

Durrington All Saints Church of England Voluntary Controlled Infants' School

Inspection report

Unique Reference Number	126323
Local Authority	Wiltshire
Inspection number	328482
Inspection date	29 January 2009
Reporting inspector	David Shears

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	132
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Christopher Thomas
Headteacher	Joanne Andrews
Date of previous school inspection	14 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Road Durrington Salisbury SP4 8HJ
Telephone number	01980 652468
Fax number	01980 594 815

Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Durrington is smaller than many other infant schools. The number of pupils with learning difficulties and/or disabilities is higher than the national average. Children enter the Early Years Foundation Stage (EYFS) into Reception. A private nursery shares the site, including both before- and after-school provision for pupils from the school. Nearly a third of pupils are from military families from the local army base.

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 where effective teaching enables pupils to achieve well. Although children begin school with skills that are below average overall, they attain at least average standards by the time they leave. Pupils with learning difficulties and/or disabilities make similar progress to their peers.

Children in the Early Years Foundation Stage make a good start to their schooling. The stimulating environment and interesting curriculum fosters their curiosity and they develop a love of learning. Children enjoy coming to school and are well looked after. The provision is carefully managed, ensuring that each individual is regularly assessed and helped to develop both in their learning and their personal development. Those with learning difficulties and/or disabilities are identified early and given appropriate support.

Pupils in Years 1 and 2 continue to make good progress due to rigorous tracking of their achievement. Regular assessments enable teachers to build on the pupils' existing knowledge and skills. Teachers plan interesting lessons that motivate and engage pupils. The work is carefully matched to the varied needs of the pupils in most cases. In particular, pupils with learning difficulties and/or disabilities are supported well by teaching assistants. However, the more-able pupils are not always challenged as much as they should be to attain the higher levels, particularly in writing and numeracy. Curriculum provision is good because there are effective cross-curricular links. This approach allows skills taught in literacy and numeracy to be applied in other areas to reinforce the learning. The curriculum is strengthened by much enrichment, including visits and visitors to the school. Pupils also benefit from a wide range of extra-curricular activities.

Provision for care, guidance and support is good overall. Pastoral care is a particular strength. All safeguarding and health and safety procedures are in place. Thorough risk assessment ensures that pupils are kept safe whether in school or out on a trip. Pupils with learning difficulties and those with specific needs are well catered for because the school enlists the support of a variety of outside agencies. Since the school's last inspection, the academic guidance and support pupils receive has improved. Marking is clear and now gives pupils useful feedback to help them to improve. The excellent care that pupils receive supports their good personal development. They really enjoy being at school, have productive relationships with their teachers and develop positive attitudes towards learning. This results in exceptionally well behaved and caring pupils who look after each other well, play together extremely safely and who are beginning to make a strong contribution both to the school and wider communities.

Senior leaders and managers, including the governing body, have a clear understanding of the school's strengths and areas for development. The effective headteacher provides a shared sense of direction. Rigorous self-evaluation and analysis of performance pinpoint weaker areas and inform clear action plans for improvement. As a result, pupils now make more rapid progress than they did in the past. Subject leadership is still relatively underdeveloped, however, particularly in monitoring the effectiveness of the provision for all groups of pupils.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the Early Years Foundation Stage. Parents speak of the caring way in which staff settle new children into school life, so that children quickly develop confidence

and independence. Good relationships are established with parents and children. Children work and play happily together and show a keen interest in all activities. These qualities help to promote good progress in all areas of learning.

Staff ensure that each individual is catered for both academically and pastorally. Any difficulties are identified early and appropriate support given. The stimulating indoor environment reflects the creative and exciting curriculum children receive. However, the outdoor area is less well developed and restricts opportunities for extended learning. Leadership of the Early Years Foundation Stage is good, with leaders using their wide knowledge and experience to ensure that the children make good progress.

What the school should do to improve further

- Ensure more frequent assessments are made and used to fine-tune planning so that more-able pupils are consistently challenged in numeracy and writing.
- Develop the monitoring skills of subject leaders to support the senior staff in raising standards.

Achievement and standards

Grade: 2

Attainment on entry to the school varies from year to year, but is below the expected level overall, and with particular weaknesses in communication, language and literacy and calculation. All pupils, including those with learning difficulties and/or disabilities, achieve well in the Early Years Foundation Stage and Years 1 to 2. Good progress results in standards that are broadly average by Year 2 in reading, writing and mathematics. Improvements in marking and in the teaching of letter sounds have been successful in increasing academic performance. However, more-able pupils are not always challenged to do their very best and, therefore, do not always reach the higher levels of attainment, especially in writing and numeracy.

