

# Dean C of E School

Dean, Workington, Cumbria, CA14 4TH

## Inspection dates

14–15 January 2014

<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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. Pupils make good progress in the Reception class. This continues through the school so that by the time pupils leave in Year 6 they reach standards that are well above average in English and mathematics.
- Teaching is good with some examples of outstanding practice. Teachers plan activities that make sure pupils are involved fully because the work builds well on what pupils already know and understand.
- Relationships between staff and pupils are strong and are an important strength of the school.
- Behaviour and safety are each outstanding. Pupils' attitudes are exemplary. Their manner and conduct around school are consistently strong.
- Pupils talk confidently about how much they enjoy school which is why attendance is high.
- Changes to the curriculum, residential visits for all Key Stage 2 pupils and lively interesting topics have all helped to contribute to improved achievement.
- The headteacher and staff ensure that the school is inclusive so that all pupils get on extremely well with each other which is why pupils say they are safe and very happy in school.
- The headteacher, governors and staff, including the office and support staff, work very well together as an effective team to make sure that the school continues to improve. The quality of teaching and pupils' achievement have improved since the previous inspection.

### It is not yet an outstanding school because

- When teachers mark pupils' work they do not regularly show pupils how to improve their work nor do pupils have enough time to respond.
- Teachers' expectation of what pupils can achieve are not always ambitious enough to ensure that pupils are challenged sufficiently.
- There are not enough occasions when teachers can observe outstanding teaching.
- Pupils do not get enough opportunities to improve their writing in different subjects and there are occasions when pupils' work is not tidy.

## Information about this inspection

- The inspector observed six teachers and visited 10 lessons which included a joint lesson-observation with the headteacher.
- Discussions were held with the headteacher, staff, pupils, parents, members of the governing body and a representative of the local authority.
- The inspector scrutinised pupils' work and listened to pupils read.
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking children's progress, documents regarding safeguarding and key policies.
- The inspector took account of responses of the school's most recent questionnaire for parents and 30 responses from the on-line questionnaire (Parent View).
- The inspector analysed eight questionnaires completed by staff.

## Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

# Full report

## Information about this school

- Dean C of E School is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. Very few pupils are from minority ethnic backgrounds.
- The proportion of pupils supported through school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils supported by the pupil premium is well below the national average. The pupil premium is additional government funding provided for children in local authority care, for children from armed service families, and for children known to be eligible for free school meals.
- The school meets the government's current floor standards, which sets the minimum expectations for attainment and progress in English and mathematics.
- The headteacher joined the school in January 2013.
- Pupils are taught in five classes; the Reception year and four mixed-age classes. Year 1 with Year 2, Year 3 with some Year 4, Year 4 with some Year 5 and Year 5 with Year 6. The number in each year group can be less than nine.
- There is an after-school club on the school site which is not managed by the governing body. This is subject to a separate inspection and a report of its quality is available on the Ofsted website.
- The school has recently achieved the Eco-School bronze award.

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

- Raise achievement across the school by improving teaching so that a greater proportion is outstanding by:
  - raising teachers' expectations of what pupils can achieve even further so that pupils are challenged well consistently
  - enabling staff to observe outstanding teaching regularly
  - making sure that the marking of pupils' work helps pupils to know what they have to learn next and time is allowed for pupils to respond.
- Raise attainment in writing by:
  - ensuring there are more opportunities for pupils to write in a wide range of subjects other than English
  - making sure that pupils' work is always presented neatly.

