

Dinnington Community Primary School

Inspection report

Unique Reference Number	106867
Local Authority	Rotherham
Inspection number	331271
Inspection dates	16–17 June 2009
Reporting inspector	Fiona Gowers

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	Primary
School category	Community
Age range of pupils	0–11
Gender of pupils	Mixed
Number on roll	
School (total)	258
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	15
Appropriate authority	The governing body
Chair	Mr Kevin Robinson
Headteacher	Mrs Vanessa Vaughan
Date of previous school inspection	17 March 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Street Dinnington Sheffield South Yorkshire S25 2RE

Age group	0–11
Inspection dates	16–17 June 2009
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Introduction

The inspection was carried out by three additional inspectors.

When Dinnington Community Primary was inspected in March 2008, it was subject to a notice to improve and asked to raise standards and improve attendance. It was subsequently visited in November 2008, when it was judged to be making satisfactory progress in addressing these issues.

Description of the school

This average-sized school serves an area with significant levels of social and economic disadvantage. The proportion of pupils entitled to free school meals is well above average. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is very high. A significant proportion of the teaching staff joined the school after the last inspection.

The Dinnington Children's Centre shares the same site as the school. The centre is managed by the school's governing body and the building is linked to the school's Nursery and Reception classes. The centre provides integrated services for parents and families in the community and provides day-care for up to 43 children from 0 to 5 years of age. A breakfast club held in the school also provides childcare for pupils from 07.30 each school-day morning. The childcare elements of the centre were inspected at the same time as the school and the findings are incorporated into this report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13(4) of the Education Act, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

The school provides pupils with a satisfactory and rapidly improving standard of education. Strong leadership has been the key factor in significant improvements made since the last inspection. Most parents are very supportive and appreciate the 'huge' strides made by the school, typically commenting that, 'Everyone seems to have a sense of pride in the school now.'

Standards have risen and achievement has improved since the last inspection. Pupils have a good start in the Early Years Foundation Stage. Although standards remain below average overall at Key Stage 1 and Key Stage 2, they are no longer exceptionally low. This represents satisfactory achievement from pupils below average, and sometimes well below average, starting points. Standards in Key Stage 2 increased significantly in 2008. School data confirms that the rising trend in Key Stage 2 has continued in 2009 and that standards are also rising at Key Stage 1, following a dip in 2008. In addition, many pupils throughout school are now making faster progress, because they receive more effective teaching. This is evident in both lessons and pupils' work.

Very careful monitoring and effective action by the school leadership have ensured that the quality of teaching and learning has improved significantly and is now good overall. Inadequate teaching has been eradicated. Pupils are now making much better progress in most lessons and this is helping them overcome the significant legacy of underachievement. Academic guidance has improved and this means that pupils are generally well informed about how to improve their work further. Most lessons are effective and help pupils learn at a good pace through a variety of interesting learning activities. However, occasionally the pace of learning is not brisk enough to secure the best progress.

The curriculum is satisfactory. The school is developing a theme-based approach. This is adding interest and enjoyment, and providing a real sense of purpose, which motivates pupils to work hard. Less well developed, however, are consistent opportunities across the curriculum to challenge pupils further and extend their thinking.

Pupils' personal development and well-being are good and underpinned by effective care, guidance and support. Very good pastoral care is a strength of the school. Pupils' attendance has improved due to the success of the wide ranging work with pupils and their families. Leadership has worked very hard to ensure classrooms are organised on similar lines to ensure continuity from one to another. Behaviour has improved significantly and is now good, because relationships are positive and pupils know what is expected of them. Many pupils display a good understanding of the benefits of a healthy lifestyle and can explain how to avoid unnecessary risks to their health and safety. Pupils make a good contribution to their school community through positions of responsibility. Such opportunities, alongside the satisfactory basic skills acquired, mean pupils are now satisfactorily prepared for the next stage of their education.

