

Dinton CofE Primary School

Inspection report

Unique Reference Number	126383
Local Authority	Wiltshire
Inspection number	293543
Inspection date	26 April 2007
Reporting inspector	Christine Huard

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	109
Appropriate authority	The governing body
Chair	Vincent Hibbert
Headteacher	Peter Krayner
Date of previous school inspection	11 March 2002
School address	Hindon Road Dinton Salisbury SP3 5HW
Telephone number	01722 716221
Fax number	01722 716221

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small village school. Most pupils come from the village but a significant minority attend from the surrounding area. Nearly all pupils are of White British descent and none is at an early stage of learning English. The proportion of pupils with learning difficulties is broadly average. Attainment on entry into Reception varies from group to group but is broadly average. The headteacher has only recently joined the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Dinton is a satisfactory and improving school. The advent of a permanent headteacher has resulted in a renewed sense of purpose amongst staff and governors, and re-established the confidence of parents. One observation, 'The new head is already making positive changes and tackling important issues head on,' was one of many positive comments made to inspectors.

The school has not stood still during the period of interim management. Improvements in the quality of teaching and learning mean that standards are now average and achievement is satisfactory. This is because the school identified weaknesses in mathematics and science and took appropriate action to remedy them, although there is still more to do. Standards in English are above average and pupils achieve well because teaching is confident and a wide range of interesting and stimulating tasks are provided for pupils which match their individual learning needs. All pupils enjoy positive relationships with their teachers and interact well with them. Pupils in Years 5 and 6 relish the challenges they are set and say, 'We are taken out of our comfort zone,' when discussing their learning. As a result of this good teaching, they are doing well. However, teaching and learning overall are satisfactory. Teachers lower down the school do not always use information from assessments accurately enough to ensure that tasks are sufficiently well matched to pupils' learning needs, particularly in mathematics and science. Higher attaining pupils, in particular, are not consistently challenged and this restricts their learning. Children in Reception, however, make sound progress in response to appropriate provision.

Pupils enjoy school and this is reflected in their improving attendance. They are proud of their achievements. A satisfactory curriculum ensures that they are interested in what is being taught. They show a good understanding of the necessity for a healthy lifestyle and the need to stay safe. Pupils have a voice, and were instrumental in formulating the school's anti-bullying policy, 'Beat the Bullies'. All these factors, together with good behaviour and positive attitudes to learning, contribute towards pupils' good personal development and well-being. Care, guidance and support are satisfactory. The staff are committed to the all-round development of all pupils and the personal care and support they provide are good, but marking does not always tell pupils what they can do to improve their work. Older pupils in Years 5 and 6 know their targets and what they need to do to attain them. However, younger pupils often do not realise what they need to do to reach the next stage in their learning because their targets are not worded in child-friendly language.

Overall, leadership and management are satisfactory and there is a sound capacity for further improvement. The new headteacher has already shown himself to be perceptive by accurately recognising the key areas for improvement, although it is too soon for his appropriate plans for action to have had an impact on standards. Subject leaders work hard but they have so far had limited opportunities to monitor pupils' learning and achievement themselves.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What the school should do to improve further

- Use assessment information more effectively to plan for the needs of higher attaining pupils, to ensure they are adequately challenged, particularly in mathematics and science.

- Improve the quality of marking and the process of setting targets, so that all pupils know what they have to do to improve.
- Develop the role of key staff so that they play a more prominent part in monitoring the effectiveness of their subjects and areas.

Achievement and standards

Grade: 3

Children make a sound start in Reception and make satisfactory progress across all areas of learning. Most join Year 1 having achieved the goals expected. Across the school, pupils make satisfactory progress and standards are broadly average. The rate of progress in mathematics and science has improved because the school has identified appropriate areas for development. In particular, the success of whole-school actions to improve calculation skills is clearly evident in pupils' work. However, although the achievement of higher attaining pupils has improved in both mathematics and science, they are not always challenged sufficiently. Achievement in English is good. Pupils' writing is imaginative and shows a good understanding of a range of strategies to make it lively and interesting. The school broadly met the targets set in English and mathematics last summer and is well on course to meeting the challenging but realistic targets set for this year. Pupils with learning difficulties achieve satisfactorily because they are provided with sound support in the classroom and in small groups.

