

# Dickleburgh Primary School

## Inspection report

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<b>Unique Reference Number</b>	121085
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313868
<b>Inspection date</b>	1 July 2008
<b>Reporting inspector</b>	Sarah McDermott

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Wilby
<b>Headteacher</b>	Mr James Richards
<b>Date of previous school inspection</b>	7 June 2004
<b>School address</b>	Harvey Lane Diss Norfolk IP21 4NL
<b>Telephone number</b>	01379 740 080
<b>Fax number</b>	01379 740 080

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## Introduction

Two Additional Inspectors carried out the inspection.

## Description of the school

Dickleburgh Primary is a small village school. Most pupils are White British and all pupils speak English at home. The proportion of pupils who find learning difficult mirrors that found in most primary schools.

The school holds the Activemark and has Investors in People status. It is a finalist in the Local Authority Caterers Association's competition for the National Primary School Catering Team of the Year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Dickleburgh is a good school where pupils flourish in stimulating surroundings. One parent commented, 'Dickleburgh has improved beyond measure'. Over the past five years, standards have been steadily advancing. Standards in English, mathematics and science are now above those in most primary schools. Pupils make good progress from their starting points. The headteacher has a clear vision for the school. He is not afraid to take tough decisions for the benefit of the pupils and their achievement. For example, a review of teaching in Key Stage 1 has led to improved provision for the younger pupils. Subject leaders use data well to identify when individual pupils are falling behind, but not all are sufficiently confident in using data for strategic planning. For instance, the school development plan does not include success criteria identified by precise improvement in standards and achievement. The headteacher and recently appointed assistant headteacher are working very effectively together to take the school from strength to strength. Overall, leadership and management are good.

The personal development of the pupils is outstanding. Pupils are cheery and have an excellent grounding in how to lead healthy and safe lives. They behave impeccably and look after each other extremely well. Of particular note are the reading partners that not only successfully link older pupils with the younger ones, but also engender a real love of books. It is not surprising that pupils thoroughly enjoy coming to school. The curriculum is good with a fantastic range of extra and exciting activities that boosts their love of learning. We agree with one parent who commented, 'the content and variety of the clubs are exceptional'. Pupils are excitedly looking forward to the imminent production of *Hagbane's Doom*, because they have such a big part in its production. Parents justifiably believe their children are well looked after, as reflected in the comment of one mother, 'I don't have any concerns about the level of care and teaching'. The quality of teaching is good. Teachers ensure that the needs of individual pupils are met and they give pupils plenty of chance to speak and listen to each other. Pupils are starting to take more of a lead in their learning by evaluating their own work. However, not all pupils are confident about knowing what to do to improve because marking is not yet consistent and learning targets are still unclear for some. However, teachers and pupils get on very well together. This positive atmosphere, together with the 'can do' attitude of the school, bodes well for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children get off to a flying start in the Foundation Stage. They arrive with a wide range of skills that are usually broadly as expected for their age. These initial skills vary from year to year. Pupils all make good progress whatever their starting points. This year pupils are leaving the Reception class with abilities above those expected for their age. Children have made impressive progress in early writing skills and in recognising letter and sounds. This is the result of a good management decision to concentrate on literacy skills, so that children move on to Year 1 well prepared for the next stage of learning. Staff are starting to introduce learning targets, although they do not always accurately identify when they have been achieved. Activities really catch the children's imagination and allow them to explore and find out things for themselves. In a session learning the 'ea' sound, children eagerly took their turn in touching the interactive white board (IWB) to make the crab wave his claw. The new outside area lets children make

the most of the fresh air in safety. Children are extremely well behaved and their confidence grows in leaps and bounds because adults look after them so well.

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

- Ensure teachers mark work and set targets to enable pupils to take the lead in their learning.
- Base strategic planning on objectives linked to precise improvements in pupils' standards and achievement.

## **Achievement and standards**

### **Grade: 2**

In 2007, standards were above national averages in English and mathematics in the pupils' Year 6 tests. Results improved in writing from 2006 because of the school's successful strategies, including celebrating writing skills in displays. Science standards were in line with national averages, which was a drop from the previous year. Overall pupils' achievement was satisfactory.

Over the past year standards have continued to remain high. Science standards have returned to levels above national averages because the new subject leader has started to monitor learning carefully. In particular, reading skills have leapt ahead because of the introduction of different styles of books, and group reading from an early age, are successfully sparking discussion and enthusing boys. 'Talking partners' and school plays ensure standards in speaking and listening remain high. Pupils are achieving well, including those who find learning difficult.

