

# Dunton Bassett Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	119922
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313446
<b>Inspection date</b>	11 September 2007
<b>Reporting inspector</b>	John Eadie

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 category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	72
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Thrower
<b>Headteacher</b>	Beverley Darlow
<b>Date of previous school inspection</b>	1 November 2004
<b>School address</b>	The Mount Dunton Bassett Lutterworth LE17 5JL
<b>Telephone number</b>	01455 209557
<b>Fax number</b>	01455 209557

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<b>Age group</b>	4-11
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## **Amended Report Addendum**

Report amended due to administration error

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small school serves the village and a number of surrounding villages, with almost half of the pupils coming from outside the school's catchment area. The area is relatively economically advantaged and few pupils are eligible for free school meals. Virtually all pupils are of White British background. The proportion of pupils with learning difficulties and/or disabilities is increasing and is now a little above average. There have been a considerable number of staff changes in recent years. The headteacher took up her post in January 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Parents say such things as, 'The school encourages all ages to mix, so children have high levels of respect for each other.' This is one of the major reasons for the school's popularity. Pupils are developing well into very responsible and courteous young people who behave exceptionally well and thoroughly enjoy all that the school has to offer. Attendance, though, is only satisfactory as a number of families take holidays during term time, which disrupts the progress of their children. Respect is also obvious between all adults and pupils and this is at the heart of pupils' keenness and enjoyment of school. Pupils highlight that, 'Teachers are nice, you can talk to them and tell them things' and, 'There's lots to do.' This results in their willingness to work and a desire to do the best they can, key reasons why they make good progress and reach standards that are significantly above average by the time they leave. Children make a sound start when they join in Reception and progress well during the year. However, there is a lack of emphasis on aspects of their creative development that results in some not achieving to the full. Also, the outside area is underused as a learning space for promoting their physical and other areas of their development. The curriculum is enhanced well with a number of extra opportunities that broaden pupils' learning, such as Maypole dancing and focus days and weeks. Parents much appreciate the variety of organised days and events. Many pupils also take part in a good range of extra-curricular activities, several of them sporting, and the school enjoys considerable success in inter-school tournaments. Two significant contributors to pupils' good academic and social progress are good teaching and highly effective pastoral support. Pupils are known well by all staff; as one pupil said, 'We like our small school because everyone knows everyone.' Teachers are very responsive to pupils' needs and make good plans to meet these needs. In particular, the plans made for those pupils with learning difficulties and/or disabilities are very specific and build in precise targets. These pupils are fully involved in the process of checking how well they are progressing towards their targets. However, other pupils are not so clear about how they can improve their work and do not have such clear targets. This makes it difficult for teachers and pupils to check on progress in the short term. The headteacher and governors have spent much time and energy dealing with staffing difficulties. However, these have been handled well, and minimising disruption for pupils has been the top priority in decisions made. Good progress has been made in addressing most of the issues from the previous inspection and in raising standards. Self-evaluation is accurate and all staff are fully involved in the process and in building for improvement. However, although governors have a planned programme of monitoring, they are not sufficiently involved in the school's self-evaluation process. Leaders are well aware of the next steps and have good capacity to move forward.

## Effectiveness of the Foundation Stage

### Grade: 3

Parents are particularly pleased with the way that their children are enabled to settle quickly into school and develop confidence and independence. Even at this early stage of the term, these children were clearly enjoying their learning. However, too little use is being made of the outside area as a learning space. Most children start school with levels of skills and knowledge a little above those expected and make good progress in their language, mathematical and personal development. They make satisfactory progress in other areas of learning, with the exception of creative development, where it is inadequate. Although lesson plans highlight a good range of activities, there is insufficient concentration on systematic building of skills and

knowledge, particularly in creative development. Additionally, there are no clear records to show children's ongoing progress, which hampers the effectiveness of the planning process.

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

- Set clear targets so that pupils know what they need to learn next and record their progress towards these targets.
- Develop the curriculum for children of Reception age to make sure that they have more opportunities for creative development and for using the outside area as a learning space.
- Ensure that the governing body plays a full part in the school's self-evaluation.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress through the school from their starting points, as they leave having reached standards that are significantly above average. In science, these standards have been exceptionally high for some years, with a high proportion of pupils gaining the higher Level 5 in the national tests. This is due to the subject being taught through an investigative approach, with this first-hand learning benefiting pupils' progress. A good number of Level 5s are often gained in mathematics as well, although fewer pupils do as well in English. The school has recognised this and a focus on writing has already had an impact in raising standards lower down the school. Part of the reason for the high proportion of Level 5s in mathematics and science is that gifted and talented pupils are identified and good plans are made to give them challenging work. Recent developments have improved the provision for pupils with learning difficulties and/or disabilities and very effective strategies are in place to address their needs. These have not been in operation for sufficient time to speed the progress of these pupils significantly, although they are making the same good progress as their classmates relative to their abilities.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. 'We love it here, everything is nice' is typical of pupils' view of the school. Their enjoyment is obvious and is a strong contributor to their enthusiastic involvement in learning. They are building a very good awareness of how to stay healthy and safe, many taking advantage of the extra-curricular sports groups and most eating healthily in school. Even the youngest children can explain why they should stay clear of the building work going on and all play safely with good regard for others. The school council plays an active role in the school community and many children take on tasks around the school responsibly and willingly. The school is a 'big part of the village community', as one parent typically said. However, pupils' involvement in the wider world and their understanding of the multi-cultural nature of Britain today is limited. Pupils' developing skills in literacy and numeracy and their use of modern technology are preparing them well for their future, although they have fewer opportunities to manage budgets or be involved in enterprise projects.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan well for the range of age groups in their classes. For example, teaching assistants are often given responsibility for one age group, and this enables all to be given work appropriate to their age and ability. Teachers are also good at recognising when pupils need more challenging work or when they need help and support. This is enabling those pupils to progress faster, and the help planned by the special needs coordinator aids those with learning difficulties to progress well. Teachers use technology well, with the interactive whiteboards in some classes used successfully to make learning interesting and further involve the pupils. There are times when pupils sit for too long on the carpet, doing the same work, and when this happens, their progress slows. There are also times when the progress of children of Reception age slows as activities are sometimes not sufficiently focused on moving their learning on systematically.

