

# Dinting Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	112884
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	338041
<b>Inspection dates</b>	19–20 May 2010
<b>Reporting inspector</b>	Doris Bell

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Pearce
<b>Headteacher</b>	Mrs Lynn Elliott
<b>Date of previous school inspection</b>	10 January 2007
<b>School address</b>	Dinting Vale Glossop SK13 6NX
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## Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons, and saw four teachers and one teaching assistant teach. They also met with parents, groups of pupils, governors and staff. They observed the school's work, and looked at a range of documentation including teachers' planning, the school improvement plan, assessment, monitoring and evaluation records, records for pupils with special educational needs and/or disabilities and safeguarding procedures. The responses from the pupil and staff questionnaires were analysed, as were the responses from the 36 parents' questionnaires.

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

- pupils' progress, especially in mathematics and science, and whether it is improving as a result of the measures the school has taken
- provision for Reception aged children and how well it ensures their progress in the mixed Reception/Year 1 class
- how effective all leaders and managers, including governors, understand and fulfil their roles in improving teaching, learning and pupils' overall achievement.

## Information about the school

This small school has an above average proportion of pupils with special educational needs and/or disabilities, including behavioural difficulties. Few pupils come from minority ethnic backgrounds and only a very small number speak English as an additional language. All pupils are taught in mixed-age classes. The headteacher was appointed in September 2007 and there have been several staff changes since the last inspection. The school has the Basic Skills Quality Mark and a Young Enterprise Award. A privately operated pre-school group operates from a classroom in the school and this is separately inspected.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Given their starting points, pupils' progress and achievement over time are satisfactory, as is the quality of teaching. However, during the inspection, much good teaching was observed, which is resulting in the increasingly good progress evident in pupils' books. This is happening because staff are working together well to realise the headteacher's clearly communicated vision for the school and her drive to improve it. The ambition she has embedded in staff and governors is helping to continue the overall upward trend in attainment and progress evident in the past three years. Currently, while attainment is average overall, it is above average in English, and pupils make good progress in that subject.

In mathematics and science, the focus on practical and investigative work is accelerating pupils' learning. Pupils, who know their targets well and the levels they are at, acknowledge this. Some say mathematics is now their favourite subject. Others say, 'Because it's so fun when we do science, we really remember it.' The school's self-evaluation is robust, its priorities are the right ones and it is moving purposefully towards them. The relatively new topic-based curriculum is helping, but it is not fully embedded across the school. While the skills to be learned in each subject are clearly defined, there is no systematic way of assessing progress in them and subject leaders have not adapted their roles sufficiently to take full account of the new approach to the curriculum. Taken together, all of the above demonstrates the school has satisfactory capacity for further improvement.

Progress is particularly rapid in Years 5 and 6 because teaching in those two year groups is consistently at least good and often outstanding. The rest of the school is catching up as teachers, who make good use of assessment information when planning literacy and numeracy lessons, become more accountable for the standards their pupils reach. However, there are still times when more able pupils are not moved on quickly enough to the harder work planned for them, and this limits their progress. Pupils with special educational needs and/or disabilities, assisted by well-briefed support staff, make satisfactory and sometimes good progress.

In most years, children start and end their Reception Year at the levels expected for their age and therefore make satisfactory progress. However, they have too few opportunities to select or initiate activities themselves, and learning activities out-of-doors do not mirror those indoors closely enough to ensure continuous learning throughout. Nevertheless, the good progress they make in personal, social and emotional development is then built upon well in the rest of the school. This, and the effective care, guidance and support that pupils receive throughout the school underpins their good behaviour, strong sense of fairness, and their well-developed understanding

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of how to keep themselves safe, fit and healthy. Parents recognise all of this, commenting, for example, on the family atmosphere and the warm and welcoming ethos it engenders throughout this improving school.

## What does the school need to do to improve further?

- Improve provision in the Early Years Foundation Stage by:
  - providing outdoor activities that match those taking place indoors so that children's learning is promoted equally well in both areas
  - giving children more opportunities to select and initiate activities themselves, while ensuring that staff note their learning and move it on as it occurs.
  - Embed the relatively new curriculum consistently throughout the school by:
    - reviewing the role of subject leadership within topic work to ensure it matches the different demands of a topic-based curriculum
    - providing explicit guidance on how to assess progress in subjects taught within a topic
    - ensuring that, in every subject, more able pupils are always given the more demanding work of which they are capable.