Personal development and well-being

Grade: 2

Pupils thoroughly enjoy coming to school. They display positive attitudes towards their work and want to please their teachers because they have such good relationships with the adults around them. Their spiritual, moral, social and cultural development is good. Pupils reflect and pray together, and learn to respect others, during assemblies. They have an excellent understanding of how to stay safe and to care for each other. For example, one reception child commented, 'The older children help us to make the right choice.' Pupils behave exceptionally well both in the classroom and around the school. They are developing their workplace skills, such as researching information and costing their ideas for new equipment in the playground. While good procedures are in place to follow up all absences, the attendance of pupils is only satisfactory because of holidays taken during the school term.

Quality of provision

Teaching and learning

Grade: 2

Teachers prepare interesting lessons that engage pupils and help them to make good progress. As a result, pupils enjoy their work. Teaching assistants support pupils well and this ensures that those with learning difficulties and/or disabilities can tackle the work at a level that is right for them. Good use is made of 'talking partners', so that pupils are constantly participating

in lessons rather than being passive listeners. Teachers use assessments to set appropriate targets for pupils, although these are not yet sufficiently refined to ensure that there are even higher expectations for more-able pupils, particularly in numeracy and writing.

Curriculum and other activities

Grade: 2

Pupils' love of learning is stimulated by a creative curriculum that draws subjects together and makes learning fun. Good opportunities are provided for pupils to practice their skills in literacy and numeracy in other subjects. Their curricular experiences are enriched by frequent visits to places of interest and visitors to the school. Many pupils participate in the wide range of out of school activities. Provision for personal and social education is a particular strength, especially with regard to encouraging healthy lifestyles. Pupils' understanding of how to keep fit and healthy is therefore good, even if it is not consistently put into practice! The school has identified the need to develop the curriculum further by focusing more on developing skills and using the outdoor environment to give pupils first-hand experiences that will make learning even more relevant and effective.

Care, guidance and support

Grade: 2

The school demonstrates exceptional pastoral care for all pupils, while academic guidance and support are satisfactory. In particular, the needs of pupils with learning difficulties and/or disabilities are managed well and supported in the classroom by effective teaching assistants. The school has excellent links with a wide range of outside agencies that support pupils in a variety of ways. Every pupil is valued and catered for, regardless of their need. This strength demonstrates the inclusive nature of the school, particularly towards meeting the needs of pupils from military backgrounds. All procedures are in place to ensure the safety of pupils, including staff trained in child protection. The academic guidance for pupils is secure. Marking is completed and includes comments that encourage as well as show pupils how to improve. However, despite this valuable feedback, pupils are not always sure of their next steps in learning.

Leadership and management

Grade: 2

Senior leaders and managers lead this school well. Through rigorous self-evaluation they identify areas for improvement and formulate a school development plan to ensure that priorities are addressed. Priorities have included the improvement to marking, so that it is now consistent across the school, and the introduction of a phonics programme to improve pupils' reading skills. Such factors demonstrate a good capacity to improve. Middle management is relatively less well developed. Specifically, the monitoring skills of subject leaders remain an area for development in order to raise standards further for all pupils. Challenging targets ensure pupils do well, although the school is aware that there is scope for increasing the demands on more-able pupils.

Governors give good support and have developed positive relationships with staff. They offer both practical help and challenge to the school to encourage its further improvement. The school makes a good contribution to community cohesion. There are positive links with the

local community, including the parish church, as well as links forged with schools abroad. Pupils are learning about how our actions affect others; for example, reception children are exploring the effects of global warming on penguins. Parents overwhelmingly support the school. They know that their children are enjoying their education, citing their enthusiasm for learning. They also appreciate the helpfulness of staff in supporting them when needed.

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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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners enjoy their education	1
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 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

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	3
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 eliminated	2
How well does the school contribute to community cohesion?	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

30 January 2009

Dear Pupils

Inspection of Durrington All Saints CE (VC) Infants School, Durrington SP4 8HJ

Thank you for your very warm welcome when we visited your school recently. It was lovely to meet you and find out all about your good school.

We enjoyed looking at all the displays of your work and your bright, colourful classrooms. We could see that you all enjoy coming to school. Your teachers take a great deal of care in helping you to learn and you all make good progress.

There are lots of opportunities for you to go out on trips or listen to special visitors. You also told us that you liked going to all the different clubs that are available.

We were very impressed with your excellent behaviour and the kind way in which you look after each other. Well done!

We have asked your school to make sure that the most-able pupils are given more challenge to do the very best that they can. You can help by telling your teachers if you think the work is really easy! We have also asked that those members of staff who look after particular subjects get even better at checking how well you are doing.

Thank you for a very enjoyable day. We wish you all the very best for the future.

Yours faithfully

David Shears

Lead inspector