

# Dormansland Primary School

Clinton Hill, Dormansland, Lingfield, Surrey RH7 6PE

<b>Inspection dates</b>	27–28 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher leads the school exceptionally well. She has made a big impact on improving the school since she arrived.
- Senior leaders and governors work effectively together. Because of this, the school now provides a good standard of education for pupils.
- The vast majority of teaching is very effective. Most pupils make good progress from their different starting points.
- Children in the early years get off to a good start. Their individual needs are understood and catered for well by a dedicated team of staff.
- The small number of pupils from disadvantaged backgrounds are supported well. Consequently, most make good progress as they move through each phase of the school.
- Governors are effective in supporting school improvement. They have a very detailed knowledge of the school and good strategic oversight of aspects that still need to improve.
- Because leaders and staff have high expectations, pupils' attitudes to learning are highly developed. This has a positive impact on the progress they make.
- The school provides very well for the social and emotional development of pupils. As a result, pupils leave the school well prepared to face the challenges of secondary education.
- Pupils behave very well, both in and out of the classroom. They display a strong degree of maturity and are very supportive of each other.
- School leaders ensure that pupils with special educational needs and disability are provided with the right balance of academic challenge and pastoral care. Because of this, their needs are met well.
- Teachers have good subject knowledge and work hard to ensure their lessons motivate pupils to engage with their learning.

### It is not yet an outstanding school because

- The progress of the most-able pupils is not as strong as it could be, especially in mathematics.
- Boys are not consistently motivated to do their best. As a result, their outcomes are not as good as those of girls.
- The very large amount of performance information produced by school leaders is not focused enough. Consequently, self-evaluation and improvement planning are not yet as effective as they might be.

## Full report

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

- Ensure that school self-evaluation, development planning and progress information is always presented in a succinct manner in order to better support school leaders and governors in monitoring and evaluating school improvement.
- Ensure that teachers:
  - provide more support and challenge for pupils capable of achieving at higher levels, especially in mathematics
  - always engage, motivate and challenge boys, so that their outcomes more closely match those of girls as they progress through the school.

## Inspection judgements

### Effectiveness of leadership and management is good

- Since arriving at the school the headteacher has galvanised the school community. She provides a clear vision for the future. She is held in very high esteem by parents and staff and has not wasted time in bringing about the necessary changes required to make this a good school. Her integrity and honesty when discussing different aspects of the school's performance are admirable.
- Senior leaders are an effective team for school improvement. They constantly evaluate the impact of their actions and are not afraid to question each other when they feel things could be better. This is having a positive effect on outcomes for pupils, especially those from disadvantaged backgrounds or those in danger of falling behind.
- Middle leaders who have responsibility for key curriculum areas are now having greater impact on improving teaching and learning. They have been afforded increasing levels of responsibility by the headteacher as their leadership experience has developed, allowing them to offer class teachers the support and challenge required to improve classroom practice.
- The performance of teaching and support staff is monitored carefully. Staff appraisal and performance targets are closely linked to those areas of school improvement that impact directly on outcomes for pupils. Professional development is also targeted on those areas that will have maximum impact on the progress that pupils make.
- Self-evaluation and improvement planning are effective, but contain a level of detail that hinders leaders and governors in their work to improve the school. This is partly due to their relentless drive to understand what needs to be better. A more focused approach is now required to prioritise the key areas that need improvement in order to make this an outstanding school.
- Pupils benefit from an increasingly effective and engaging curriculum. Leaders recognise that boys are sometimes not as engaged with their learning as they might be. Recent changes to the curriculum have already seen some improvement in this area and teachers have been given more freedom to plan interesting and relevant learning experiences that engage and motivate all pupils.
- The social, moral, spiritual and cultural development of pupils is served well. Leaders place a strong emphasis on pupils understanding their own heritage and that of other cultures. Cultural diversity is celebrated in events including Chinese New Year and visits by artists and musicians, including a group of Brazilian drummers. The curriculum provides opportunities to understand democracy and the rule of law. Because of this, pupils are prepared well for life in modern Britain.
- Additional funding to support disadvantaged pupils is used well, as is the funding received by the school to develop physical education and sport. Leaders and governors monitor additional funding well, ensuring value for money and maximising the impact it has on outcomes for pupils, including their physical and emotional well-being.
- The support and challenge of the local authority have had very good impact on improving the school. One leader's comment that 'we have seen rather a lot of them' was expanded to identify a very detailed list of the different types of support afforded to the school. More importantly, the impact of this support was clear to the inspection team, especially in the confidence and quality of leadership at every level.
- **The governance of the school**
  - Governors know the school well. They have a clear understanding of their role and, although keen to work collaboratively, have ensured that the headteacher and other school leaders have been given the right level of challenge to bring about the improvements required to make this a good school.
  - Because governors are provided with a wide range of detailed information, they are very well informed of the school's progress and priorities for development. On the face of it, this is a strength. However, they should be aware of the impact this has on limiting the capacity of school leaders to act decisively to bring about the truly rapid improvement required to make this an outstanding school.
  - Although membership of the governing body has changed in the recent past, it continues to carry out its statutory duties effectively. Governors ensure that performance targets for all staff, including support staff, are closely linked to outcomes for pupils.
- The arrangements for safeguarding are effective. Staff and governors consider the safety and welfare of children as their number one priority. Policies and procedures are sound, as are the day-to-day routines for keeping children away from harm. Staff training is up to date and carried out at a level appropriate to

