



Dunham-on-Trent CofE Primary School

Inspection Report

Unique Reference Number 122758
LEA NOTTINGHAMSHIRE LEA
Inspection number 281336
Inspection dates 10 January 2006 to 11 January 2006
Reporting inspector Mr. Paul Weston LI

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

Type of school	Primary	School address	Laneham Road
School category	Voluntary controlled		NG22 0UL
Age range of pupils	5 to 12		
Gender of pupils	Mixed	Telephone number	01777228383
Number on roll	105	Fax number	01777228383
Appropriate authority	The governing body	Chair of governors	Mrs. Janie Strawson
Date of previous inspection	13 October 2003	Headteacher	Mrs. Dorothy Hayes

Age group 5 to 12	Inspection dates 10 January 2006 - 11 January 2006	Inspection number 281336
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Dunham-on-Trent Church of England Primary is a small rural school. The number of pupils claiming free school meals is below average. There are no pupils from minority ethnic backgrounds, or for whom English is an additional language. There are an average number of pupils with learning difficulties and disabilities. The school has received national awards for Healthy Schools, Active Mark and the Football Association Charter Mark in recent years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that has made rapid improvements since the last inspection. It provides well for its pupils and gives good value for money. HMI agrees with the school's view of its overall effectiveness. There are many strengths. It is a welcoming school where pupils are happy and well behaved in lessons. There are positive relationships throughout school and pupils have good opportunities for taking responsibility. The school takes good account of the views of parents and pupils. They hold the school in high regard. One parent said, 'The school has really improved' and another commented, 'Pupils are treated fairly and with respect'. The headteacher leads the school well and has built an effective staff team which works hard to provide a high quality education for the pupils. There is an enthusiasm and capability to drive the school forward. Children make a good start in Reception where most make good progress. By the age of seven, standards are above average in reading and mathematics. The school is aware that standards are too low in writing at the end of Year 2. By Year 6, standards overall are above average. Good leadership and management have successfully raised standards in English and mathematics. The school recognises the next step is to develop the curriculum further, increase opportunities to use information and communication technology (ICT), and enable leaders of subjects other than English and mathematics to check on how well pupils are learning.

What the school should do to improve further

- developing the curriculum further so that all subjects provide a broader range of experiences for pupils - increasing opportunities for the development of ICT in order to improve skills of independent learning - enabling leaders of subjects other than English and mathematics to check on teaching to know how well pupils are learning and what is needed to improve provision.

Achievement and standards

Grade: 2

Most pupils are achieving well. Standards on entry to Reception vary from year to year, but are broadly average overall. From the outset in the Reception class, the quality of teaching is good. Children's needs are well met and as a result they make good progress, particularly in their personal, social, communication and creative development and independent skills. Standards at the start of Year 1 are above average overall. Good progress continues through Years 1 and 2 and pupils reach above average standards by the end of Year 2 in most areas. The school recognises that standards in writing could be higher and is working hard to achieve this. Results in national tests at the end of Year 6 declined between 2002 and 2004, when they dipped to below average. In 2005, as the strategies the school had put in place began to take effect, results rose. Older pupils make good progress in English, mathematics and science. By the time they leave, they reach standards above those expected for their age in English and science. They are broadly average in mathematics because fewer pupils achieve

