

Dunnington Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121530
Local Authority	York
Inspection number	314025
Inspection date	9 January 2008
Reporting inspector	Philip Cole

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	5–11
Gender of pupils	Mixed
Number on roll	
School	244
Appropriate authority	The governing body
Chair	Mr Andrew Pennington
Headteacher	Mrs Caroline Hancy
Date of previous school inspection	28 June 2004
School address	Pear Tree Lane Dunnington York North Yorkshire YO19 5QG
Telephone number	01904 489615
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement of pupils in mathematics; teaching and learning; and leadership and management. Evidence was gathered from national published data, the school's own assessment and evaluation records, observations of lessons and interviews with senior members of staff, governor and pupils. The views of parents were also taken into account through the parents' questionnaire. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This is an average sized primary school serving a village with mostly owner occupied housing close to the city of York. Almost all the pupils are of White British heritage. The proportion of pupils entitled to free school meals is well below average as is the proportion with learning difficulties and/or disabilities. The school has achieved Quality Mark Awards for high standards and ArtsMark Gold and Healthy Schools awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents hold the school in high regard. All pupils thrive and make good progress. This is because everyone, from the headteacher, governors and the senior members of staff to the teachers and their helpers want the best for them. Pupils talk enthusiastically about their school and do this thoughtfully showing confidence and considerable maturity. They love coming to school for many reasons. These include exciting visits, interesting visitors, their involvement in a wide range of clubs and local events and because they know they are listened to and they feel safe and secure. Everyone gets on exceptionally well in school and pupils respond enthusiastically to the responsibilities they are given. They are proud of the contributions that their ideas, such as the water bottles and playground facilities, have made to improving the school. Pupils have a very good understanding of what they need to do to keep fit and healthy, even to the extent of requesting healthier food in their lunchboxes! Pupils' strong basic skills and outstanding personal development ensure that they are extremely well placed to face life's future challenges.

Overall standards reached in Year 6 have been consistently significantly higher than the average for schools nationally. Results in English have been particularly impressive and pupils have made good progress in this subject. Recently, pupils' progress in mathematics in Key Stage 2 has been satisfactory. Effective action has been taken to tackle this difference. For example, over the last year the much improved use of assessments of pupils' work has led to more tightly focused teaching and better support being given to those pupils who need it. As a result, there has been an impressive acceleration in the progress made by pupils across the school and Year 6 pupils are now on course to do well in mathematics. Teaching is good across the school. The aims of lessons are made clear to pupils and this helps them to work purposefully towards achieving them. Teachers' skilful questioning stretches pupils and they mostly provide tasks that are well matched to the different needs of pupils in their classes. In addition, those pupils who need extra help because of learning difficulties and/or disabilities benefit from the skilled support of teaching assistants and make good progress. Teachers regularly make helpful comments when they mark pupils' work. However, the full benefit of this guidance is not realised as pupils are not routinely expected to respond to the comments and often are not given the time to do so.

The curriculum is reviewed regularly and this ensures that it meets the needs of pupils and very successfully promotes enjoyment and enrichment in their learning. Increasingly effective links are made between subjects and this is making a positive impact, for example, improving the ability of pupils to apply their mathematical skills. Pupils enjoy learning a foreign language and enthusiastically participate in the many different clubs provided, inter-school competitions and local events. Pupils appreciate the targets they agree with their teachers, which are intended to help them tackle weaknesses in their work. However, they are given little guidance on what they need to do to take the next steps in their learning. A strong programme for personal, social, health and emotional development and the very effective arrangements for the pastoral care, guidance and support of pupils underpins their impressive personal development. It is no surprise that parents feel that they can approach the school whenever they need to and that any problems will be quickly and effectively dealt with.

This is a good school that is continuing to improve because of the excellent leadership of the headteacher. She is ably supported by an enthusiastic and increasingly effective leadership team and by teachers who fulfil their roles as subject leaders well. Governors bring with them many skills that benefit the school. They have a very good understanding of its strengths and

weaknesses and play a full part in bringing about improvement. There are very appropriate plans for taking the school forward. These are agreed by all, based on accurate and detailed self-evaluations and are implemented effectively. Good progress has been made since the last inspection and the school has a good capacity to improve. It provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

The very good induction arrangements ensure that children settle quickly into the Reception class. Careful assessments are made that inform teaching and enable the needs of Reception children in the mixed Reception/Year 1 class to be carefully planned for. Skilful questioning and the effective prompting and support of pupils engaged in the variety of appropriately planned tasks ensure that children in the Foundation Stage make good progress in building on their above average attainment on entry to Reception. The school has identified the need to further enrich the activities that children can choose from and a good start has been made in implementing this, particularly as regards outdoor provision.

What the school should do to improve further

- Ensure that pupils benefit from the teachers' comments on their completed work that are intended to help them improve.
- Provide pupils with clear guidance on what they need to do to take the next steps in their learning.

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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 ¹ 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	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
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

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 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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making me so welcome. Yours is a good school. This is because everyone works hard to ensure that you are happy and that you learn well. I know from what many of you told me that you really enjoy coming to school because of all the interesting things you do and because the teachers and their helpers are so friendly. All the adults in school look after you very well and your lessons are well taught. You have many opportunities to do interesting things such as going on exciting visits, learning a foreign language and getting involved in a wide range of clubs.

I was very impressed with your excellent behaviour and with how well you all get on. You have a good understanding of what you need to do to keep fit and healthy. Some of you even told me that you had asked your parents to make sure you had healthier food in your lunchboxes! I am glad that the school listens to your suggestions and that this has led to better play-time facilities and water bottles in class.

I know that you appreciate the comments your teachers make when they mark your work. I do not think that you are given enough opportunity to correct the mistakes they find or to try to do what the teacher suggests. I also think that you are not given enough help to understand what you need to do to take the next steps in your learning. I have, therefore, asked your teachers to look at ways of improving these two things. You can of course help them by doing your best to achieve what they then ask you to do.

One of the main reasons that your school is good is because you have a very good headteacher who is helped well by senior teachers and the governors. It is clear that all the adults in school want it to become the best it can be. I am not surprised that your parents are so pleased you come to this school.