



# Dundry Church of England Primary School

## Inspection Report

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**Unique Reference Number** 109189  
**Local Authority** North Somerset  
**Inspection number** 285591  
**Inspection date** 9 October 2006  
**Reporting inspector** Tom Shine

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

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<b>Type of school</b>	Primary	<b>School address</b>	110 Dundry Lane
<b>School category</b>	Voluntary controlled		Dundry
<b>Age range of pupils</b>	4–11		BS41 8JE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0117 9647181
<b>Number on roll (school)</b>	81	<b>Fax number</b>	0117 9645651
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Tony Sharpe
		<b>Headteacher</b>	Jenny Handford
<b>Date of previous school inspection</b>	28 July 2004		

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<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
4–11	9 October 2006	285591

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average primary school serving a socially mixed community. Because of small admission numbers, pupils are taught in four mixed-age classes. Most pupils are of White British origin. There has been a significant turnover of teaching staff in just over the last two years. Space in this original Victorian school is limited, which makes the teaching of physical education, including games, in the small hall and outdoor area, challenging.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school's effectiveness is improving and is now satisfactory. By the time pupils leave the school, their standards are broadly average. This is a much improved position from the previous inspection when standards were below average. Pupils are now achieving satisfactorily, although less so in mathematics. In English, pupils are achieving well, given their low starting points when they enter the school. When the present headteacher took up her post in 2003, there was much unsatisfactory teaching in the school. This was reflected in the results of the national tests at that time, which were too low. Through rigorous monitoring, the main reasons for unsatisfactory teaching were quickly identified and a period of significant change brought about, including through the appointment of new teachers. Good leadership and management have been effective in ensuring that teaching is now satisfactory and some of it is good. As a result, the serious weaknesses identified during the school's last inspection have been successfully addressed.

Children enjoy learning in the Reception where provision is now good, having improved significantly since the last inspection, when it was unsatisfactory. Children learn well and make good progress because of good teaching and a well-planned curriculum. In this attractive environment, children achieve well, although they are still below their targets for speaking and literacy by the time they leave the Reception.

Throughout the school, pupils' personal development and well-being are good. Pupils enjoy learning in this friendly school. They feel safe and secure and appreciate that there are always adults who look after them well in the playground. They particularly enjoy being 'part of a small school' and like their teachers. As a result, their behaviour is good. Older pupils are confident in asking and answering questions. They have a good awareness of the importance of keeping fit and they enjoy sport, although some express frustration that the playground is not larger than it is. They are also aware of how important it is to eat healthily and like the 'improved school meals'. Through the school council, pupils make a good contribution to school life and are currently in the process of making suggestions about extending the range of after-school clubs. Older pupils also appreciate the Buddy system, where they are expected to look after the younger ones in the playground. Attendance is satisfactory but would be better if some parents did not take family holidays in term-time.

Whilst teaching is satisfactory and has improved, teachers do not always plan sufficiently well to ensure that they meet the needs of the wide range of abilities in the mixed-age classes, particularly the more able pupils. As a result, in some lessons, these pupils remain insufficiently challenged, particularly in mathematics. The quality of teachers' marking is patchy and tends to be more helpful to pupils in English than in mathematics. Although they are given targets to improve their work, pupils are not given enough information about how well they are progressing towards them. The school is determined to give the pupils a rich curriculum and includes strong provision for information and communication technology (ICT) and the teaching of French

The recent improvements in the school's performance are due to the clear vision and strong commitment of the headteacher, who is ably supported by her senior staff. They have a good knowledge of where the school is now and where it needs to develop. As a result, its capacity to improve further is good.

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

- improve teachers' planning to ensure that work is matched more closely to the abilities of all pupils, especially the more able in mathematics
- ensure that marking gives more consistent guidance to pupils on what they need to do to improve their work.

