

# Dinnington Community Primary School

School Street, Dinnington, Sheffield, South Yorkshire, S25 2RE

**Inspection dates** 24–25 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The school is exceptionally well led. This has contributed significantly to the improvements made since the previous inspection.
- The inspirational headteacher is determined to secure the very best for every pupil. She is strongly supported by an effective senior leadership team and by staff at every level in the school.
- Pupils' achievement is good. From extremely low starting points, they make good progress during their time in school.
- Effective help and guidance means that pupils who are supported by additional funding, such as those supported by the pupil premium, disabled pupils and those who have special educational needs, also do well.
- Teaching is consistently good or better in all year groups and in all subject areas. Lessons focus on developing basic skills which will ensure pupils are well prepared for the next stages in their education.
- Pupils' behaviour and attitudes, in lessons and around school, are good. Pupils say they feel safe and are well cared for. They are respectful towards adults and willingly help each other.
- Pupils enjoy a variety of exciting additional activities throughout the school year, often linked to their class topic. These include visits, visitors and residential stays.
- The extremely knowledgeable governing body contributes significantly to the success of the school

### It is not yet an outstanding school because

- Although teaching is good it is not yet outstanding. Introductions to lessons are sometimes too long so pupils do not spend enough time on the main activity.
- Marking does not always give pupils enough information about how to improve their work.
- Pupils do not always read through their work to check for mistakes.
- The school provides additional activities for the more-able pupils. However, sometimes there is not enough challenge for them in the classroom.
- The important words needed in a lesson are not displayed prominently in order to encourage pupils to use them and so improve their language skills.

## Information about this inspection

- Inspectors visited 13 lessons or parts of lessons, one of which was with the headteacher. They looked at a range of pupils' work and heard a number of Year 1 and Year 6 pupils read.
- Meetings took place with the headteacher, senior leaders, staff, groups of pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- There were no responses registered on the on-line questionnaire (Parent View). Inspectors took into account 30 responses to the school's own survey of parents views. The views of staff were also considered.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

Baljinder Khela

Additional Inspector

## Full report

### Information about this school

- Dinnington is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is well above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average as is the proportion of pupils supported at school action.
- A high number of pupils join and leave the school at different times.
- Since the previous inspection there have been a number of changes in staffing.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Dinnington Children's Centre is located in the school. It was not included in this inspection.

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

- Improve the quality of teaching from good to outstanding by:
  - ensuring there is always an appropriate level of challenge for the more-able pupils within the classroom
  - avoiding over-long instructions and so maximising the time available for pupils to learn by themselves
  - providing more opportunities for pupils to extend their vocabulary and use essential key words effectively
  - making sure there is consistency in the quality of marking so all pupils are aware of the next steps in their learning
  - encouraging pupils to read through what they have written and make corrections themselves before work is marked by the teacher.

## Inspection judgements

### The achievement of pupils is good

- Rates of progress and standards are improving rapidly across the school. From their starting points pupils make progress that is at least good and often outstanding.
- Children's experiences and skills on entry to the Nursery class are exceptionally low with a significant proportion 14 to 18 months below the levels typically expected for their age. As a result of excellent provision children settle quickly and make good progress. By the end of the Reception class children are beginning to catch up with pupils nationally.
- Progress continues to accelerate in Key Stage 1. School data show that progress here is at least good and often better. The results in the 2013 Year 1 national reading check on pupils' knowledge and understanding of letters and the sounds they make (phonics) are well above the national average.
- The results in national tests at the end of Key Stage 1 are showing an upward trend. Results for 2013 show that pupils in Year 2 made good progress and attainment in reading, writing and mathematics is now in line with the national average.
- Attainment by the end of Key Stage 2 has also improved over the last three years, particularly in mathematics and writing and is now similar to that found nationally. During their time in school and from their different starting points, the proportions of these pupils who made expected progress in English and mathematics are above national figures. Those making better than expected progress are above national figures in English. School data show that pupils in other year groups in Key Stage 2 are achieving well. Work in pupils' books supports this.
- All groups of pupils do well whatever their ability because of the highly effective help and guidance they receive. Disabled pupils, those who have special educational needs and those supported by pupil premium funding make the same good or better progress as their classmates in mathematics and English. Their achievement is better than that found nationally and gaps are closing rapidly.
- Teaching assistants are used successfully to provide support in small groups or for individual pupils. This ensures specific needs are met and that equality of opportunity for all pupils is ensured.
- Reading is well taught and pupils enjoy reading. Those pupils heard to read did so confidently and with great expression. They are able to recall with ease what has happened in the story. They are able to work out unfamiliar words using a range of skills they have been taught.

### The quality of teaching is good

- Teaching across the school is now consistently good and sometimes outstanding. There is a very strong sense of teamwork amongst all staff.
- Pupils enjoy their learning and speak enthusiastically about their lessons. Teachers plan lessons around topics which usually start with a 'wow' experience such as a visit and end with an event where they have to put into practice what has been learnt.
- Teachers know their subjects well and how to help pupils improve their skills in reading, writing, mathematics and communication. Occasionally, the introductions to activities are too long and this reduces the amount of time available for getting on with the main task.
- Teachers make good use of information about pupils' achievement to ensure that support is put in place for disabled pupils, those with special educational needs and those supported by pupil premium funding. Highly effective teaching assistants are involved in providing this support.
- Additional activities for the more-able pupils such as after-school clubs or working with staff from the secondary school have been put in place to provide them with stimulating tasks in order to increase the number of pupils reaching the highest levels. However, the work they are given in

class does not always offer the same level of challenge.