## Inspection judgements

### The achievement of pupils

**is good**

- When children start school in the Reception class their knowledge and skills are often below what is typical for their age. Mathematics and physical development, however, can be similar to what is expected for their age.
- Since the previous inspection governors and staff have worked together closely to improve the outdoor area for Reception children so that it provides as many exciting activities as indoors. There are now more opportunities for children to use their imagination as they play both inside and outdoors and adults talk regularly with children to help them develop their speaking and listening skills. As a result children now make good progress and are well-prepared for their move to Year 1.
- Pupils' achievement across both Key Stage 1 and Key Stage 2 is good for all groups including the most-able pupils and has improved since the previous inspection as a result of the good teaching they experience. Standards have risen rapidly so that by the end of Year 6 attainment is well above average.
- Over the last 2 years the proportion of pupils achieving age expectation has been average whereas the number of pupils attaining the higher levels, especially in reading and mathematics, has been well above average. For example in the 2013 national tests for Year 6 the percentage of pupils achieving Level 5 in mathematics was well above average and in reading it was double the national average.
- Reading is promoted strongly in school and pupils say they enjoy reading and have favourite authors. The school has recently introduced regular teaching of phonics (letters and the sounds they make). Reception children use phonics well to help them in their early stages of reading. They are enthusiastic and are already enjoying books. This love of books matures as pupils move through the school so that by the time pupils reach Year 6 they are confident readers using punctuation successfully to express words and sentences.
- Regular teaching of phonics is also helping to improve pupils' writing skills which are not as strong as reading. The school has identified that more work needs to be done to improve pupils' spelling. During a Years 1 and 2 lesson pupils listened carefully as the teacher reinforced the 'are' sound in the middle of words reminding them of the spelling rule. In another group the teaching assistant highlighted the addition of 'ch' or 'sh' at the beginning of words and checked pupils' accurate spelling carefully as they wrote words quickly on their white boards. This helped to boost pupils' progress in writing.
- The school weaves mathematics successfully into other subjects through problem-solving activities. However, pupils do not have enough opportunities to develop their writing skills through writing in other subjects and there are occasions when pupils' written work is not always neat and well-presented.
- Disabled pupils and those with special educational needs and those for whom the school receives the pupil premium funding achieve well. Their needs are identified accurately and they receive good guidance and support in and out of lessons. However, there are too few pupils to be able to comment on their standards compared with those of others.

### The quality of teaching

**is good**

- Teaching has improved considerably since the previous inspection so that it is now good. Teachers know their pupils well and plan activities that will help them to achieve well. The stimulating atmosphere for learning and the strong relationships between pupils and adults inspires pupils to try hard and be motivated to succeed.
- Teachers provide a wide range of carefully-chosen activities to promote good learning and pupils say that they enjoy lessons. However, there are occasions when teachers do not have high enough expectations of what pupils can achieve and as a result pupils are not always challenged

sufficiently.

- Teachers make sure that lessons move along swiftly, helping pupils to stay interested and keep their concentration. In a Years 3 and 4 lesson pupils were learning how to measure and explore the perimeter of shapes. They moved quickly from working with the teacher exploring the best way to measure perimeter, to measuring shapes on paper followed by moving around the classroom in pairs using rulers or metre rulers to measure shapes. The teacher and teaching assistants checked regularly pupils' learning and questioned them skilfully to further challenge their thinking.
- The part teaching assistants play in supporting learning is planned carefully. Skilful and dedicated staff support the learning of individual pupils as well as teaching reading, writing and mathematics to small groups. As a result they make a strong contribution to the good learning and progress of pupils throughout the school.
- Pupils have useful targets in English and mathematics which they say helps them to move up to the next level in their work. These targets are checked regularly by teachers and new targets are set to help pupils to continue to improve.
- Teachers mark pupils' English and mathematics work regularly but this does not always help pupils to know what they have to learn next nor do pupils have enough time to be able to think about this and respond.
- Most parents agree that their children are taught well. Parents are pleased with the changes to classes made early in the autumn term and delighted that the school listened to their views. As a result of the changes some pupils work with pupils in other classes for English or mathematics.