their responsibility. During the inspection, staff and parents were able to explain to inspectors very clearly why children are safe in school. Simple initiatives such as ensuring pupils' safety at the start of the school day are seen as very important, as is the physical security of the school site. Pupils told inspectors they feel safe at school and talked with confidence about keeping themselves safe when using the internet.

## Quality of teaching, learning and assessment **is good**

- Because the majority of teaching is of a high quality, most pupils make good progress during lessons. This is especially the case in key stage 2 where inspectors found high expectations were the norm and tasks were matched well to pupils' ability.
- Teachers know their pupils well and are constantly assessing the progress being made during lessons. This enables teachers to design learning opportunities that pupils enjoy, as well as ensuring that pupils are challenged at an appropriate level.
- Teachers' subject knowledge is a strength, allowing them to assess pupils' understanding and change the level of challenge, by adding extra layers of complexity to tasks if required, or ensuring that appropriate support is instantly available to keep pupils engaged and on task when they are finding some aspects of their learning difficult.
- There were a number of occasions when inspectors witnessed a very high degree of pupil engagement, due to the quality of teacher input, with a number of 'wow moments', when pupils were visibly excited about the activities they were about to embark on. This was especially the case in a mathematics lesson where pupils were working on solving problems using the Mayan number system and cheered as the task became more difficult and extra layers of complexity were added for good measure.
- Where teaching was less strong, teachers had an appropriate level of expectation, but opportunities to deepen understanding, or move pupils on to more challenging activities, were missed. In some year groups this was especially the case with boys, who found it difficult to engage with some aspects of lessons. School leaders are aware of this and this aspect of classroom practice is a focus for development.
- The teaching of various aspects of English is a strength, with most pupils making good or better progress with reading and writing. In the past, the challenge offered in the teaching of mathematics was not so developed, especially for those pupils capable of achieving at higher levels at the end of key stage 2. This is now a key focus for improvement, with better outcomes for the most-able pupils evident for inspectors to see when observing in classrooms and scrutinising pupils' work.

## Personal development, behaviour and welfare **is good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The headteacher has ensured that a culture that promotes the well-being of pupils is at the heart of everything. Her statement, 'emotional well-being first, everything else second', underpins the school's core philosophy that ensures pupils need to be 'ready to learn' if progress is to be made.
- Because staff attach high importance to the well-being of pupils, the school has developed a number of initiatives that ensure pupils are as ready to learn as possible during the school day. Initiatives such as 'time to talk' ensure an extra layer of support for individuals or small groups of pupils should they need it.
- The introduction of a 'learning passport' has also added an additional tier of support for pupils in order for them to better understand their learning journey as they move through the school. Because of this, pupils' attitudes to learning are very positive, because they can see the purpose of what they learn.
- Pupils understand how to stay safe and healthy. The wider curriculum, including extra-curricular activities, ensures that pupils are taught about healthy lifestyles and that their physical well-being is promoted well.
- Pupils learn about the potential dangers of using the internet and social media, as well as the importance of a healthy diet and exercise. Pupils understand about different forms of bullying, which they told inspectors is rare.

### Behaviour

- The behaviour of pupils is good. There were no occasions during the inspection when inspectors had any concern about the conduct of pupils.
- Pupils are polite to each other and adults. They understand what is expected of them in classrooms and on the playground. They understand that poor behaviour is not acceptable, especially if it stops others

from learning.

- Very occasionally, pupils become disengaged from learning because the activities they are taking part in do not motivate or interest them enough. This is more to do with the level of challenge offered by the activities than the attitudes of pupils to learning.
- Most pupils attend school regularly and levels of absence are below those seen nationally. Where absence has the potential to impact on a pupil's progress, school leaders are quick to intervene and work with parents to find solutions to problems.