### Curriculum and other activities

#### Grade: 2

The curriculum meets the needs of the pupils well. In particular, the provision for pupils with learning difficulties and/or disabilities is excellent. Early identification of their particular needs and very precise plans for the next steps in their learning help them to make good progress. They and their parents are involved at every stage of the process and a notable strength is the way that pupils check on their own progress towards their targets. These systems are relatively new and are beginning to result in these pupils' improved progress. The provision for pupils with particular gifts and talents is good and suitably challenging work is provided for them. The curriculum for children of Reception age is satisfactory. However, the work planned is not systematic enough and too little use is made of the outdoor space to extend experiences. The development of pupils' skills in information and communication technology is good. However, its use to reinforce learning in other subjects is insufficient. There is a good range of extra opportunities, such as visits, visitors, special events and weeks, which all help to enrich pupils' learning.

### Care, guidance and support

#### Grade: 2

All adults take very good care of the pupils and child protection procedures are robust. Risks are assiduously assessed, for example, the potential problems while the building work is going on have been analysed carefully and appropriate action taken to ensure pupils' safety. Pupils appreciate this and say that they feel secure. The school's good work on healthy lifestyles helps pupils to understand the necessity of good diet and exercise and they take full advantage of the many opportunities to join sports clubs, for example. The school recognises that academic support and guidance is an area for development. Records of pupils' progress from year to year are thorough and challenging targets are set for their performance in the Year 6 national tests. However, progress in the short term is not tracked carefully enough and intermediate targets are not formalised. This results in pupils not being fully aware of their next steps in learning.

## Leadership and management

### Grade: 2

The headteacher and governors have expended considerable time and energy over the last couple of years coping with staffing difficulties. However, these have been managed successfully and good leadership has limited the disruption to pupils' learning and maintained good quality education. The headteacher has established a clear set of priorities to further raise standards. This has been based on thorough monitoring, both by the headteacher and governors. There has been little involvement of other staff in monitoring as yet as most are new in post. However, they have been involved in the process of planning for improvements. The headteacher has started the process of setting challenging targets, both for pupils' performance through the school and for school improvement. Governors are not yet involved in this process and have had little input into self-evaluation.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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	2

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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?	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?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	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

- 12 September 2007 Dear Pupils Inspection of Dunton Bassett Primary School, Lutterworth, Leicestershire, LE17 5JL Thank you so much for welcoming Mrs Hughes and me when we visited your school recently. We had a good time listening to all you had to tell us about your school and how much you enjoy everything that is organised for you. We agree with you when you say that everybody gets on well together and staff are good at listening to you when you have problems. You are fortunate to attend your school as it is a good school. We thought that these are the best things about your school:
  - You behave exceptionally well and are growing up into sensible and polite young people.
  - You make good progress in your work and reach exceptionally high standards in science and often in mathematics.
  - The main reason why you are making good progress is that teaching is good.
  - The activities planned are made more interesting for you as the school organises a wide range of extras, such as visits, visitors and special days and weeks.
  - All adults take very good care of you and you are kept safe and secure.
  - The headteacher, staff and governors have made good plans to make sure that the school keeps improving. We have told your school that the following things need improving:
    - You are not being given clear enough information about how to improve your work or being set targets to help you move on.
    - The creative learning activities organised for the youngest children are not helping them build good enough skills and too little use is made of the outside area to support their learning.
  - Governors are not yet sufficiently involved in helping the school to find out just how well it is doing things. We know you will do your best to help the headteacher, governors and staff make the school even better and we wish you the very best for the future. Yours sincerely  
John D Eadie Lead inspector

**Annex B**

12 September 2007

Dear Pupils

**Inspection of Dunton Bassett Primary School, Lutterworth, Leicestershire, LE17 5JL**

Thank you so much for welcoming Mrs Hughes and me when we visited your school recently. We had a good time listening to all you had to tell us about your school and how much you enjoy everything that is organised for you. We agree with you when you say that everybody gets on well together and staff are good at listening to you when you have problems. You are fortunate to attend your school as it is a good school.

**We thought that these are the best things about your school:**

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- The main reason why you are making good progress is that teaching is good.
- The activities planned are made more interesting for you as the school organises a wide range of extras, such as visits, visitors and special days and weeks.
- All adults take very good care of you and you are kept safe and secure.
- The headteacher, staff and governors have made good plans to make sure that the school keeps improving.

**We have told your school that the following things need improving:**

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- The creative learning activities organised for the youngest children are not helping them build good enough skills and too little use is made of the outside area to support their learning.
- Governors are not yet sufficiently involved in helping the school to find out just how well it is doing things.

We know you will do your best to help the headteacher, governors and staff make the school even better and we wish you the very best for the future.

Yours sincerely  
John D Eadie  
Lead inspector