Personal development and well-being

Grade: 2

The school is a harmonious community. Pupils understand and appreciate different cultures, faiths and traditions, although their understanding of Britain as a culturally diverse community is not so secure. There are strong links with local churches which enhance pupils' spiritual development, and overall their spiritual, moral, social and cultural development is good. Pupils contribute well to the community through activities such as fundraising for local, national and international charities. They enthusiastically take on responsibilities, such as being playground buddies. The school council meets regularly and the pupils acknowledge 'it gets things done'. It gives pupils a voice and also helps develop confidence and communication skills as they make presentations on its activities to governors and the Friends' association. Although most pupils leave the school with average standards of basic skills, their well developed personal skills, especially confidence and self-esteem, prepare them well for the next stage in their education and later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory in Reception. Activities provided and planning show a sound understanding and awareness of the needs of individual children. Teaching in Years 5 and 6 is good, lively and inspiring. Pupils say 'lessons are fun and never boring'. They are eager and enthusiastic about their learning and consequently make good progress. In Years 1 to 4, teaching and learning are satisfactory. Teachers plan their lessons carefully and manage pupils' behaviour well. They know what they expect pupils to learn and their explanations are clear. As a consequence, pupils are usually confident about tackling their work. Occasionally, teachers spend too long introducing a lesson, which slows the pace and means pupils have too little

time to complete the tasks set. Sometimes, these tasks do not extend the thinking of higher attaining pupils sufficiently. Teaching assistants give sound support, particularly to pupils with learning difficulties. Marking is satisfactory but does not focus sufficiently on what pupils need to do to improve their work, and this restricts their learning.

Curriculum and other activities

Grade: 3

The curriculum for children in the Reception class is satisfactory. Provision for their outdoor activities has improved significantly since the last inspection and enables children to make sound progress.

In Years 1 to 6, the planning of work over a two-year period ensures that pupils in mixed age classes have their needs met, although links across different subjects have not yet been sufficiently developed. In addition, there is not enough emphasis on planning for pupils of different abilities. Provision for pupils with learning difficulties is appropriate and enables them to make satisfactory progress. There is good provision for pupils' personal development and a good range of visits, visitors and school clubs enriches pupils' learning and promotes positive attitudes towards school.

Care, guidance and support

Grade: 3

Procedures to ensure that pupils are kept safe and secure, including those relating to child protection, are well established and staff are familiar with them. Pupils are confident that they have someone to talk to and that they are listened to if they have a problem. Support provided by the staff is effective, and consequently, the personal development of the children is good. Systems for checking pupils' academic progress are improving and, as a result, the school is beginning to identify more effectively areas requiring improvement. However, although older pupils know and understand their targets, this is not so with younger pupils, who are confused by the wording and consequently do not understand what they need to do to improve.

Leadership and management

Grade: 3

The headteacher has already established strong relationships with staff and governors and there is a strong commitment to ensure pupils continue to enjoy school and show real enthusiasm for learning. Overall, staff and governors know how well the school is doing, and their self-evaluation is accurate. The headteacher has a clear understanding of what the school needs to do to further improve and is taking appropriate actions to bring this about. The school is beginning to use data appropriately to check its own performance. For example, calculation in mathematics was identified as a concern. Training was provided to develop teachers' confidence and expertise and the improvement in pupils' achievement is evident in their work, although more needs to be done to raise standards further. Subject leadership is satisfactory. Most monitoring has been carried out by successive interim headteachers. As a result, teachers' ability to check standards and identify what can be done to remedy weaknesses is not yet sufficiently developed. Reports and action plans do not explain sufficiently the outcome of actions taken on pupils' progress. The governing body is very supportive of the school. Its monitoring role is

improving and it has a satisfactory picture of how well the school is performing. A good partnership is established with parents, who hold the school in high regard.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	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	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	2

The quality of provision

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

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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	3
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

27 April 2007

Dear Pupils

Inspection of Dinton CE Primary School, Dinton, SP3 5HW

Thank you for the warm welcome you gave us when we visited your school. You certainly seem to be very happy and it was good to hear how you enjoy your work and all the extra activities in which you are involved. We think your school gives you a sound education and is working hard to make it even better than this. This is what we thought about your school.

- You behave well and are really keen to learn.
- You are doing much better in mathematics and science this year.
- You take seriously the importance of eating healthily at school and taking physical exercise.
- The curriculum covers all the subjects you are supposed to learn and you enjoy the visits and visitors which bring learning alive for you.
- Teachers help you to learn effectively so that you make the progress you should, and you say learning is often made fun.
- The teachers and staff take good care of you while you are in school.
- Although your headteacher is new, he already understands what must be done to make your school even better.

- There are some things we think can be improved.
- Some of you who are more able are not always given enough challenge in the tasks you are set, especially in mathematics and science.
- We think that marking and the targets you are set could more clearly show you what you have to do to improve your work and move on in your learning.
- Teachers need to be more involved in judging how well you are doing and making decisions as to how the school could be even better.

We are glad you enjoy your school and hope you will continue to work hard.

Very best wishes

Mrs Christine Huard Lead Inspector