The headteacher is an inspirational leader who has very high expectations. Teachers with leadership roles have good understanding of the school's strengths and clearly know what it needs to do to improve further. New initiatives focus on the most important priorities. A very careful check is kept on pupil progress and the information gained is used to provide additional support and to strengthen teaching. In addition, school leadership has ensured that early

education and care within the Children's Centre continues to be of the very highest quality, promoting outstanding levels of welfare, learning and development. The school is supported well by knowledgeable governors, who amply fulfil the role of critical friend. Such strengths in leadership and improvements since the last inspection demonstrate there is good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Children's Centre at different ages. From their starting points, the youngest from birth to three receive excellent care. Consequently, the children feel secure and respond very well to their key workers. Excellent provision is promoting exceptionally good progress in children's learning and development. However, when children join the Nursery children's ability levels are still often well below those typically expected for their age. Children settle extremely well, helped by the first class partnership with the Children's Centre and the excellent welfare arrangements throughout the setting. Leadership and management are good overall but outstanding in the Children's Centre. The Early Years Foundation Stage staff work very closely with the leader of the Children's Centre and the headteacher to improve the provision further. The quality of outdoor learning activities has improved and is now good. Staff are focused on helping pupils make faster progress. Careful planning and assessment procedures ensure children's individual needs are well met. Older children enjoy the good range of learning activities and staff skilfully foster children's communication and problem solving skills, in particular. This helps children learn with increasing levels of independence. Children make good progress, particularly in their reading and calculation skills and in their personal, social and emotional development. Although attainment at the end of the Reception class has generally been below expected levels, an increasing proportion of children are now reaching higher levels.

What the school should do to improve further

- Improve pupils' achievement, to increase the proportion of pupils reaching the national average or better throughout school.
- Ensure the pace of lessons is always brisk enough to sustain the best progress.
- Provide more learning activities across the curriculum that challenge pupils and extend their learning.

A small proportion of schools whose 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.

Achievement and standards

Grade: 3

Pupils' achievement has improved since the last inspection. School leadership has taken swift action to accelerate pupils' progress and to improve the quality of teaching and learning. A much closer check is now kept on pupil progress and very challenging targets are set for each class. As a result, achievement is satisfactory for all groups of pupils, including those with learning difficulties and/or disabilities. Many pupils are beginning to make much faster progress. Although the proportion of pupils working at the expected levels in each class has risen, it generally remains below average. In 2008, standards at the end of Year 6 rose and were no longer exceptionally low. School data confirms this upward trend has continued. Standards in English, in particular, have risen and are now broadly average. This is due to the success of a

whole school initiative to promote reading and improve the quality and content of pupils' written work. Even though standards in mathematics have risen since the last inspection, school leaders have high aspirations and are currently focused on raising standards and improving the provision further in this subject. Following a period of staffing changes, standards dropped in Key Stage 1. However, the staffing situation is now more settled and, as a result, the quality of teaching has improved. Pupils in Key Stage 1 are now making faster progress and school data confirms that standards are rising.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils clearly feel safe and secure and enjoy their time at Dinnington. There has been a significant improvement in behaviour. Pupils behave well now and have more positive attitudes to learning. They respond well to the clear systems in school and the consistent approach by all staff. A group of pupils agreed that the chance to earn golden tickets and then 'spend' them at the 'Treasure Trove' helps to, 'boost behaviour up!' Pupils make a good contribution to their community, readily taking on positions of responsibility, such as: ordering, pricing and 'selling' stock in the 'Treasure Trove'; running their own club for younger pupils; or working hard on the school council to improve the school environment. Attendance levels have risen since the last inspection and are now broadly average. Pupils know how to keep themselves safe, fit and healthy, and enjoy sporting activities, ranging from football and cricket, to crown green bowling! The school's emphasis on encouraging team-work, alongside acquiring satisfactory basic skills, prepares pupils satisfactorily for their future lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall and has improved significantly since the last inspection. Teachers make effective use of the detailed assessment information to plan lessons carefully to meet the needs of different groups of pupils. Very positive relationships and clear expectations have led to good behaviour and increased levels of enjoyment. A group of pupils agreed, 'We really like the way teachers make lessons fun and this helps us learn!' Learning activities are often set in a real life context, for example, when linked to the recent topic on the local community. This makes learning relevant and motivates pupils to work hard. The emphasis on encouraging pupils to discuss their ideas and explain how they have worked something out reinforces their learning well. Teaching assistants make a significant contribution to pupils' achievement and well-being, by providing additional encouragement and well-targeted support. Most lessons have a good pace and pupils learn through a good range of activities. However, in a few lessons the pace of learning slows and pupils do not make as much progress. Lesson introductions are sometimes too lengthy or pupils are given too much time to complete an activity so their interest can wane a little.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall and has some good features. Provision for English has strengthened and the school is currently developing the mathematics curriculum to improve

