



Inspection Report

**Better
education
and care**

Unique Reference Number 116355
LEA Hampshire LEA
Inspection number 279799
Inspection dates 6 December 2005 to 7 December 2005
Reporting inspector George Rayner AI

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

Type of school	Primary	School address	Chatter Alley
School category	Voluntary aided		Dogmersfield
Age range of pupils	4 to 11		Hook, Hampshire RG27 8SS
Gender of pupils	Mixed	Telephone number	01252616345
Number on roll	108	Fax number	01252616652
Appropriate authority	The governing body	Chair of governors	Mrs Elizabeth Waller
Date of previous inspection	13 March 2000	Headteacher	Miss Susan Wall

Age group 4 to 11	Inspection dates 6 December 2005 - 7 December 2005	Inspection number 279799
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Dogmersfield is a voluntary aided Church of England village primary school. It is smaller than most primary schools. Pupils come from a wide area. Socio-economic circumstances are generally advantaged. Because of small numbers, there is some fluctuation from year to year in standards on entry, but they are generally close to those expected. An average proportion of pupils have learning difficulties, although none have statements. The proportion of pupils from minority ethnic groups is a little above average, but fewer than average have a first language other than English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's view that quality and standards in its Foundation Stage are good. The school judged its overall effectiveness as satisfactory. The inspection found that this underestimates the achievement that it secures for its pupils and that overall effectiveness is good. This view is shared by parents. A very large proportion expressed highly positive opinions about the progress, care and personal development that the school provides for their children. Achievement is good in all years. It is best in science in Years 3 to 6, where it is outstanding, enabling pupils to reach exceptional standards. An important factor is the highly effective focus on investigative learning. The weakest achievement is in English which, while good overall, is affected by lower numbers of pupils reaching the highest standards in writing. Pupils' personal development is good. Their very positive attitudes make a strong contribution to their achievement. Spiritual and cultural development have improved well since the last inspection and are now as good as social and moral development. Teaching is good, providing stimulating lessons that further encourage pupils' positive response. There is a need to improve the teaching of writing and the consistency with which marking supports this. The curriculum is satisfactory, with some good features. The absence of a hall prevents the school from teaching all parts of the National Curriculum for physical education to all years. Care is good, with improving tracking procedures beginning to provide effective monitoring and support for each pupil's progress. The school is well led and managed, with effective teamwork between all involved becoming a strength. Value for money and capacity for further improvement are good.

What the school should do to improve further

* Continue to improve teaching and achievement in writing, especially for the brightest pupils.* Move as speedily as possible to a solution to the lack of a school hall, so that full National Curriculum entitlement for physical education can be provided for all years.

Achievement and standards

Grade: 2

Children in the Foundation Stage make good progress towards all their learning goals. The school is developing good procedures for monitoring the progress of each child in their key skills and social development to ensure all receive effective support. Good progress in Years 1 to 6 is shown in the 2005 Year 2 and Year 6 tests, in which standards are generally above average. The best achievement is in science in Years 3 to 6. Pupils benefit from extremely good opportunities for investigative learning to make outstanding progress and reach exceptional standards. They reach above average standards in mathematics and English. In English, this is because of particularly good progress in reading, resulting from the school's effective guided reading programme. Progress in writing is less strong, particularly for the brightest pupils. Pupils do not use drafting as well as they might to improve the quality of their work and standards

are sometimes reduced by careless spelling. Pupils with learning difficulties benefit from well-organised monitoring and support and also make good progress. Generally, the targets set for pupils maintain a good balance between challenge and realistic expectation.

Personal development and well-being

Grade: 2

Personal development is good. Good attendance shows pupils' positive attitudes. Behaviour is very good. Around the school, pupils are polite and considerate to each other and to adults. In lessons, they contribute well to their achievement by working with enthusiasm and commitment. They do jobs such as tidying up after practical activities speedily and cheerfully, so that little time is lost. In a discussion, some children said that they enjoy most lessons because the teachers give them interesting things to do. Spiritual, moral, social and cultural development are good. Pupils work together very well. The school's moral code is strongly based upon its Christian ethos and pupils are very aware of the importance of their responsibilities as well as rights. Spiritual and cultural development were both unsatisfactory at the last inspection, but are now much better. The school effectively uses its link with the nearby church as a source of spiritual guidance. There is a good stock of multicultural resources in the library. There is a link with a school in Uganda - children are proud that they sponsor a goat there, called Dolly. Pupils show good responsibility when working in situations in which there might be hazards. In a lesson, older children were very sensible when using hacksaws and showed good understanding of safe practice when questioned on this by the teacher. School meals provide a good balance of healthy foods. A rota ensures that all have fair shares in using the playground climbing apparatus and a recently constructed 'trim trail'. The School Council provides an effective voice, to which even the very youngest children contribute, and good learning about the democratic process. Pupils often take part in community activities like a sponsored walk to 'Make Poverty History' and raising funds for Water Aid. In most respects pupils are well prepared for the practical and financial aspects of adult life. However, the school is aware it needs to improve systematic planning to ensure that it is as good as the other areas.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good in all years. Teachers know their pupils well and plan effectively to meet their needs. They plan stimulating activities, to which pupils respond with a level of enthusiasm and willingness that contributes strongly to their achievement. Because lessons are managed well, a good pace of learning is maintained. Relationships are very good. This encourages pupils to volunteer to carry out tasks, even when these are difficult. Teachers are able to assert their high expectations for effort and behaviour without having to resort to a heavy hand. Marking is regular, encouraging and generally helpful in showing pupils how to improve, although not