## Outcomes for individuals and groups of pupils

**3**

All pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress in their learning and good progress in their personal development. By Year 6, they are confident, articulate youngsters, who present themselves well. They reflect seriously on a range of matters, care for and respect others, and have a good understanding of the range and diversity of cultures in the United Kingdom and the wider world. This, and their improving attainment, particularly in English and mathematics, means they are well prepared for their future.

By Year 6, pupils write well in different styles with a good sense of purpose and audience, and they use their writing skills well in different subjects. In mathematics, they are becoming increasingly adept at deciding which calculation skills to use to solve word problems. They do this well in Years 5 and 6. For example, in an outstanding mathematics lesson that really tested the pupils' ability to think logically and calculate rapidly, they used an increasingly challenging range of numbers and calculations given to them by the teacher to create their own mathematical problems for others to solve. Elsewhere in the school, pupils' problem-solving skills are not as well developed and they sometimes struggle to arrive at their answers and show how they got there, especially when required to use more than one calculation. The current focus on practical and investigative skills is helping to address this. Pupils use their competent information and communication technology (ICT) skills well to support their learning in different subjects.

Pupils enjoy school and the school council gives them a strong voice. Pupils accept

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responsibility well and initiate a range of activities, for example, raising funds for the school and for various charities, managing budgets and participating in a range of community events, all of which contributed to the Young Enterprise Award they received this year. Pupils know why it is important to eat healthily and exercise regularly, and they participate wholeheartedly in the many sporting activities available to them in and out of school. They accept and respect others, have a strong sense of justice, and regard any form of harassment or bullying as unacceptable. They state confidently that staff act quickly and deal effectively with any such incidents, and that they feel very safe in school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Assessment procedures for English, mathematics and science are good, and include effective marking to which pupils respond well. They explain how 'clouds' indicate points for improvement and why it is important to do corrections. Marking is not as well developed in other subjects because, teachers are not always clear about how to measure pupils' progress in the different subjects included in topic work. The curriculum

<sup>1</sup> 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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does not provide teachers with enough guidance on this.

Teachers are becoming increasingly adept at adjusting pupils' learning in response to their rates of progress in lessons. This, and well-targeted questioning creates an atmosphere in which pupils feel confident to ask as well as answer questions, secure in the knowledge that an adult or another pupil will always help them. Paired, group and individual work, often with the assistance of well-briefed teaching assistants, contributes to the pupils' progress. Such features are present in most lessons, and when teaching drops to satisfactory, it is usually because more able pupils are not making the faster progress of which they are capable. Their work sometimes only consists of more of the same instead of more of a challenge.

A good range of visits, visitors and well attended extra-curricular activities enhances the curriculum, which promotes pupils' health, safety and personal development well. Pupils are well known as individuals. Nurturing provision and the opportunity to have toast and milk on arrival at school are two of the ways in which the school cares for and supports its most vulnerable pupils and their families. They have also improved pupils' attendance, enabling the school to exceed its target for this year. Good links with the pre-school and the high school ease transition for pupils at these crucial stages of their lives, as do the 'moving up' days at the end of each year that prepare them for their work in different year groups.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Staff and governors share the headteacher's vision for improvement. They support her well and are becoming increasingly effective in their roles, with all teachers aware of their collective responsibility for pupils' attainment in Year 6. Subject action plans are linked to the priorities in the school improvement plan but they do not provide enough guidance on how to assess pupils' learning in the subjects that are brought together in the new topic-based curriculum. Therefore, work is not always as well matched to pupils' needs and interests as it might be. Nevertheless, the school sets itself challenging targets for English and mathematics that are based securely on the information gained from analysing test results, assessing and tracking pupils' learning and the accurate monitoring of teaching and learning, and they are improving pupils' overall progress. Safeguarding procedures, including those for child protection, are good. They ensure that pupils work and play in a safe environment and are taught to consider the risks

