



# Dunsford Community Primary School

## Inspection Report

**Unique Reference Number** 113199  
**LEA** Devon  
**Inspection number** 279116  
**Inspection dates** 4 July 2006 to 4 July 2006  
**Reporting inspector** Rowena Onions AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Dunsford
<b>School category</b>	Community		Exeter
<b>Age range of pupils</b>	4 to 11		Devon EX6 7DD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01647 252548
<b>Number on roll</b>	72	<b>Fax number</b>	01647 252548
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Miles MacEacham
<b>Date of previous inspection</b>	13 March 2000	<b>Headteacher</b>	Mr D Gibbard

Age group	Inspection dates	Inspection number
4 to 11	4 July 2006 - 4 July 2006	279116

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This popular very small school serves the village of Dunsford and the surrounding area. Almost all the pupils are of White British heritage and English is their first language. Children enter the school with broadly average levels of knowledge and skills. The proportion of pupils eligible for free school meals is low. The school has a slightly above average proportion of pupils with learning difficulties but an average proportion of pupils with a statement of special educational need.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Dunsford Community Primary is a good school where all pupils, including those in the Reception class, are making good progress. School improvements have raised standards in Years 1 and 2 and current Year 2 pupils are attaining above average standards. Standards for 11 year olds are also above average.

Good leadership and management by the headteacher, staff and governors have successfully created an ethos whereby every individual is helped to thrive. Pupils' personal development is good and pupils are motivated to learn, but overall attendance is affected by the taking of holidays in term time. The way they behave is outstanding. A strong feature of the school is the way good teaching, curriculum and support are based on secure knowledge of pupils' individual strengths and needs. This helps all, including those who have learning difficulties and disabilities and those of higher attainment, to do well. Pupils receive exemplary personal guidance but, although they are set targets for the improvement of their work, they are not yet sure of how best to use this guidance in making improvements or how to look at their own work more critically.

A self evaluative approach to the education provided is ensuring that the school continues to make ongoing improvements and has good capacity to improve further. The inspection endorses the school's accurate understanding of its strengths and weaknesses and its effectiveness. The school provides good value for money.

### **What the school should do to improve further**

- Help pupils to make improvements to their work by knowing how to use the guidance and targets they are given and how to become gradually more self critical.
- Continue to work with parents to reduce the taking of holidays in term time.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress. From an average starting point, they attain above average standards in English, mathematics and science by Year 6. Due to the good education they receive, children make good progress in the Reception class and most attain the national goals for this age child. A good number exceed these goals, particularly in their spoken language. Successful school improvement work has accelerated the progress made in Years 1 and 2 and this is now good. Current Year 2 pupils are attaining above average standards in reading, writing, mathematics and science, exceeding those attained by Year 2 pupils between 2002 and 2005.

Pupils make good progress in Years 3 to 6. Current Year 6 pupils have built upon average standards attained in Year 2, have met the challenging targets set for them by the school and are attaining above average standards. In particular, there is an improvement in the progress made in writing, which has been the focus of recent

school improvement work and this is now very good. Pupils use their language and mathematics skills well when working in other subjects.

Pupils' individual needs are very effectively met. As a result, pupils of higher attainment are continuously challenged and make good progress. There is equally successful provision for pupils with learning difficulties and disabilities. One parent commented, '...within a couple of years of arriving at the school my son has overcome his difficulties and is flying'.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. In Reception, children work and play happily, feeling safe and secure. Because lessons and wider activities capture their interest, pupils enjoy coming to school and work hard. Almost all join enthusiastically in the various school clubs. Attendance is satisfactory; it is just below the national average because a few parents take holidays in term time.

There are high quality relationships between all members of the school community. Pupils live up to adults' high expectations and their behaviour is outstanding. Older pupils help younger ones, for example, helping them to improve their football skills unprompted at playtime. Pupils enjoy helping plan school improvements through the school council, for example, deciding what new equipment they needed on the school field. Pupils know how to keep themselves safe and well. They know the importance of eating well and enjoy taking good amounts of exercise. Pupils' spiritual, moral, and social development is good. School initiatives introduced to raise pupils' awareness of different cultures, for example, through links with an inner city school in Leicester, help them to have satisfactory multi-cultural understanding. Pupils' good skills in English and mathematics and their ability to relate well to one another is preparing them well for the next stage of education and the world of work beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good throughout the school. Very well managed classes and strong relationships make pupils want to try hard and do well. Assessment is used well to track progress and to identify strengths and weaknesses in performance. Using this information, teachers plan well for the different needs of groups and individuals within the mixed age classes, including in the mixed Reception and Year 1 class, ensuring that activities are appropriate to age group and that all are correctly challenged. Teachers and teaching assistants are skilled in asking the right questions to help pupils take their learning just that little bit further, promoting the good progress made by all pupils, including those with learning difficulties and disabilities and those with higher attainments. Although teachers ensure that pupils understand what they