always consistent in the way in which it focuses on for example, spelling. An approach that encourages open-ended thought and investigation is particularly productive in science, where it leads to excellent achievement. The school is aware that it needs to further improve the teaching of writing. It is pursuing this by enhancing the way in which teachers guide children on how to improve their work through drafting. This is a worthwhile way to proceed, although the full impact has not yet been felt.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, with some good features. It is broad and balanced, and enhanced by French for all pupils. The last inspection found that provision for information and communication technology (ICT) was deficient. This has been improved well, with resources now sufficient. Planning for ICT lessons and opportunities to use computers in other subjects now meets statutory requirements. Good extra curricular provision includes sporting, creative and cultural activities. Residential visits make a strong contribution, during which pupils take part in outdoor activities not normally available and enhance their social and teamwork skills. The library, which was inadequate and drab at the last inspection, now has a good range of books. It has been decorated by a parent with pictures of literary characters, chosen by pupils, to become a wonderfully inspiring place for reading and reflection. The school is severely hampered in providing the physical education (PE) curriculum by its lack of a hall. It makes every effort to overcome this - younger pupils travel to a leisure centre and older ones to a neighbouring junior school. This arrangement is far from ideal. Travelling cuts into learning time. Younger pupils do not have access to large apparatus, so that, while almost all elements of the PE curriculum are covered, they do not receive their full entitlement for gymnastics.

Care, guidance and support

Grade: 2

Care is good. The school is a very caring, close-knit, community. Children say they feel very secure and well looked after and this is highly appreciated by parents. Some parents are understandably concerned about young children being taken by coach to a local leisure centre for PE, but the school carefully and fully carries out all risk assessments for this and other off-site activities. Arrangements for child protection meet requirements. All staff are trained in first aid. The school has been aware of a need to improve its procedures for tracking pupils' progress. Although the improvements are at quite an early stage, they are beginning to provide an effective foundation for giving all pupils the individual support that they need to achieve as well as they can.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher, who has been in post for two years, has a very clear view of the way forward and is providing very effective leadership. The headteacher's contribution is recognised by parents and carers, a high proportion of whom commented very positively about her effectiveness in improving standards, teaching and personal development. She is well supported by colleagues working at all levels, who share the vision and work with commitment to pursue it. These qualities provide the school with a good capacity for further improvement. Governors acknowledge that the guidance they have received from the headteacher has been a key factor in their own improved organisation and effectiveness. This has included better understanding of their roles, responsibilities and key focus on the pupils' achievement. Governors have done everything possible to overcome the impact of the school's lack of a hall on its ability to meet National Curriculum requirements for PE. They are currently negotiating with the diocese for funding to build a new hall and it is important that they ensure that these move as swiftly as possible to a solution. The school evaluates its work well. It has effective procedures for monitoring teaching and progress and is working with commitment to improve these further. It is introducing systematic peer assessment to help teachers to share their good practice. The school regularly seeks the opinions of parents and carers. Parents, through their association, contribute very well to its work. Activities include fund-raising to help the school to provide its share of the cost of a new hall.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for being so friendly and helpful when I visited your school. I really enjoyed my visit. It was good to see that you are so happy and like your school so much. You told me that it is a very friendly school and you enjoy your lessons because the teachers make them so interesting. My visit showed me that you are doing well. You are doing especially well in science - one of the best schools in the country for this. You are good at reading, but not quite so good at writing. Sometimes, children's marks are lower because of careless spelling.

An important reason for you doing well is good teaching. Teachers make sure lessons are interesting. They take care to find out how well every pupil is doing and give everybody the help that they need to do as well as possible. Another important reason why you do so well is yourselves. You are very well behaved and work hard. You are very polite and helpful to each other and to grown ups. This means that your school is a lovely place to be and is also very helpful to your teachers. A third reason is that your parents and other grown ups at home help the school in lots of ways.

There are a few things that will make your school even better and the headteacher, staff and governors are already working to do these. They are going to help you to be better at writing and make sure they always mark things like spelling. Not having a hall makes it difficult to do everything you need to do in PE. Everybody is working hard to build a hall as soon as possible. In the meantime, they are doing all they can to give you good PE lessons, even though this means you have to go to other places. Well done to you all and good luck for the future.