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they might face at different times in their lives. Effective links with parents, external agencies and other schools contribute well to this and to the improved progress pupils are now making in their learning. The school instils in its pupils a strong sense of equality for all, and it promotes community cohesion well. It has a good understanding of its own context and that of the community it serves, and it successfully teaches pupils to value and respect others, including those from different faiths and cultures, in the United Kingdom and abroad.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children are well cared for, and their personal, social and emotional development is successfully fostered through the good relationships they develop with staff and other children. They behave well and are enthusiastic learners, keen to succeed. They talk confidently to visitors and work well with and alongside others, persevering with their tasks. Good links are established with parents and carers. Strong induction procedures prior to children starting school are developed further as important information is shared at the start and end of each school day.

Guided by the staff, children make satisfactory progress in early reading, writing and number skills. However, they have too few opportunities to choose or initiate activities themselves, or to select whether to learn in or out of doors, and this limits their learning. Their work is mostly directed by the adults, and activities in the outdoor area do not replicate those in the classroom closely enough so that learning can continue uninterrupted in both areas. Staff assess children's learning and progress in a number of ways and they have a clear picture of how well each child is doing. They use the



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information satisfactorily in their planning, but do not always ensure that activities provide the additional challenges needed to help more able children reach the higher levels they very much want them to reach.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Parents and carers who responded to the inspection questionnaire, and those who spoke to inspectors during the inspection, were overwhelmingly satisfied with the school. Comments such as 'all members of staff are easy to approach and are always happy to help', and 'the school is a safe, healthy, happy and secure family orientated school where children learn well' were typical of those made. A small number of parents felt their children are not always stretched, particularly if they are more able. Inspectors agree that this is sometimes the case and they have asked the school to look at ways of improving it.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dinting Church of England Voluntary Aided 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	78	7	19	1	3	0	0
The school keeps my child safe	28	78	7	19	0	0	0	0
The school informs me about my child's progress	23	64	12	33	1	3	0	0
My child is making enough progress at this school	24	67	11	31	1	3	0	0
The teaching is good at this school	26	72	9	25	0	0	0	0
The school helps me to support my child's learning	22	61	14	39	0	0	0	0
The school helps my child to have a healthy lifestyle	23	64	13	36	0	0	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)	18	50	11	31	1	3	0	0
The school meets my child's particular needs	22	61	11	31	1	3	0	0
The school deals effectively with unacceptable behaviour	20	56	13	36	3	8	0	0
The school takes account of my suggestions and concerns	20	56	14	39	1	3	0	0
The school is led and managed effectively	24	67	11	31	0	0	0	0
Overall, I am happy with my child's experience at this school	25	69	10	28	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 May 2010

Dear Pupils

Inspection of Dinting Church of England Voluntary Aided Primary School, Glossop, SK13 6NX

Thank you very much for the very warm welcome you gave us when we visited your school. You clearly enjoy school very much and feel safe there, and you behave well. You have a good understanding of how to keep yourselves safe, fit and healthy. We noted too, how strongly you feel that everything should be fair for everyone, that you find any form of harassment unacceptable, and that you trust any adult to help you should you have any concerns at all. We found the school cares deeply for each one of you, and that it guides and supports you well.

We also found that your teachers are good at adjusting your work during lessons so you can learn more, that they mark your work well and that you therefore know how to improve it. The improvement in all of this is helping you to make faster progress now than you have done in the past. Overall, we judged your school satisfactory but we know that it is improving rapidly because it knows what it needs to do and your headteacher is helping all of the staff understand the part they have to play in this. We have asked her particularly to make sure that:

Nursery and Reception children have the same opportunities to learn outside as they do inside, and to select or initiate the activities they would like to do

- in all subjects, those of you who are capable of it always get hard enough work to do
- those responsible for leading different subjects help everybody else understand how to measure your progress when their subjects are taught as part of a topic.

You can help by always listening carefully to your teachers, continuing to work hard, and finding out as many things as you can by yourselves. I hope you will always enjoy learning as much as you do now, and I wish you well for the future.

Yours sincerely

Doris Bell

Lead inspector

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