

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



1 November 2017

Mrs Lynn Elliott
Headteacher
Dinting Church of England Voluntary Aided Primary School
Dinting Vale
Glossop
Derbyshire
SK13 6NX

Dear Mrs Elliott

Short inspection of Dinting Church of England Voluntary Aided Primary School

Following my visit to the school on 17 October 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2013.

This school continues to be good.

You have maintained the good quality of education in the school since the last inspection.

You have created a warm, welcoming and attractive school environment that encourages everyone to do their best. The school retains its nurturing 'family' atmosphere, even though the number of pupils is increasing. This is very conducive to learning. Pupils appreciate the facilities and activities available to them. They spoke with enthusiasm and pride about school life. They mentioned particularly the 'buddy' system, the attractive and inviting school library and their interesting visits beyond the school. They describe their learning as 'exciting – you'll never be bored', with 'lots going on'. There is a strong sense of teamwork among leaders, staff and governors. Together, you work with energy and ambition towards your common goal to be a 'self-improving community'.

You have successfully tackled the areas for improvement from the previous inspection. In this, you have worked with determination and have been well supported by other senior leaders and the effective governing body. As a result, the school remains securely good, and there is a strong capacity for continued improvement.

In particular, you have raised standards for the most able pupils, especially in mathematics. Results in 2017 show that pupils made above-average progress in mathematics by the end of key stage 2.

Pupils enjoy using their mathematical skills to solve real-life problems. They are confident learners and are not afraid to make mistakes. They see this as a learning point to help them improve. Pupils present their written work carefully and show a sense of pride in their achievements. This is especially evident in classes in key stage 2.

In key stage 1, you have made sure that teachers plan activities with a greater level of challenge. As a result, pupils are reaching higher standards and making faster progress. This is particularly true of the most able pupils. Sometimes, however, teachers do not precisely match the work in key stage 1 to pupils' abilities. For example, teachers sometimes set work for the less able pupils that is too hard for them to complete. Similarly, they sometimes give the most able readers books that are too easy for them. You have rightly identified this as an area for ongoing improvement in the current school improvement plan, to make sure that the recent improvements are sustained.

Your work to raise standards for disadvantaged pupils is effective. Leaders and governors make sure that the extra funding is used wisely. For example, teaching assistants provide frequent and effective support for disadvantaged pupils. This happens both within lessons and in the school's 'LAB' room, which was aptly named by the pupils. The room is used for focused group work, through which pupils 'Learn to Achieve Better'. As a result, disadvantaged pupils make similar progress to that of other pupils nationally. Often, it is faster.

You have correctly identified the barriers to learning encountered by disadvantaged pupils. Your strategy document outlines your plans for the year for spending the pupil premium, with in-built review points. We agreed some minor points for improvement in the review process. You are also aware that information about the pupil premium is not yet published on the school website and should be made available.

Safeguarding is effective.

All of your policies and procedures meet requirements. Your employment checks are scrupulous. Training for staff and governors is up to date and carefully documented.

Staff confirmed their understanding of how to keep pupils safe. They know how to use the school's referral system to report any concerns quickly.

A culture of safety and care runs through all of the school's work. The school premises are secure. Pupils said that they feel safe and have confidence in adults' ability to deal with any issues as quickly as possible. Staff teach pupils to respect and care for one another. Pupils spoke eloquently about their understanding of bullying. The school council has published an impressive information leaflet for pupils of all ages, entitled 'Together Say NO To Bullies'.

Inspection findings

- Relationships in this school are strong. Pupils have a positive attitude to learning. As a result, they respond very well to their teachers' challenges. They do not regard the mistakes that they sometimes make in their work as set-backs. Instead, they welcome mistakes as opportunities to improve their work and learn something new.
- Teachers and teaching assistants work together seamlessly. They provide rich, personalised learning experiences for pupils. This is especially evident in key stage 2, through the quality of pupils' attention in lessons and the work in their books.
- Pupils value the opportunities that they have for taking on roles of responsibility. These include Year 6 'buddies' for children in the Reception class and library monitors. Pupils explained with pride how they have to submit a written application for their roles. They showed a strong sense of personal commitment to their tasks.
- Pupils read with confidence and pleasure. The school library is well stocked and inviting. Pupils maintain it and take pride in keeping it tidy, recommending new books to others.
- Standards throughout key stage 2 are very strong and pupils make good progress. Standards in key stage 1 are improving. Not enough pupils who achieve highly at the end of the early years, however, go on to achieve at greater depth at the end of key stage 1. You are aware of this and the need to sustain the improvements.
- Leaders, staff and governors have a coherent and ambitious view of the school. They all say that a sense of 'family' and 'striving to achieve' are very important to them. Leaders make sure that all staff, including those who are newly qualified, receive an appropriate programme of training.
- The experienced governing body provides effective support and challenge for the school. Governors are active in auditing their skills and making sure that they receive suitable training. Safeguarding is of paramount importance to governors. As one astutely put it, 'Safeguarding is everybody's business.'

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers in key stage 1 match the work that they set more precisely to pupils' abilities
- leaders check carefully that faster progress in key stage 1 is sustained, particularly for the most able pupils.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Derby, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Christine Watkins
Her Majesty's Inspector

Information about the inspection

During this inspection, I met with you, a group of teaching and support staff and members of the governing body. I held a telephone conversation with a representative of the local authority. I visited all five classes with you, including the indoor and outdoor areas for the Reception class. I spoke with pupils informally during lessons and during a group discussion. I examined pupils' work in their books and observed their behaviour and conduct around school. I considered 52 responses to Parent View, Ofsted's online survey, and 12 responses to Ofsted's staff survey. There were no responses to the pupil survey. I considered a wide range of documents, including those relating to safeguarding, staff recruitment checks, minutes of meetings of the governing body, information relating to pupils' achievement, attendance and behaviour, the school's self-evaluation summary and its improvement plan.