children. They sit beside them in assembly and make sure they feel safe and confident. Year 6 pupils apply for 'jobs' at the beginning of the year and are delighted when they are asked to be buddies, or help in the school office or library.
- Pupils understand that there are different types of bullying, including cyber-bullying but are confident that if any bullying does occur it will be quickly sorted out. School 'safety days' make sure pupils know how to keep themselves safe and have a sensible attitude to taking risks.
- Pupils' spiritual, moral, social and cultural development is promoted well through assemblies and in lessons. Pupils clearly know the difference between right and wrong and show respect and kindness towards others.

The leadership and management are good

- The headteacher knows the strengths of the school well and has been successful in tackling its weaknesses. Better systems to track pupils' progress and give them extra help when this is required ensure that all pupils are making good progress in their learning.
- The school evaluates its own performance very accurately. Staff are not complacent and the

right priorities for further development have been identified.

- Teachers' performance is managed well. Staff questionnaires confirm that they feel valued and morale is high. Lessons are observed regularly and teachers receive constructive feedback and further training when this is needed. However, opportunities for them to share their best skills and to observe the very best teaching in other schools are not yet fully developed.
- All pupils are given good equal opportunities to succeed at Dinting Primary. Discrimination of any kind is not tolerated. The pupil premium has been spent well and resulted in pupils known to be eligible for free school meals making the same good progress as other pupils.
- The local authority provides good support for the school particularly in providing training for governors and in helping teachers improve aspects of their teaching.
- Subjects and topics promote pupils' spiritual, moral, social and cultural development well. They are reviewed regularly to make sure they meet pupils' needs. They are very well planned and have a good focus on developing pupils' literacy, numeracy and information and communication technology skills. Pupils appreciate a wide range of trip and visits which the school provides and enjoy attending after-school clubs. Year 6 pupils spoke enthusiastically about exciting outdoor activities they had taken part in and the youngest children used their recent visit to a local museum to provide ideas for their story writing.
- Safeguarding meets requirements. Staff are knowledgeable about child protection and risk assessments. They are all appropriately trained.
- **The governance of the school:**
 - Governors know the strengths and weaknesses of the school well and are very supportive of it. They are knowledgeable about the quality of teaching, how the performance of staff is managed and how staff are rewarded for good teaching and how any underperformance is tackled. The headteacher keeps them well informed about the school's performance compared to schools nationally. Finances are well managed and governors are suitably challenging in asking the school to account for the way in which pupil-premium money is spent.

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	112884
Local authority	Derbyshire
Inspection number	401318

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	David Pearce
Headteacher	Lynn Elliott
Date of previous school inspection	19–20 May 2010
Telephone number	01457 853371
Fax number	01457 853371
Email address	headteacher@dinting.derbyshire.sch.uk

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