will learn in a lesson, they are not yet fully developing the pupils' ability to be self critical and to use information about how to improve their work.

Teachers try hard to make work interesting for their pupils, linking subjects together and making good use of the information and communication technology (ICT) resources available. Many lessons have a good practical content, but occasionally, introductions to activities are too long. Pupils also commented on this, saying that this is the aspect of lessons they would like to be different.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, promoting good progress, particularly in mathematics, English and science. A well thought out programme that links subjects together makes learning more meaningful. The Reception class curriculum is good, providing a good balance of direct teaching and play based activities. The school uses information about the progress of individuals and groups in designing a curriculum that is responsive to the needs of all, helping pupils with learning difficulties and disabilities and those of higher attainments to do well.

Aspects of the curriculum that promote personal development, including pupils' knowledge of how to stay safe and well, are strong, providing, 'a wonderful, confidence boosting experience' (parent comment). One reason for pupils' enjoyment of school is the outstanding quality of the enrichment activities provided. Pupils go on many visits, have opportunity to work with visitors and to join the wide range of clubs. Older pupils were particularly enthusiastic about a recent residential visit, which had clearly promoted their independence.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. A particular strength is the way pupils are well cared for in this very happy, friendly school where each individual is known very well. Pupils feel safe and secure because they know adults will help them if they have a problem. Child protection and health and safety procedures are very good. The school has good procedures for improving attendance, including discouraging the taking of holidays in term time. The school works very successfully with outside agencies to help pupils with additional needs to receive appropriate support. There are good links with other schools and playgroups in the area, consequently movement into and out of the school is smoothly accomplished. Parents and carers are kept well informed of their children's progress and have regular opportunities to meet teachers.

Pupils have clear literacy and numeracy targets designed to help them to improve their work but are not always sure of how to use these, or the feedback given in marking, most effectively.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good at all levels, driving the improvements made since the last inspection and ensuring that the school has good capacity to improve further. A large percentage of parents responded to the questionnaire and their views about the school were extremely positive. The headteacher leads the school very well. His vision has promoted a school which serves the needs of all pupils, regardless of their background or level of attainment. Parents and pupils alike hold him in high esteem. The headteacher is very well supported by staff, all of whom lead at least one subject. The school's work is carefully monitored and this is used to identify areas for development. The whole school community, including parents, is involved in the process, providing energy and drive to ensure initiatives are successful. There is, however, scope for including pupils more by discussing with them how they feel lessons could be made more effective. Well devised improvement work has, for example, increased younger pupils' enjoyment, progress and standards and has promoted raised standards in writing throughout the school.

Governors play a good part in the life of the school, having systematic ways of both supporting the headteacher and staff and of holding them to account for the school's standards. They have been particularly proactive in making significant improvements to the education provided for the youngest pupils and in ICT through ongoing improvements to what is now, high quality accommodation.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

We really enjoyed our day in Dunsford and would like to thank you for your help and friendly conversations. We agree with you that yours is a good school and liked lots of the things we saw. Here are some of them:

- The way your teachers and helpers help each of you to make good progress. •The brilliant way in which you behave, especially the way you look out for each other. •The importance you and your teachers and helpers give to eating healthy food and to enjoying taking lots of exercise.
- The time and effort your headteacher and teachers spend in making the school even better.
- We think you are particularly lucky to have grown ups who have worked very hard to give you such a nice school building and such wonderful surroundings in which to work and play.

We have asked your teachers to help you make even better progress by:

- Showing you: -how to use the advice they give you about making your work better; -how to look at your own work to see how you could make improvements for yourself. •Continue to encourage your parents not to take you on holiday during term time.

Once again, thank you. We know that you will carry on helping all the grown ups to make sure Dunsford School continues to be a happy, thriving place.