## Outcomes for pupils

are good

- Outcomes have improved since the last inspection. Most pupils make good progress as they move through the school. This is as true of their attitudes to learning and their social and emotional development as it is of their academic progress. Because of this, they are well prepared for their transfer to secondary education when it comes.
- Children make good progress from their different starting points in the early years. The proportion of them achieving a good level of development by the end of their Reception Year is higher than the national average. This means most children are well prepared for their move into Year 1.
- The proportion of pupils who achieve the expected standard in the Year 1 phonics check is broadly in line with national averages. However, the number of pupils achieving the expected standard by the end of Year 2 compares favourably with national averages, with very few pupils not at the expected standard as they begin Year 3.
- By the end of Year 2, the levels pupils achieve in reading, writing and mathematics are equal to those seen nationally. Outcomes for boys are not as good as those for girls. School leaders are very aware of this and are focusing on this disparity as a key element of improvement planning.
- Outcomes at the end of Year 6 were above national averages in reading, writing and English grammar, punctuation and spelling in 2015. However, the proportion of pupils achieving at higher levels in mathematics was below that seen nationally because not enough of the pupils capable of achieving at higher levels made the progress required to do so.
- The progress and achievements of the few pupils from disadvantaged backgrounds are improving, although small cohort numbers in some year groups make comparisons unwise. On most progress measures, pupils from disadvantaged backgrounds are doing well.
- The very small number of pupils with special educational needs or disability make good progress from their different starting points.
- Because school leaders have ensured that the correct priorities are being tackled, outcomes for boys and for those pupils capable of achieving at higher levels, especially in mathematics, are improving. Despite the obvious good impact of improvement work, these aspects remain a high priority, at least in the short term.

## Early years provision

is good

- The early years provision is led well, with staff working as an effective team to provide children with a very good start to their time at school.
- Because of the good quality of provision in the early years, most pupils make good progress from their different starting points, meaning that they are very well prepared when they move up into Year 1.
- Communication between the school and parents is very strong. Because of this, staff know the children well and have a clear understanding of the needs of each individual. This means they are able to cater for each child's needs very well.
- The quality of teaching is never less than good. Assessment and planning of next steps in learning are a strength. Children benefit from a well-resourced learning environment, both in and outside the classroom.
- Activities are planned that engage and excite children, meeting their interests well. This was evident when a small group of children explained in a matter-of-fact way the different components of their dinosaur trap, cutting and sticking foam and netting, to ensure their captive dinosaurs would have somewhere 'nice' to sleep while in 'captivity'.

- On some occasions, children were so engrossed in their learning that they hardly noticed inspectors at all. On others, they were confident and very happy to explain what they were 'learning about today'.
- Children benefit from a safe environment and get along with each other very well. Staff are vigilant and proactive when they know that children are tiring or losing focus in the activities they are undertaking, and are able to refocus the learning so that children stay engaged.
- Currently, there are too few children from disadvantaged backgrounds, or with special educational needs or disability, to make meaningful comparisons about their progress or outcomes.
- Parents are very appreciative of the care their children receive in the early years. Many have joined the headteacher's newly formed parent focus group and are beginning to play a wider role in school life.
- Parents told inspectors they appreciate the opportunities they have to find out about the progress their children are making, as well as the information sessions that help them to support their children in making progress with their reading and writing.

## School details

<b>Unique reference number</b>	124986
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10002309

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair of governors</b>	Trevor Smeaton
<b>Headteacher</b>	Sarah Stokes
<b>Telephone number</b>	01342 832 359
<b>Website</b>	<a href="http://www.dormansland.surrey.sch.uk">www.dormansland.surrey.sch.uk</a>
<b>Email address</b>	<a href="mailto:info@dormansland.surrey.sch.uk">info@dormansland.surrey.sch.uk</a>
<b>Date of previous inspection</b>	13–14 November 2013

## Information about this school

- Dormansland is a smaller-than-average-sized primary school.
- The headteacher has joined the school since the last inspection.
- The school meets the government's floor standards, which are the minimum expectation for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school has a much smaller than average proportion of pupils who come from minority ethnic groups or who speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding) is lower than the national average.
- The proportion of pupils with special educational needs or disability is lower than the national average.

## Information about this inspection

- Inspectors conducted 13 lesson observations across all phases of the school, four of which were joint observations with the headteacher.
- Meetings were held with pupils, parents, the headteacher, senior leaders, middle leaders, the chair of governors accompanied by six other governors, and a representative of the local authority.
- Inspectors looked at a range of pupils' work, heard pupils read and observed pupils' behaviour in lessons and around the school.
- Inspectors considered the views of parents, taking into account 111 responses to the online parent questionnaire, Parent View. The inspectors also considered 64 free text responses submitted by parents.
- Inspectors considered the views of staff using the online staff questionnaire.
- Inspectors considered the views of pupils using the online pupil questionnaire.
- Inspectors scrutinised a range of documents including those to do with safeguarding, attendance, minutes of meetings of the governing body, information about pupils' outcomes provided by the school, the school's self-evaluation of its performance and the school's development planning.
- Records of monitoring visits and support provided by the local authority were also considered.

## Inspection team

Clive Close, lead inspector

Hilary Goddard

Her Majesty's Inspector

Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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