at the highest level. Learners with difficulties and disabilities are well supported and enabled to achieve well. Most pupils are successful in meeting the challenging targets that are set.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The school has a calm and welcoming environment. There has been a great improvement in pupils' attitudes to school and work, as the results of pupil surveys over the past two years show. The development of good social skills begins in the Foundation Stage. This is continued throughout the school. Pupils listen attentively and work well together. Behaviour is good and pupils are polite. Bullying is rare and pupils agree that incidents are dealt with very quickly and effectively. Pupils really enjoy school. They find their lessons interesting and say that they are well supported when work is difficult. Pupils make good progress in learning to keep safe and are well informed about eating healthily and taking exercise. Although attendance is satisfactory, it is adversely affected by those parents who take pupils out of school during term time. Pupils' spiritual, moral, social and cultural development is good overall. Charity work and the many opportunities for them to help around the school enable pupils to make a positive contribution to the community. They are developing a good understanding of economic well-being through their participation and decision making in the school council and by organising and managing mini-enterprises, such as the school tuck shop.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and enables pupils to learn well. Teachers know their pupils well and ensure that they meet the widely differing needs of the pupils in their class. The strengths in teaching include good planning that is matched to learners' needs, good subject knowledge, skilful questioning, high expectations of behaviour, good management, and lessons that move at a brisk pace. These strategies enable pupils to maintain their interest, enjoy their learning, make good progress and achieve well. However, in lessons where the pace is slower, pupils achieve less well. Teaching assistants are often skilled instructors and they make a good contribution to pupils' learning. Work is marked regularly. However, it is often not linked to clear targets or sufficiently analytical to help pupils improve their work. Effective use is made of secure assessment information to track pupil progress. Checks are kept on each pupil's progress and the school takes effective action if this falls below expectations. Challenging targets have been set for 2006 and 2007 and most pupils are well placed to meet them. Most groups of learners, including those who have learning difficulties and disabilities, make good progress.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements and is satisfactory. The school places a good emphasis on improving skills in English and mathematics. This helps pupils to build a good foundation for their next school, and eventually for the world of work. There is good provision for pupils' personal, social and health education. Although appropriate time is available for all subjects, the school recognises that it needs to improve aspects of its curriculum. Plans to develop the outdoor play environment need to be implemented in order to fully meet the needs of the youngest children. The school needs to make learning more thought-provoking and interesting by linking work between subjects. There is still work to do in realising the benefits that ICT can bring to other subjects and to further develop pupils' skills of independence. The curriculum is enriched by a good range of clubs and by visitors to the school as well as by a series of special days. These events are well supported and help to make learning exciting. The older pupils are very enthusiastic about their annual residential visit to an outdoor centre.

Care, guidance and support

Grade: 2

The school is a caring community. The quality of care, guidance and support is high and most pupils achieve well because of this. Arrangements for the safeguarding of pupils, including child protection, are well established. There are good arrangements for ensuring that the school environment is safe and pupils have a good understanding of healthy lifestyles. They are well supervised and taught to use equipment safely. There are very good relationships between pupils and staff. Pupils know that adults will listen to their concerns and support them if they have a problem. Procedures to tackle unsatisfactory behaviour and to reward good work or conduct are effective. Parents are very happy about the way that their children, including those who have learning difficulties and disabilities, are looked after. They appreciate the school's welcoming approach and readiness to discuss their child's progress and concerns. The support provided for pupils with these needs is effective in helping them to do well consistently. Good partnerships with the on-site pre-school group and local secondary school help ensure the smooth transfer of pupils both into and out of the school.

Leadership and management

Grade: 2

The leadership and management of the school are good. The school has responded positively to the previous inspection report and has worked energetically to address the issues identified. The local authority has supported the school effectively. Leadership of the school is successfully focused on raising standards and promoting the personal development and well-being of learners. A common sense of purpose has been created amongst staff and new members have been well integrated into school. They are increasingly effective. Analysis and review are integral to the school's work,

so that it knows itself well. For example, the school's assessment of the quality of teaching and learning is accurate and matches that seen by HMI. Good use is made of resources, with staff deployed effectively. The views of pupils and parents are actively sought. They express high levels of satisfaction with the school. A clear programme of further improvements is planned, and the school is well-placed to implement these. For example, coordinators for English and mathematics fulfil their roles well. However, teachers in charge of other subjects have not had the opportunity to check how well pupils are learning and what is needed for them to improve. Governors are committed to the school and support it well. Their awareness of their responsibility to hold it to account has grown and they play a full role in support of the school. The school is now well placed to move forward and gives good value for money.

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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	NA	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	2	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

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	2	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 letting me visit your school. I enjoyed talking with you, watching you learn and looking at your work. I thought you would like to hear what I liked about your school and how it could get even better. What I liked about your school: - you are friendly and confident, and happy to talk about what you are doing - you behave well in lessons and enjoy what you do, especially when you are working together or have practical activities to do - you have some good ideas about how the school can improve - your headteacher and other grown-ups working in the school look after you and make sure that everyone behaves well and is happy. This helps you get on in lessons - your teachers and teaching assistants work hard to make their teaching even better, and to get it right for each one of you - your parents like the school and feel you learn well. What I have asked your school to do to make it even better: - your teachers need to link subjects together and allow you time and the opportunity to find out how things work - your teachers need to provide you with more opportunities to use ICT in other subjects to increase your confidence and independence - your teachers should check what is happening more in other classes and share all the good things they find so that they can learn from each other and get even better. I feel certain that everyone at the school will continue to work hard to help you learn in the future. Good luck.