## **Achievement and standards**

### **Grade: 3**

Children enter the Reception with key skills that are broadly average, with the exceptions of speaking and literacy which are well below those expected, and in some aspects of mathematical development that are below average standards. Children make good progress and achieve the targets expected of them, except in speaking and literacy. Standards at the end of Year 2 are broadly average in reading, writing and mathematics. In Year 6, standards are also average in English, mathematics and science, with mathematics being the weakest area. Pupils with learning difficulties make satisfactory progress. More able pupils do not consistently make the progress expected of them, as teaching does not always challenge them.

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

### **Grade: 2**

Pupils' spiritual, moral social and cultural development is good. Pupils in Year 6 take their responsibilities very seriously and are very supportive of the younger children, especially when they start school. Pupils have good attitudes to learning, including in assembly when, for example, they were keen to engage in a question-and-answer session with the local vicar. They have good relationships not only with their teachers but also with each other. Pupils make a good contribution to the community through the school council, which has a small budget to be used for the school fete. They entertain the elderly residents at Christmas and look forward to taking part in the local authority schools' Christmas concert. Their sound basic skills in literacy and numeracy prepare them adequately for the next stage of their education and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers have good relationships with their pupils and manage their classes well. Although they all take care in planning their lessons, they do not consistently ensure that the work they set is matched well enough to the full range of ability in the class. In a few lessons, for example, the same work was given to pupils in two age groups, with the majority of the older pupils finding the work too easy. The lack of sufficient challenge for more able pupils is especially the case in the teaching of mathematics which inevitably holds back such pupils' learning. Despite some weaknesses, the picture is one of improving teaching and therefore better progress being made by the majority of pupils.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, including that in the Foundation Stage, which has improved significantly since the last inspection. Pupils like all subjects and are particularly keen on ICT, swimming, physical education and games. The school makes good use of local facilities, such as the village hall and local playing field, for some of these activities, as the school site is too small, but the transportation of children does cut into curriculum time. During the course of the year, pupils benefit from a wide range of extra-curricular activities that has a positive impact on their attitudes to learning. The curriculum is also enriched through a good range of visits and visitors, and residential visits where pupils enjoy taking part in adventurous activities. The school enhances its expertise in the performing arts by using effective links with two secondary schools that have specialist arts status. Improvements have led to a much more creative curriculum, including the recent introduction of French.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. The high levels of care and the watchful eye of all staff enable pupils to feel safe and secure and to enjoy their learning. Arrangements for pupils' personal well-being and safety are good, as is the attention paid to health and safety.

Pupils value the personal targets they are set in literacy and numeracy, but say they are not given enough information when their work is marked about how they are progressing towards them, and inspectors agree with that. Pupils with learning difficulties receive satisfactory support to enable them to make sound progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher leads the school well and has managed a difficult period of change successfully. The improvements made to teaching and the curriculum have helped to capture pupils' interests and imagination, enabling them to enjoy their learning and improve standards. Through receiving regular reports, governors, with new personnel, are now more involved, but in the past have not been rigorous enough in holding the school to account. Benefits to funds from the letting of school premises are profitably used to subsidise the costs of school visits.

Consultation with parents has improved and is now good, as is reflected in the school newsletter being made a weekly publication to keep parents better informed about ongoing events. Significant improvements to school meals, for example, are the direct result of consulting parents. All of these factors have resulted in the school now being in the position to make further positive improvements, building on the much firmer basis which has been laid.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you very much for all the help you gave to us when we came to your school recently. We liked talking to you and to your teachers and coming to your school assembly. Now we would like to share with you what we thought about your school.

- These are the things we liked most about you school:
- when you first come to school in the Reception Year, you make a good start to your education and do well
- you enjoy school, including the range of out-of-school activities, and most of you attend regularly
- your headteacher runs the school well and makes sure those of you who need extra help get it
- you told us you feel safe and well supported.
- you all value the School Council and are keen to be in it
- you behave and get on well with each other and with all members of staff
- you are taught to realise the importance of exercise and like the change to healthier meals.

These are the things that we think could be better:

- we think that some of you could be doing more difficult work in lessons
- we have asked your teachers to check that you always know exactly what to do to improve your work.

We really enjoyed talking to you about your work and watching you learn and wish you all well for the future.