



# Durrington All Saints Church of England Voluntary Controlled Infants' School

Inspection Report

**Unique Reference Number** 126323  
**LEA** Wiltshire  
**Inspection number** 282094  
**Inspection dates** 14 November 2005 to 14 November 2005  
**Reporting inspector** Patricia Davies RISP

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

<b>Type of school</b>	Infant	<b>School address</b>	School Road
<b>School category</b>	Voluntary controlled		Durrington
<b>Age range of pupils</b>	4 to 7		Salisbury, Wiltshire SP4 8HJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01980 652468
<b>Number on roll</b>	149	<b>Fax number</b>	01980 594815
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Pippa Cranston
<b>Date of previous inspection</b>	6 November 2000	<b>Headteacher</b>	Mrs Joanne Andrews

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 14 November 2005 - 14 November 2005	<b>Inspection number</b> 282094
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## **Introduction**

The inspection was carried out by a team of two additional inspectors.

## **Description of the school**

Durrington All Saints is a small infant school. About a third of its pupils come from military families. A few pupils are from minority ethnic backgrounds. The proportion with learning difficulties is above average. There have been substantial changes to the school's staff since the last inspection. The present headteacher and another senior manager took up their positions just over a year ago. Attainment on entry to the Reception classes is below the level of children of a similar age.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

Durrington All Saints gives a satisfactory quality of education and provides sound value for money. This judgement is not as positive as the school's view of its effectiveness. For example, progress as a whole is satisfactory, whereas the school judges it to be good. However, inspection evidence shows the school does have strengths in particular areas of its work. The quality of education in the Reception classes, for instance, is good, and these children achieve well.

The new headteacher has done much to secure improvement. Where the school has focused its energies and resources on improving standards there has been some early success. This is true for gaining higher attainment in writing. Success is also marked in the attention given to ensuring that all pupils behave well, which they do. Parents express high levels of satisfaction and endorse the school's good pastoral care. Governors are keen and active, and are improving their monitoring of the school's work. These factors indicate the school has good capacity to move forward.

However, some improvements, although significant, are in the process of development. At the moment teachers do not have enough specific information to help them plan activities which get to the heart of what pupils need to do to improve. This is similarly the case for teachers' marking. As a result, teaching and learning are not yet consistently good. New approaches are being introduced to check pupils' progress in English and mathematics and guide future learning.

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

- Complete rapidly the introduction of the new learning objectives for English and mathematics in order to ensure that activities are closely matched to pupils' specific needs
- Ensure that marking and feedback to pupils consistently show them how they can improve their work.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory overall. Indeed, there are areas where pupils achieve well. For example, when children join the Reception classes their attainment is generally below expected levels, most particularly in language and literacy. These children are consistently well taught. As a result they make good progress so that their attainment is broadly average by the end of their first year in school. However, good progress is not yet maintained right across the school. Evidence taken from pupils' work and lessons shows that progress is satisfactory during Years 1 and 2. Consequently, standards in reading, writing and mathematics remain broadly average by the end of Year 2.

The school's careful checking of national test results led it to focus on increasing the progress of more able pupils in writing. The success of this initiative was illustrated in the 2005 tests, with more pupils gaining the higher Level 3. However, progress is not

yet consistently good, largely because teachers do not always have enough detailed information about what pupils can do and what they need to learn next, or to set targets that are challenging, but realistically so. In order to remedy these shortcomings the school has put together a system which measures small stages in pupils' learning and points to what to do next. This approach has recently been introduced for mathematics.

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

### **Grade: 2**

Pupils enjoy school. This view was stated enthusiastically by members of the school council, and is demonstrated in pupils' interest and close attention in lessons. This is particularly so when activities are practical and imaginative. Pupils' behaviour, at work and play, is good. This finding shows that initiatives to improve the management of more challenging behaviour have been successful. The school pays close attention to pupils' safety and good health, and is rewarded by pupils' responsible awareness of these issues. Attendance is slightly below the most recent national average, largely because of a significant level of ill health during last spring.