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

### **Grade: 1**

Pupils cannot wait to get to school in the morning. Attendance is above the national average. Pupils take part eagerly in the early morning exercises and go to lessons with a spring in their step. They have extremely sound knowledge of the importance of eating healthily. Spiritual, moral, social and cultural development is good. Behaviour is exemplary. Pupils have a satisfactory awareness of other cultures and faiths. They are sensitive, mature, courteous and caring. Often older pupils are seen showing genuine concern for younger ones who may have pinched their finger or grazed their knee. Bullying is rare and pupils are very clear about how to keep themselves safe. Pupils' contribution to the school community is exceptional, whether by taking on special responsibilities or by looking after their environment. Particularly impressive is the keen involvement of pupils both in suggesting new clubs and also in running activities themselves. Beyond school, pupils participate enthusiastically in the Dickleburgh Festival and raise good amounts for charity. Pupils are very keen to do their best in lessons. One boy exclaimed, 'Teachers can be very demanding. They keep on until we get it right, but that's a good thing!' High standards in literacy and numeracy as well as their outstanding ability to work together means pupils are very well prepared to move on to secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils become confident and committed learners because they have very good relationships with their teachers. A good range of interesting resources and activities keeps learning alive in lessons. In a good Key Stage 1 mathematics lesson, the teacher used number fans, the IWB and paired testing to keep pupils on their toes. Teachers are very clear in their expectations of

how their pupils behave. They ensure they plan lessons carefully so pupils can progress at the rate best suited to their needs. Teaching assistants are a valuable asset used well to help the less able. The quality of marking is variable. Whilst it is often good in English and mathematics, in other subjects it can be overgenerous, without giving pupils sufficient idea of how to do even better.

## **Curriculum and other activities**

### **Grade: 2**

A good range of interesting activities stimulates pupils' learning within and beyond lessons. There are plenty of chances for sport to help pupils become fit and healthy. Music is evident throughout the school, through singing in assembly, preparing for the school production and performing in the local community. Provision for information and communication technology has improved since the last inspection, with the addition of IWBs in classrooms and a separate computer suite. An excellent range of lunchtime and after school clubs gives pupils opportunities to try out all sorts of different activities such as cross-stitch, chess, 'treasure seekers' and skipping. Care for the environment is strongly promoted through recycling and gardening. The school is looking closely at ways of linking different subjects to make learning more meaningful for pupils. A good start has been made in some lessons, such as linking science and physical education, but this development is at a relatively early stage.

## **Care, guidance and support**

### **Grade: 2**

Pupils are happy, safe and secure at school. One pupil speaks for many by saying, 'everyone is really friendly!' The school meets all health and safety requirements. Staff know the pupils and their circumstances well and can look after them sensitively if they are sad or worried. The school keeps parents well informed on how their children are doing, enabling them to be valuable partners in education. Teaching assistants give good help to pupils who find learning difficult or are in danger of falling behind. Teachers are adept at setting up special individual sessions so that these pupils achieve as well as their peers. Pupils have targets to guide them in their learning, but they are not sufficiently personal or well known by the pupils to enable them to know exactly what they need to do to improve their work.

## **Leadership and management**

### **Grade: 2**

The headteacher and assistant headteacher have a clear focus on school improvement and use challenging targets well to spur the school on. They give very good support to new subject leaders so that they soon become effective leaders in their own right. The school has an accurate evaluation of its effectiveness. It is quick to react if standards are not as high as they should be, as previously demonstrated with writing and science that now are both above national averages. The senior leaders have made a judicious decision to concentrate on promoting reading. Not only have reading levels climbed rapidly, they have also had beneficial effect on skills in writing across other subjects. However, strategic planning does not have a sufficiently direct link to improvement in pupils' learning. Governors are a very strong link between the school and local community and are growing in their knowledge of the pupils' educational achievement.

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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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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?	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	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

2 July 2008

Dear Pupils

Inspection of Dickleburgh Primary School, Diss IP12 4NL

Thank you very much for helping us on the inspection by talking to us and showing us what you can do. Your parents are pleased with your school because they believe you are well looked after. We agree.

Dickleburgh is a good school. We think you are making good progress because teaching is good. Standards in English, mathematics and science are higher than in most primary schools. Your teachers make your lessons interesting with plenty of different activities. We know you have work that is at the right level of challenge for each of you. We can see that you are starting to know what you need to do to improve your work. To make this clearer we are asking your teachers to give useful comments when they mark your books and to make sure you understand exactly what you need to do to achieve even better. Mr Richards and his team of teachers lead the school well. Already they have helped to improve standards in science and writing. We are particularly impressed with the great strides you are making in reading. However, when the school leaders write their development plan for future years they do not include the precise standards they are expecting you to reach.

You told us that you like coming to school and we are not surprised. Behaviour is excellent and you get on really well with your teachers and friends. We are pleased that you clearly know how to lead healthy and safe lives. We are particularly impressed with the way you are developing as responsible young people, shown in how you organise your own school clubs and look after your school grounds. It is not very often we see children looking after ducklings on the school pond!

To make your learning even better, we have asked your school to do two things.

- Ensure teachers always tell you exactly how you can improve your learning when they mark your work and set you targets.
- Make sure future plans have clear goals linked to improving your learning.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a special place for you. You can do your bit by continuing to be very positive and by making the most of your time at Dickleburgh Primary School.

Yours sincerely

Sarah McDermott Lead inspector