pupils' achievement. Recent developments in the curriculum ensure it is organised in such a way as to give greater relevance to pupils' learning and to promote interest and enjoyment. For example, a recent topic broadened pupils' understanding of their local heritage. Pupils particularly enjoy the recently introduced 'Wow Days'. However, opportunities are sometimes missed to further challenge pupils and extend their learning across the curriculum. An increasing number of additional programmes provide extra support for pupils, particularly in English. The curriculum promotes pupils' personal development well and there are good opportunities for pupils to learn about safe and healthy practices in their daily lives. Pupils enjoy the increasing range of extra-curricular and enrichment activities on offer.

Care, guidance and support

Grade: 2

The school provides strong pastoral care for its pupils. There is a high level of commitment from staff, to ensure that pupils feel happy in school and enjoy their education. Pupils are confident that they would find someone to help with any worries or concerns and say that adults in school, 'Take time to really sort things out.' Vulnerable pupils, including those with learning difficulties and/or disabilities, are very well supported. This support is enhanced by the provision of integrated services for parents provided by the Children's Centre. Safeguarding arrangements meet current requirements. Very clear, comprehensive and effective strategies are in place to address low attendance and this is given a very high profile throughout the school. The greatest impact has been in the significant reduction in the number of pupils who regularly miss school which has been helped in part by the provision of the breakfast club. The analysis of data, including the tracking of pupil progress is thorough. The quality of academic guidance has improved well over the last year. Pupils are much more aware of how well they are doing and how to improve their work. Although the marking of pupils' work is now more rigorous, areas for development identified are not always followed up and so this can limit its effectiveness.

Leadership and management

Grade: 2

The school's assessment that leadership and management are satisfactory is too modest, given the degree and rate of change since the last inspection. The headteacher provides very good leadership and all the improvement areas from the last inspection have been successfully addressed. She is well supported by the deputy headteacher and leadership team. They foster the potential of all members of staff, harnessing the strengths of a hardworking and enthusiastic team. Staff are aware of the purpose behind the school's priorities, fully involved in their development and clearly focused on contributing to improvement. Effective leadership has ensured that a high quality partnership between the Children's Centre and the Early Years Foundation Stage has developed, along with strong partnerships with parents and a range of other agencies. Good arrangements ensure all groups of learners have equal opportunities to participate in all school activities. The school's contribution to community cohesion is good. Pupils benefit from the strong focus on fostering respect for and understanding of others, and the range of activities in school to support parents and families has grown significantly. The new curriculum is founded on developing a greater understanding of other cultures. To this end, the school has clear plans to develop links with schools in other countries. Governors are

very committed and have a clear view of the school's strengths and areas for development. They effectively provide both support and challenge to the school in its drive to improve further.

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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?	3
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 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?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	3

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	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

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?	3
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	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 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

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

Thank you very much for the extremely friendly welcome you gave the inspection team when we visited your school recently. I enjoyed talking to you and looking at your work and was impressed with how polite and well-behaved you are. I found that your school has improved and it now gives you a satisfactory and improving education.

Your headteacher leads your school well and makes sure you are happy and you learn well. You have a good start to your education in the Foundation Unit. All staff throughout school give you good support in your lessons. This is helping you to make better progress with your work. You told us how much you enjoy your lessons, particularly when you have your special 'Wow Days'! Adults in school look after you very well so you feel safe and confident about asking them for help or talking to them about any worries.

To make your school even better, I have asked the staff to:

- help many of you make more progress with your work and reach even higher standards
- ensure that the very best use is made of lesson time to enable you all to learn at a good rate
- provide you with some even more challenging activities to do at school, so you really have to think hard!

You can help by coming to school regularly and by continuing to work hard and enjoy your school.

I wish you all the very best in the future!