Spiritual, moral, social and cultural development is good. All pupils, including the few from minority ethnic backgrounds, share warm and caring relationships with each other and with adults. Videos of Remembrance Day services and visits to the local war memorial, for example, nurture sensitivity and wonder, and also give pupils a strong sense of this country's history and culture. Pupils contribute much to the school community through the school council and enjoy the chance to take responsibility. They also take an active role in local events and fundraising efforts.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, with some strong features. They are good in the Reception classes, where learning is firmly rooted in practical activities and children are constantly encouraged to develop independence. Progress also accelerates in Years 1 and 2 when pupils take an active part in lessons, either by fully participating in discussion or being engrossed in hands on tasks. Year 1 pupils, for instance, enthusiastically shared their views about each other's performance during a physical education lesson. Teaching of this calibre creates the 'excitement and passion' of which one parent wrote. However, the sampling of lessons and pupils' work shows that these qualities are not yet consistently present in all lessons. Sometimes activities could be more challenging or require pupils to record more of what they have learned. Opportunities are also not always taken to explore pupils' ideas and understanding. Where these features are present learning is satisfactory rather than good. Much of this inconsistency arises because teachers do not have enough information about pupils' attainment to fine tune their lesson planning to pupils' particular needs. Neither

is marking used as well as it could be to give pupils key pointers about how they can get better.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It offers a broad range of experiences, and learning is much enhanced by visits, and events such as Arts Week. Visitors too play an important part. A local resident, for instance, spoke of his memories of the Second World War. This topic provided good opportunities for promoting literacy skills, but pupils' work shows that opportunities are sometimes missed in other subjects, such as science. Pupils expressed their appreciation of the greater range of extracurricular activities, including sport and ballet. Children in the Reception classes enjoy a well planned curriculum with a wide range of activities. Issues from the last inspection to do with the use of time are no longer evident.

Health and safety matters are comprehensively promoted through personal and social education, and within subjects such as science. These messages are reinforced in timely reminders about safety when, for example, pupils go out for a walk. The school is keen to embrace initiatives that encourage a healthy life style, such as the Healthy Schools award. Pupils with learning difficulties are conscientiously supported, especially in arrangements for teaching in small groups.

## **Care, guidance and support**

### **Grade: 3**

The overall quality of care, guidance and support is satisfactory. Pastoral care is good and much appreciated by parents who have found the school to be extremely supportive. Parents' comments showed that pupils quickly settled in to school life. Health and safety is consistently and thoroughly promoted. There are good links with outside agencies and well established child protection procedures. Attendance is diligently monitored by the administrative officer and there are suitable procedures to encourage good attendance.

Considerable attention has been given to developing academic assessment and the setting of targets. Targets are reviewed regularly throughout the year and greater accuracy has been gained through analysis of information which is shared and discussed with staff. In this respect the key issue from the last inspection has been tackled well but still has further to go.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory and the new headteacher is taking a strong lead in securing improvement in many areas. She has gained the confidence of parents who expressed high levels of satisfaction with the school. Most importantly, there are early signs that the school is enabling pupils to do better academically,

particularly with higher attainment in writing. Another successful initiative has been to gain a consistent approach to the management of behaviour and ensure that pupils work and play undisturbed. These improvements have taken place in a relatively short time and point to growing effectiveness and a good capacity to move things on.

Many steps have been taken to get a clear picture of how well the school performs but some strategies are not yet fully fledged. There has been considerable consultation with parents, pupils and governors to gain a wider view of the school. The regular monitoring of lessons identifies where support and guidance are needed. New staff have settled in well. Improvements to how the school checks and guides pupils' achievement are also progressively giving the school a more accurate picture of standards and progress. Teachers too are increasingly taking more responsibility for evaluating achievement. However, the development of assessment remains a priority because the school knows that further improvement is needed. Governors are proactive. They took steps early to plan for the financial difficulties caused by a fall in pupil numbers and are sharpening their monitoring activities in order to gain a much greater understanding of the school's work and performance.

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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>	<b>School Overall</b>	<b>16-19</b>
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### 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>	3	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	3	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>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

<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**

Durrington All Saints CofE Infants School School Road Durrington Salisbury Wiltshire SP4 8HJ

14 November 2005

Dear Children

Thank you for being so welcoming and friendly when we visited your school. We enjoyed our visit very much and we are writing to tell you what we learned about your school while we were with you.

What we like about your school:

- your teachers and other adults at the school take really good care of you and you think so too
- you behave well in your lessons and in the playground
- you told us about how much you enjoy your activities, particularly the new clubs
- you work especially enthusiastically when you have practical activities to do, particularly those of you in the Reception classes where you have lots of this kind of work
- your headteacher and teachers are already doing many things to help you do even better work and are planning to do more.

What we have asked your school to do now:

- give you work that always challenges you to do better
- give you better information about how to improve.

We wish you all the very best and, once again, thank you for making us feel so welcome in your school.

Yours sincerely

Patricia Davies Lead Inspector