



The Earl Of Dysart Primary School

Inspection Report

Unique Reference Number 120378
Local Authority LINCOLNSHIRE
Inspection number 291706
Inspection date 6 December 2006
Reporting inspector David Speakman

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

Type of school	Primary	School address	Dysart Road
School category	Foundation		Grantham
Age range of pupils	4–11		Lincolnshire NG31 7LP
Gender of pupils	Mixed	Telephone number	01476 562091
Number on roll (school)	212	Fax number	01476 562091
Appropriate authority	The governing body	Chair	Mr R Pettitt
		Headteacher	Mr S Mitchell
Date of previous school inspection	11 June 2001		

Age group	Inspection date	Inspection number
4–11	6 December 2006	291706

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Introduction

The inspection was carried out by an Additional Inspector in one day.

Description of the school

This is an average size school but the number of pupils attending the school is falling due to local circumstances. It draws its pupils from the local area, which experiences a high degree of disadvantage. A number of agencies are working on the estate under public funding to improve the area. Attainment on entry is well below that nationally expected for children of this age. The percentage of pupils claiming a free school meal is above average. The proportion with learning difficulties and/or disabilities is well above average as is the number of pupils with a statement of special educational need. Fewer pupils than average come from minority ethnic groups but most of these are at the early stages of learning English. The school has achieved the Investors in People, Healthy Schools Award, Quality Mark for basic skills and the Activemark for sports involvement.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school because pupils not only show excellent academic progress, but they also achieve extremely well in their personal development. It provides excellent value for money. The school judges its effectiveness more modestly as good because it is waiting for confirmation of the 2006 national test results, which show an improvement over previous years. The school was judged to be good at the time of the previous inspection and since then there has been further improvement under the leadership of the headteacher who was appointed just after the last inspection. This comes as a result of thorough and effective school self-evaluation and school improvement planning. Test results at the end of Year 6 have shown a significant level of improvement year on year. The school shows an excellent capacity to improve even further. From a very low baseline on entry, pupils' attainment at the end of Year 6 is broadly average in English, mathematics and science. This improvement is now beginning to show in teacher assessments at the end Year 2 as well, where attainment has risen this year to be in line with the national average.

Pupils have extremely positive views of the school. These come from the enjoyment they find in being there and the well-being and security they say they feel. They say with confidence that the school is a safe place to be and that if there was ever any trouble, 'The teachers would soon sort it out.' Pupils feel they are important and that they make a real difference to the quality of school life through their involvement in the school council, as peer mediators, as house captains or befriending other pupils who may be alone on the playground. They enthusiastically take part in the many opportunities to stay physically fit and show a good awareness of healthy eating. Pupils' attainment, and very positive attitude towards learning, fits them well for their future lives and the next stage in their education.

The quality of education is excellent. Teaching is highly effective and during the inspection, teaching seen was at least good and often outstanding. The curriculum is extremely well planned to meet the diverse learning needs of all pupils. Provision in the Foundation Stage is very good and this is improving further under the guidance of staff new to the Foundation Stage. The school goes to great lengths to ensure that the support and guidance pupils receive for academic and personal development is of high quality.

The headteacher and deputy have worked very hard to create a school where there is an extremely high level of commitment by staff and pupils alike to do well and improve even further. When talking about standards one Year 6 pupil said, 'Last year's Year 6 broke the records and we're going to do better!' Others agreed. Governors are very supportive. Because many are new, they are developing the work they do in school, which is currently satisfactory. Their role in monitoring the school and holding it to account for its performance is not yet sufficiently developed. Their visits to the school are not yet sufficiently focused on specific areas of school improvement.

What the school should do to improve further

- Improve the governors monitoring role so that they are able to be more challenging and hold the school to account more for its performance.

Achievement and standards

Grade: 1

Pupils' overall achievement is outstanding. They enter the Foundation Stage with standards that are well below those typical for children of this age, especially in their communication, language and literacy and personal, social and emotional development. They progress well in reception but do not meet the goals children are expected to reach by the time they move on to Year 1. There has been an improvement this year in attainment at the end of Year 2. It is broadly average in writing and mathematics and just below in reading. Most recent test results at the end of Year 6 were broadly average. Standards are improving all the time and in Year 6 lessons pupils are currently performing at levels that are above those expected in English, mathematics and science. Through the excellent use of support programmes, pupils with learning difficulties or disabilities and pupils with English as an additional language make excellent progress and achieve very high standards in relation to their targets.