- Pupils pay attention in lessons and respond to instructions. They are keen to answer questions. Sometimes pupils are not able to give full answers because they are not sure of the words to use. In the best lessons the words they need to use are displayed as a reminder.
- Lessons are well resourced and teachers make good use of information and communication technology which holds pupils' interest. For example, recording devices were used in one lesson as an aid to writing and in another pupils were learning how to photo-shop photographs.
- Teachers mark pupils' work regularly. However, there are some inconsistencies in the quality of marking across the school. Where teaching is strongest, pupils are told what their next steps are in order to improve their work. Too few pupils are checking their work before it is handed in to the teacher.
- Teaching in the Early Years Foundation Stage is sometimes outstanding. Classrooms and the outdoor area are well organised and adults plan a good range of activities. For example, a group of children were identifying sounds and matching them to pictures. This activity generated much enthusiasm and provided excellent opportunities for developing speaking and listening skills.
- Teaching provides many opportunities to develop spiritual, moral, social and cultural awareness through collaboration in small group work or the actual content of lessons.

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

- Pupils enjoy coming to school because it is a welcoming place where staff care about them as individuals. They are happy to talk to visitors and speak with pride about their school and their work. 'School supports you in every way.' was a typical comment.
- Incidents of bullying are extremely rare. Pupils understand about different types of bullying and know what they should do if they have a problem. They play well together in the playground and movement around school is calm and orderly. Behaviour in assemblies is excellent where pupils listen attentively and are keen to join in.
- The innovative use of specialist sports coaches before school and at break times means pupils are meaningfully occupied at times when they could be most vulnerable. An effective behaviour policy is followed and pupils are keen to earn team points for their house but are also aware that they may be fined if their behaviour lapses.
- Behaviour in lessons is good. When introductions to lessons are too long a very small number of pupils become restless. However, these pupils respond quickly to guidance from adults.
- Pupils work well with friends and enjoy helping each other. Many spontaneous acts of kindness were seen during the inspection.
- An effective nurture group provides care and support for the small number of pupils with challenging behaviour.
- Pupils say they feel safe at school and have a good understanding of how to keep themselves and others safe.
- There are good opportunities for pupils to contribute to school life and they say that they like having responsibilities such as house captains, eco-warriors or global councillors.
- Replies to questionnaires show that staff and parents agree with pupils that behaviour in school is good.
- Attendance is below average but is improving year-on-year as a result of number of schemes such as the walking buses and the weekly attendance assembly.

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

- Under the strong leadership of the headteacher staff work together to achieve and maintain, and

improve upon, consistently good quality teaching. Regular lesson observations by senior leaders and those with responsibility for mathematics and English result in suggestions for improvement in even the very best lessons. Teaching staff constantly reflect on their own work, always looking for ways in which to improve pupils' learning. Teachers are held accountable for their teaching, contribution to leadership and pupils' progress.

- Highly effective systems have been established for tracking pupils' progress. These are used to identify which pupils might need extra support. However, staff do not need to depend solely on this information as they know their pupils extremely well. They are able to take pupils' personal circumstances into account when reviewing their progress and learning needs and so ensure equality of opportunity for all.
- The school has a very positive relationship with parents and involves them as much as possible in their children's learning. The school carries out its own survey of parents' views and discusses the findings at the parents' forum. It welcomes suggestions from parents and acts upon them whenever possible.
- The school provides an exciting range of first-hand learning experiences for all its pupils including sporting events, drama, school trips, music and modern languages. These, alongside lessons and assemblies, promote pupils' spiritual, moral, social and cultural development extremely well. Pupils are given time for reflection and learning about diverse cultures.
- Exchange visits involving staff from a school in Zambia are established and eagerly anticipated by pupils. Excellent provision for physical education contributes highly effectively to pupils' physical well-being. Additional funding for primary school sport has been allocated to projects which will further benefit all pupils.
- Year-on-year improvements in the quality of teaching and outcomes for pupils are strongly evident. The determination and high aspirations of the headteacher, staff and governors show that such improvements can be maintained.
- The local authority maintains a light touch in its monitoring of the school because of its rapidly improving track record. Advice, training and checking of the accuracy of assessments are readily available. The school has active partnerships with other local schools, benefitting from and sharing expertise.
- **The governance of the school:**
  - The governing body provides outstanding support through its involvement and the challenge it presents in holding the school to account. The governors have a very clear understanding of the quality of teaching and pupils' achievement compared with pupils nationally through training, regular attendance at meetings and frequent visits to school. They know what the school is doing to constantly improve its performance. Governors make sure finances are used in a way that supports pupils' learning effectively. For example, they know how the pupil premium is being spent and how well the eligible pupils are doing as a result. They use their knowledge to make decisions about staffing and to make sure pay is linked to pupils' performance. Governors know what is done to tackle any underperformance if it should arise. They ensure that statutory duties are met and safeguarding arrangements meet current national requirements.

## 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>	106867
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	425740

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ken Bruton
<b>Headteacher</b>	Vanessa Vaughan
<b>Date of previous school inspection</b>	14 September 2011
<b>Telephone number</b>	01909 550034
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