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

- The behaviour of pupils is outstanding. Their attitudes to learning are exemplary. Pupils are confident and happy learners who are keen to share their views and opinions and in return show respect and listen to others carefully. In such ways they make an exceptional contribution to their own learning.
- Pupils' enjoyment of school is evident. Parents say that their children love school and pupils say it is because they 'like school dinners', 'teachers make lessons and activities fun', and 'everyone – adults and children – are friendly'. Attendance is well above average. Many pupils arrive at school early excited and eager to take part in 'Morning Move It' where Year 6 pupils volunteer to lead the exercises.
- The school's work to keep pupils safe and secure is outstanding. All parents who responded to Parent View agree that their children are safe in school. At break-time pupils say that everyone plays extremely well together. They understand fully that in wet weather they cannot access outdoor equipment because it is not safe to go on to the grass or the climbing equipment is too slippery.
- Pupils say there is no bullying but occasionally there is falling-out but this is swiftly dealt with by adults. They are very clear about what constitutes bullying and the various forms in which it can take place such as cyber bullying. School records confirm the pupils' view.
- Pupils talk confidently about the importance of being safe. They say they feel very safe in school knowing that all the adults will look after them but also that they have to be very sensible. For example, they talk about the importance of only letting adults open the outside doors to school and understand why doors are locked.
- Pupils' voice is strong through the school council or the eco-group. Last year pupils formed a Young Enterprise group which wrote business plans for their stalls at the Keswick Mountain Festival. Pupils made biscuits, cakes and cards to sell, raising funds for equipment for the school.

### **The leadership and management** are good

- Over the last three years the school's leadership has experienced turbulence but is now settled. The headteacher leads the school well and is supported extremely well by the staff and

governing body. Consequently, the school has improved from being judged as satisfactory to being good now. This demonstrates that the school is well-placed to improve further.

- The headteacher checks the school's performance accurately and correctly identifies areas to improve. He has been quick to act when changes have been needed, for example introducing regular focused phonic teaching to improve English, particularly writing.
- The school has made marked improvements in the Early Years Foundation Stage where both the indoor and outdoor areas have improved rapidly. Since the previous inspection teaching throughout the school and pupils' achievement have also improved.
- The school has an excellent relationship with parents who are very pleased with what the school provides for their children. Parents commented on how much they value the pupils' individual planning book which goes home each day. Parents, pupils and staff can add comments, including relevant dates of appointments or school events. This helps to keep good contact between school and home.
- The headteacher has earned the respect of his staff as shown in the highly positive responses to the staff questionnaire. He has high expectations and works closely with all teachers and support staff. Performance Management is carried out thoroughly and is used well to help support the school's development priorities as well as links to salary.
- The local authority has worked closely with the school carrying out observations of teaching with the headteacher and supporting the Early Years Foundation Stage. It now feels that with positive changes since the previous inspection and changes made by the headteacher a light-touch approach would be appropriate in the future.
- The curriculum is exciting and provides rich opportunities that help make pupils extremely interested in their learning. Pupils enjoy playing a musical instrument and performing in a termly concert. Local visits to the fire station or mountain rescue by Reception children, residential visits by Key Stage 2 pupils where they experience abseiling, canoeing and bush craft and taking part in Tudor or Egyptian days all make a strong contribution to pupil's spiritual, moral, social and cultural education.
- The school is fortunate to have the local community sports hall attached to the school. It is used well by the school for physical education as well as sporting events. Through the additional sports funding staff have opportunities for training and pupils benefit from learning different sports, for example cricket and short tennis.
- **The governance of the school:**
  - The governing body has a good range of expertise which is used effectively to support and help improve the school and make sure it develop its skills through training in order to fulfil its roles. Governors keep a careful track on finance. They make sure, for example, that extra funds such as the pupil premium and the sports funding are used to strengthen pupils' progress. Each governor works alongside a member of staff to monitor areas of the school development plan as well as checking information on pupils' progress. The governors have a good understanding of teaching in the school and make sure there is a link between teaching quality and salary progression through performance management. Safeguarding arrangements meet 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>	112336
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	430962

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>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Segar
<b>Headteacher</b>	David Fasham
<b>Date of previous school inspection</b>	27 March 2012
<b>Telephone number</b>	01946 861408
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