

Dunchurch Boughton CofE (Voluntary Aided) Junior School

Inspection report

Unique Reference Number	125703
Local Authority	Warwickshire
Inspection number	293337
Inspection date	23 April 2007
Reporting inspector	Ian Knight

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	262
Appropriate authority	The governing body
Chair	Martin Davidson
Headteacher	Andy Wardle
Date of previous school inspection	24 June 2002
School address	Dew Close Dunchurch Rugby CV22 6NE
Telephone number	01788 811028
Fax number	01788 813557

Age group	7–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This average-sized junior school serves the area surrounding Dunchurch, near Rugby. Almost all pupils are of White British background, with a handful from Asian, Indian, Chinese or mixed heritages. The proportion of pupils with learning difficulties and disabilities, including those with a statement of special educational need, is about average. The school was recently awarded Healthy School status. Although pupils join the school with a range of prior attainment, overall attainment on entry is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

We have been very pleased with the care and education of our son at Dunchurch Junior. A particular feature of the school is the wide range of extra-curricular activities, not just sports, offered,' was a typical response from parents and reflects the findings of this inspection. This good school bases its approach firmly on Christian values and enables youngsters to become mature, articulate and empathetic, reflecting their excellent spiritual, moral, social and cultural education. Outstanding care, guidance and support ensures that the few pupils who struggle to behave appropriately are supported so that behaviour overall, as well as pupils' personal development, is good. It also ensures that other pupils show a mature understanding of these few pupils' difficulties and are themselves very supportive. Pupils are also enabled to make an outstanding contribution to the school community. For example, although they know that adults are always available, pupils said that they would initially approach peer mediators or the school council to sort out any difficulties.

Parents and pupils alike appreciate the openness and approachability of the headteacher and staff. As one girl in Year 6 put it, 'Everyone can have a say ... no opinions are ever ignored'. Pupils, including those with learning difficulties and disabilities, have clear short-term targets that are especially useful in English. They understand them well, and this supports the good achievement in the school. Pupils with learning difficulties and disabilities have their support planned particularly well, sometimes in collaboration with external agencies, and they make outstanding progress based on their particular needs. Of course, the principal reason for the good achievement is the good teaching, based on a good curriculum that includes excellent provision for extra-curricular activities and pupils' personal, social and health education. Expectations are high and the tasks set challenge all in the class beyond their comfort zone. As a result, standards in National Curriculum tests in Year 6 are exceptionally high, albeit slightly better in English and mathematics than in science. The high academic and social standards engendered ensure that pupils are exceptionally well prepared for the next stage of their education and, ultimately, the world of work. However, the school accepts that information and communication technology (ICT) is not presently used enough as a tool to help pupils learn in other subjects.

Standards have been steadily rising over the last few years and much of this is the result of good leadership and management. All in the school subscribe to the headteacher's vision for the school, aspiring to be among the best. Accurate self-evaluation has informed the school's decision making and is the basis of the good school development plan. It identified, for example, that the curriculum as offered does not include enough opportunities for pupils to experience creativity and to use their imaginations, a point echoed by pupils spoken to. The senior team works together harmoniously and the atmosphere of mutual support is tangible. The quality of development planning, together with the school's track record of improving standards and progress, indicates that the school has a good capacity for continued improvement.

What the school should do to improve further

- Ensure that ICT is used more often and more effectively to support learning as well as a teaching aid.
- Review the curriculum to include more opportunities for pupils to be creative, independent and investigative.

Achievement and standards

Grade: 2

Pupils in the school reached exceptionally high standards overall in National Curriculum tests, although standards in English and mathematics were slightly better than in science. Nevertheless, standards in science were well above average. Standards have been generally rising for about four years. These high standards are the result of good progress, enabling all pupils to achieve well. The school's own effective assessment and tracking procedures show that standards in other subjects are similarly high. Pupils with learning difficulties and disabilities are identified early and receive very well managed, targeted support within school from external agencies. As a result, they make outstanding progress based on their prior attainment and the needs expressed in their clear individual plans. The school has exceeded its own targets. However, although targets are now being set rigorously and are challenging, the school accepts that in the past they have not always reflected the school's ambition to be among the best.

Personal development and well-being

Grade: 2

Pupils flourish in the school's supportive and open atmosphere. Behaviour observed during the inspection was of the highest standard, but the school's records, supported by discussions with pupils and staff, show that a small number of pupils struggle to conform to the school's expectations. Nevertheless, their behaviour and attitudes are improving and behaviour is presently good overall. Pupils spoken to confirmed that they really enjoy coming to school, reflected in their above average attendance. Pupils are extremely supportive of one another, articulate and well mannered. Their excellent spiritual, moral, social and cultural development is reflected particularly in their self-knowledge, including their levels of empathy, and their clear understanding of right and wrong. They show a thorough understanding of what bullying is and know exactly what to do should it occur. Whilst they are confident that any adult can help, their preferred course is to approach the trained peer mediators or the school council. Pupils spoken to spontaneously praised the school's provision to help them lead healthy lifestyles, including a healthy tuck shop and plentiful opportunities for physical exercise both within and outside the school day. They show a clear understanding of the importance of healthy living and safe practices, and subscribe to them.

