

Doveridge Primary School

Inspection report

Unique Reference Number	112537
Local Authority	Derbyshire
Inspection number	337956
Inspection dates	22 – 23 September 2009
Reporting inspector	Kenneth Thomas

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

Type of school	Primary
School category	Community
Age range of pupils	4 – 11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair	Mr Colin Bryan
Headteacher	Mrs Natasha Clark
Date of previous school inspection	21 March 2007
School address	14 Chapel Green Doveridge Ashbourne DE6 5JY
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with the Chair of Governors, staff, groups of pupils and a local authority representative. They observed the school's work, and looked at the school's development plan, key policies, arrangements for safeguarding pupils and 20 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress in relation to school targets and the effectiveness of the action taken to raise boys' attainment
- pupils' personal development and the effectiveness of the school's safeguarding procedures
- the effectiveness of strategies to improve teaching and learning and the impact this is having on pupils' achievement
- the effectiveness of leadership and management in securing improvement in all areas of the school's work and in promoting community cohesion.

Information about the school

This is a small primary school with roughly equal numbers of boys and girls on roll. Although the school takes pupils aged up to 11, almost all pupils move to nearby middle schools at the end of Year 4. As a result there are almost no pupils in Years 5 and 6. The vast majority of pupils are from a White British background. The proportion with special educational needs and/or disabilities is below average as is the proportion entitled to free school meals. The school holds the Active Mark, Anti-Bullying, Eco School and Healthy School Awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Doveridge Primary School provides a good education for its pupils. The headteacher, staff and governors lead the school well and there is a strong emphasis on positive achievement for all, in every aspect of school life. Staff and governors work hard to provide an attractive, welcoming and encouraging learning environment. This is a very harmonious community and pupils contribute much to it. They take responsibility readily, behave well and are respectful of their peers, adults and visitors, reflecting the school's ethos and values. Pupils learn to respect the customs and beliefs of others, and this makes a good contribution to the promotion of community cohesion. Pupils feel safe and secure. They much enjoy school life, as reflected in their excellent rates of attendance. Pupils have a good understanding of the importance of diet and fitness to their health. They take full advantage of the additional activities, sports and clubs provided.

All groups of pupils, including the few who need additional help with their learning, make good progress because teaching and learning have improved since the last inspection and are now good. This is having a positive effect on achievement and standards in English, mathematics and science at the end of Year 4, which is the last year at the school for the overwhelming majority of pupils, are approaching the standards usually reached by pupils at the end of Year 6. Although much is being done to raise the standard of pupils' writing skills, those of boys remain below those of girls and of their attainment in other areas. One of the underlying causes of this weaker performance relates to inconsistency in focusing on the development of literacy skills as a cross curricular theme.

The headteacher shows great determination in leading initiatives to raise attainment. Thorough systems for tracking pupils' progress towards their challenging targets provide reliable information to guide teaching and enable staff to identify any pupils in need of additional support. In some classes the ongoing assessment of pupils' learning enables the teacher to focus on ways of helping pupils to better understand their next steps in learning, but much remains to be done to embed such approaches across the school as a whole. In all classes, the regular and helpful marking of pupils' written work is contributing to the rise in attainment.

The capacity for sustaining improvement is good because morale is high and staff understand the school's strengths and work willingly together to tackle weaknesses. Checks on teaching made by the headteacher are thorough, accurate and focus on pupils' learning. The school's improvement plan has the right priorities and criteria

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for checking their progress towards them are specific enough to enable governors to challenge how well the school is meeting them.

What does the school need to do to improve further?

- Improve boys' writing skills by ensuring that attention is given to the systematic development of these skills in all subjects
- Ensure that through the regular assessment of pupils' progress in lessons, pupils are given clear guidance on what they have to do in order to take their next steps in learning
- Develop the curriculum in the Early Years Foundation Stage by fully integrating the use of the outdoor environment in children's everyday learning experiences.

Outcomes for individuals and groups of pupils

2

Pupils' progress was good in all lessons observed. Pupils enjoy their learning and because they have excellent attendance, and positive attitudes and behaviour, they achieve well from their varied starting points. The very few pupils with special educational needs achieve equally well because of the good support they receive. Although a small number of pupils, mainly boys, are occasionally inattentive, the vast majority of pupils concentrate hard and give teachers their full attention. As a result, little time is wasted in lessons. Pupils collaborate well when working in pairs and small groups, so that adults can give additional support to those pupils who need extra help with their learning. Detailed records of pupils' progress from the time they enter school to end of Year 4 show that attainment in English, mathematics and science is above average by the time most leave the school and progress is good. Observations of lessons and of pupils' work during the inspection confirm this. In English, pupils' listening, speaking and reading skills are above average and ahead of their writing standards. Concerted action to improve pupils' writing is having a positive effect, but more needs to be done to improve boys' writing.

Pupils say that no bullying takes place and are confident that if it did occur staff would deal with it effectively. They have a good awareness of how to stay safe and healthy and speak enthusiastically of their responsibilities, including being on the school council or the Eco committee. Pupils' good spiritual, moral, social and cultural development is enhanced by participating in events with schools from other areas. These enable them to gain first hand experience of culturally diverse communities. Such experiences, together with the good progress being made in the acquisition of basic skills, ensure that pupils are well prepared for the next stage in their education.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning have improved since the last inspection and are good. Teachers' secure knowledge of their subjects and of their pupils' needs help to ensure that progress is good for all groups of learners. Good planning makes the most of pupils' enthusiasm for learning so that lessons are well paced. Teachers set work that matches the different abilities in their class which provides appropriate challenges for all pupils. In some lessons, the ongoing assessment of pupils' learning is very effective. As a result, teachers know precisely how well their pupils are doing and pupils in turn know exactly what they need to learn next. This good practice is not consistent in all lessons. However, a real strength in teaching is the good written guidance given to pupils on improvement through the marking of their work.