Personal development and well-being

Grade: 1

Pupils have excellent attitudes towards school. They are very committed to doing their best. Behaviour in class and around school is excellent. At break times most pupils are now able to manage their own behaviour and seek out the moderation of the peer mediators to settle their minor disagreements and differences. Pupils enjoy learning very much and say that lessons are fun and interesting. They value the rewards and find a great deal of satisfaction in achieving so well. Pupils look after each other on the playgrounds. They say there is very little fighting and no bullying that they are aware of. Pupils who are trained as peer mediators make a significant contribution to making the school a safe place. Pupils are aware of how to maintain a healthy lifestyle. Most bring packed lunches and comply with the school's advice and expectation that these will be healthy. Pupils take part in the wide range of physical activities in the curriculum, and through the many extra curricular activities, to stay physically fit.

Quality of provision

Teaching and learning

Grade: 1

Teachers' knowledge of the subjects they teach is very good. Specialist teachers teach English, mathematics and science to Years 4, 5 and 6. In these and other classes explanations are clear so pupils quickly gain an accurate understanding of their tasks.

Teachers have high expectations of what pupils can achieve. Because the assessment procedures give teachers a very secure knowledge of what pupils can do, they set challenging activities to move pupils on at a rapid pace. Pupils respond very well and do their very best to achieve as well as they can. They stay on task, stay focused and want to be successful. Teaching assistants are used very well. They are very skilled and know what they are doing when supporting focus groups in lessons, and sometimes withdrawing them for intensive specialised support, such as the early development of English for pupils with English as an additional language.

Curriculum and other activities

Grade: 1

The excellent quality curriculum is very well designed to enable a smooth transition between the different stages as pupils move through the school. Excellent support strategies are built in to support different groups of pupils very effectively. Strong links between subjects make learning meaningful and enjoyable. Carefully planned links between core subjects (English, mathematics, science and information and communication technology) and other subjects mean that there are good opportunities for pupils to develop skills of reading, writing and speaking and listening across all subjects. There is an excellent programme for personal, social and health education which makes a significant contribution to pupils' personal and emotional well-being. The curriculum is adapted to meet the diverse needs of pupils exceptionally well through flexible arrangements for class organisation and special support groups.

Care, guidance and support

Grade: 1

The school places the care and welfare of its pupils as a high priority. Pupils present a very wide range of different needs and the school works hard to meet all of them and thus provides an excellent level of academic and personal support. Behaviour management is of high importance. Last year the rate of exclusion was above that of the typical primary school, but exclusion is only used in extreme situations. The school has a policy of full inclusion of all and has rigorous and effective whole school systems for supporting pupils' behaviour. All the required checks to ensure pupils' safety and well being are in place. The assessment and tracking of pupils' academic achievement is excellent. It provides teachers with an accurate view of each individual's achievement and attainment. Through half-termly reviews it is used extremely well to support and extend pupils' achievement.

Leadership and management

Grade: 1

The leadership of the head teacher is excellent. He works in close partnership with the deputy head teacher and they provide very strong and purposeful leadership. The school has a highly effective management structure, which embraces all aspects of academic provision and pastoral support. It enables all staff to be involved, and to

develop their own professional leadership and management expertise. Subject leaders are fully accountable for their own subjects. They conduct full evaluations and prepare subject development action plans. These are monitored fully by the headteacher and deputy and used in the different management teams. Assessment and tracking of pupils' achievement and standards provides an extremely clear view of whole school trends and the year on year performance and improvement. All staff and governors have the opportunity to contribute to the school self-evaluation and the school improvement planning process. The school improvement plan accurately identifies priorities and guides the school towards monitoring the impact of initiatives for their success. Governance is satisfactory. Governors are very supportive and have a strong commitment to the school. Some are new and yet to have new governor training. They already have aspirational plans for the school, particularly in relation to its work in the community and with pupils' families.

Inspection judgements

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

7 December 2006

Dear Pupils

The Earl of Dysart Primary School, Dysart Road, Grantham, Lincolnshire, NG31 7LP

I really enjoyed the short time I spent in your school and I was very impressed by what I saw. I enjoyed visiting your classes, meeting you and your teachers and most of all the chances I had to talk to you about you and your school. I found out that you have an excellent school. All the adults working with you, and especially your headteacher and deputy head, work very hard to provide you with a high quality education. You really play your part by behaving extremely well, taking these opportunities very seriously and trying to do your best. The result is that you all make excellent progress both in your lessons and in becoming sensible young people, ready to join the wider world. Those of you I spoke to really enjoy school and it is clear that you all get on well together and look after each other.

There is very little that needs improving that your teachers have not already recognised and done something about. This is one of the main reasons that your school is as good as it is. As many of the governors are new, I am asking them to develop their involvement in looking at what goes on in your school and to make comments to help raise standards even further.

I wish you all the best in the future.

David Speakman

Lead Inspector