Quality of provision

Teaching and learning

Grade: 2

Good teaching underpins the achievement of pupils in the school. Teachers plan lessons effectively so that the tasks they set are closely matched to the needs of individuals. Teaching assistants are deployed well to support learning, especially of those with learning difficulties and disabilities. Pupils appreciate the consistent use of objectives for learning, coupled with 'success criteria' by which they can measure their own progress, lesson by lesson. The use of targets that are carefully crafted for each individual is well embedded in English and pupils know them and work towards them. In mathematics and science, pupils have a clear awareness of how well they are doing and what they need to do next through the use of sheets related closely to the expectations of the National Curriculum at the levels they are working towards. They also appreciate the quality of marking in their books that gives clear guidance on how to

improve. Teachers make effective use of ICT to support teaching and to make lessons more enjoyable, for example, by using data projectors or interactive whiteboards with presentations. However, opportunities are missed to use ICT as a tool to support learning in all subjects, especially for independent learning and research.

Curriculum and other activities

Grade: 2

The curriculum includes a number of outstanding features. Parents and pupils alike commented very favourably on the excellent range of extra-curricular activities on offer, including residential trips. Together with the excellent provision for personal, social and health education, these help pupils to grow into mature and well rounded individuals. All the requirements of the National Curriculum are met and the curriculum is enhanced by specialist teaching of French and music. Links are made between different subject areas to support learning. However, pupils said that they did not have enough opportunities to learn through more independent, interactive activities like drama. They spoke enthusiastically of science investigations they had carried out outside the classroom, but added that this, too, was not a frequent enough occurrence. The school has already identified through its own monitoring that the curriculum does not include enough opportunities for pupils to be creative, imaginative or investigative and plans are advanced to review the curriculum to improve this.

Care, guidance and support

Grade: 1

The school's ethos of openness, accessibility and mutual trust, together with the more formal procedures to ensure the safety and well-being of its pupils, enables it to provide outstanding care, guidance and support. As a parent said, 'I have always been impressed by the calm and respectful atmosphere between the staff and children and between the children themselves ... I am sure this warm and supportive atmosphere has encouraged both my children to enjoy school and work hard.' The quality of support provided for those pupils with behavioural difficulties means that they are improving apace and any impact their behaviour might have had on the progress of others is now minimal. Pupils with learning difficulties and disabilities are supported so as to ensure that they make the best possible progress. Indeed, all pupils benefit from the rigorous, individual setting of targets, especially in English, and very good quality marking to help them improve.

Leadership and management

Grade: 2

Good leadership, focused closely on the vision of a school embodying Christian virtues and in which all pupils do as well as they can, has been a significant factor in the rising trend in test results and the powerful supportive ethos in the school. Good management, including accurate self-evaluation, has enabled the school to ensure that support is offered where needed, for example, to improve behaviour in those few cases when pupils struggled to conform and thus improve their progress. The outcomes of the school's self-evaluation are realised in its good development plan. It includes appropriately few, well prioritised areas for action, with clear criteria by which success can be measured. Senior managers have their roles defined fluidly, always closely matched to one or more of the identified priorities, but who will evaluate the progress towards the targets set and how this evaluation will be completed is not clearly

identified. The governing body carries out its duties well, challenging the school and being closely involved in strategic planning, but it accepts that it should use other sources as well as the headteacher for its information.

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Annex A

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?	2
How well does the school work in partnership with others to promote learners' well-being?	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

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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	2
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

Dear Pupils

Inspection of Dunchurch Boughton CofE (VA) Junior School, Dunchurch, CV22 6NE

Thank you very much for being so polite and welcoming when I visited your school. I really enjoyed seeing how well you work and play together. I'd like to thank especially the pupils who gave up part of their lunchtime to talk to me about the school. I'm writing to tell you what I found out.

You told me that this is a good school and I agree. You told me about some of the best things, like being able to sort out your own problems with the peer mediators and the school council, and how everyone's opinion counts. There's an excellent range of activities, visits and visitors for you to enjoy. The school takes excellent care of all of you, helping you all to get on well with each other, even when some of you find it hard to behave properly. Because of the good teaching, you all do well, and those of you with particular problems are helped to make the best possible progress. You told me you'd like to have more opportunities to do things like drama in lessons, or to do more outside the classroom. I am asking the school to do a couple of things that will help this to happen. First, although your teachers all use the data projectors and interactive whiteboards in lessons well, you do not always have enough chances to use ICT yourselves to help you with your learning in all subjects, so I have asked the school to think about improving that. Second, because your school is led and managed well, the headteacher and other teachers have already realised that you need more chances to do creative, imaginative and practical things, so I have asked the school to make sure it looks at how it can do this. You can help by always trying your best.

I wish you all the best for the future.

Yours sincerely

Ian Knight Lead Inspector