The school provides a good range of activities to help pupils to learn within the classroom and beyond. There is a strong focus on acquiring basic skills in literacy, numeracy and information and communication technology (ICT) balanced with other subjects. However, the development of pupils' writing skills is not consistently reinforced in all subjects. Good provision for personal, social and health education contributes to pupils' good personal development. This is reinforced by opportunities for pupils to broaden their experience of the diversity of cultures beyond the immediate locality. A good range of well attended additional activities, clubs and visits add interest and help to promote pupils' enjoyment of learning. Parents and pupils share the view that all pupils are well cared for and that at times of transition between schools, for example, staff provide good support and guidance.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Because the headteacher and staff work closely and effectively together, successful action has been taken to tackle the areas for improvement identified in the last inspection. The headteacher, with the support of staff, is driving improvements and the benefits are seen in the raising of standards. This is underpinned by the effective monitoring of the work of the school and in particular, the very effective use of pupil performance information. Individual subject areas are led and managed effectively with staff taking their roles and responsibilities seriously. They share up-to-date information concerning their areas through staff briefings and training events. Staff and governors provide good standards of care and there are good systems for safeguarding pupils’ welfare, safety and security.

Governors understand their role as critical friends and have a good awareness of the school’s main strengths and where improvement is needed. Staff work well with outside agencies, families and carers to help pupils achieve well. The school is at the heart of the village community and pupils feel thoroughly involved in local issues that help to promote community cohesion. Opportunities are also provided for pupils to collaborate with those from different backgrounds, so that individual pupils gain a real insight into what life is like for others in different social contexts. These experiences help to develop pupils’ understanding of equality and appreciation of cultural diversity. Teaching assistants play an important role in the school’s continuing success. The underlying factor behind the school’s improvement is the leadership of the headteacher, who ensures that changes and developments at the school are of benefit to the pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision and outcomes in the Early Years Foundation Stage have improved since the last inspection. Most children enter Reception with knowledge and skills that are generally consistent with those expected for their age. From these starting points, children make good progress and most meet or exceed the early learning goals in each of the areas of learning by the time they enter Year 1. Good systems for tracking children’s progress are well supported by the regular collection and evaluation of examples of children’s work. Staff successfully promote children’s use of a rich mix of vocabulary and imagination through stories and discussions. A good range of stimulating activities are well-matched to children’s needs and development, and there is a good balance between activities that children choose for themselves and those directed by adults. Children’s welfare has a high priority. The classroom is welcoming and stimulating, with a good range of resources and activities readily available. The outdoor area has been improved and now provides an exciting and stimulating space. Although use of this area is included as part of the daily routines, the full potential of the outdoor space is yet to be realised.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents express overwhelmingly positive views of the school. Two parents expressed concern that their children were not well prepared for moving between year groups while another two considered that the school is not well led and managed. These views were not supported by other parents and the inspection found plenty of evidence that pupils are well prepared for moving between year groups and when moving between schools. Several parents wrote glowing comments on the questionnaires about how well the school cares for their children and helps at times

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of transition. Similarly, inspection evidence confirms the views of the majority of parents that the school is well led and managed

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Doveridge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 20 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	60%	8	40%	0	0%	0	0%
The school keeps my child safe	15	75%	5	25%	0	0%	0	0%
The school informs me about my child's progress	7	35%	11	55%	0	0%	0	0%
My child is making enough progress at this school	7	35%	10	50%	0	0%	0	0%
The teaching is good at this school	8	40%	8	40%	1	5%	0	0%
The school helps me to support my child's learning	7	35%	10	50%	1	5%	0	0%
The school helps my child to have a healthy lifestyle	10	50%	6	30%	1	5%	0	0%
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	40%	7	35%	2	10%	0	0%
The school meets my child's particular needs	7	35%	9	45%	1	5%	0	0%
The school deals effectively with unacceptable behaviour	9	45%	8	40%	1	5%	0	0%
The school takes account of my suggestions and concerns	7	35%	9	45%	1	5%	0	0%
The school is led and managed effectively	11	55%	5	25%	2	10%	0	0%
Overall, I am happy with my child's experience at this school	12	60%	6	30%	0	0%	0	0%

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



24th September 2009

Dear Children

Inspection of Doveridge Primary School, Ashbourne, Derbyshire, DE6 5JY

Following our visit to inspect your school, I am writing to tell you what we found out. First I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. We have told your teachers how you were all really helpful and polite, and it was good to hear how much you enjoy school.

We agree with you and your parents that this is a good school and one that is helping you to do well. This is seen in the good progress that you make as you move through the school. Your good behaviour in lessons is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. This is one of the reasons why you are doing well. We have asked your teachers to help you to do even better by giving you closer guidance in lessons on what you have to do to take the next steps in learning. To help to develop boys' writing skills we have asked your teachers to check the use of these skills in all of your lessons as well as in your literacy lessons.

There is a really friendly and positive atmosphere in the school. The curriculum is enriched by a good range of visits and after-school activities that broaden your experiences. I saw a very good example of this when Class 3 came very convincingly dressed as Victorian children on the day they made the visit to the Museum of Childhood. The outdoor area in the Early Years Foundation Stage has been improved. We have asked your teachers to make the daily activities outside even more interesting and exciting. You know that all the staff take good care of you and work hard to keep you safe and healthy. Your headteacher leads the school well and, together with the governors, makes sure that you make the most of your time there. You are key players in the school's success and, having met you, we know you will all want to continue to play your part in helping it to be even better.

Yours sincerely

Dr Kenneth Thomas
Lead Inspector

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