

# Dinton CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	126383
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	340971
<b>Inspection dates</b>	1–2 March 2010
<b>Reporting inspector</b>	Stephen Lake

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	97
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vincent Hibbert
<b>Headteacher</b>	Peter Kraye
<b>Date of previous school inspection</b>	2 March 2010
<b>School address</b>	Hindon Road Salisbury SP3 5HW
<b>Telephone number</b>	01722 716221
<b>Fax number</b>	
<b>Email address</b>	admin@dinton.wilts.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent the majority of time looking at learning. They visited 10 lessons and made short visits to a further four, observing four teachers in total. Inspectors held meetings with governors, staff and pupils. They observed the school's work and looked at: the most recent school self-evaluation form; the school development plan; minutes of governors' meetings; the school's assessments of pupils' attainment and progress; the records held on vulnerable pupils and those with special educational needs and/or disabilities; school policies; and reports from the local authority and the School Improvement Partner. Inspectors analysed questionnaires from pupils and staff as well as 38 questionnaires completed by parents and carers.

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

- ? achievement, especially in English at both key stages to see if assessment information is used effectively enough to plan lessons that challenge all pupils and particularly the more able
- ? how well the curriculum supports the development of writing skills
- ? how effectively the outdoor area is used in the Early Years Foundation Stage to stimulate and motivate children, especially boys
- ? the strategies in place to improve the school's contribution to community cohesion.

## Information about the school

This is a much smaller than average primary school serving mainly the villages of Dinton and Fovant, although a significant minority of pupils travel in from surrounding villages. Almost all pupils are of White British origin with only around 4% from other ethnic groups. The proportion of pupils with special educational needs and/or disabilities is well above average as is the percentage with a statement of special educational needs. The majority of these pupils have either speech and language difficulties or moderate learning difficulties. The number of pupils who leave or join the school during their school career has risen significantly recently and is above average.

**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

Dinton C of E Primary is a good school. The school has a caring family atmosphere. Staff demonstrate a great concern for the pupils as shown by the good quality care, guidance and support provided. This is helping pupils become confident and effective learners. The good quality curriculum makes a strong contribution to pupils' personal development. Pupils have a good understanding of how to stay safe and keep fit and healthy and say how much they enjoy school. They behave well. Pupils make a good contribution to their school and the local community. Their spiritual, moral and social development is good, but their knowledge and understanding of wider United Kingdom and other world cultures, although satisfactory, is a relative weakness.

Pupils achieve well. They make good progress because of good teaching and by the end of Year 6 attainment is above average. Nevertheless there are some inconsistencies, with the best progress made in Years 3 to 6. In the Early Years Foundation Stage children make satisfactory progress. The pace of learning here is sometimes too slow. Although there are suitable opportunities for children to learn through productive play the purpose of some activities is not always clear enough to children and the balance between these and direct teaching is not always appropriate. In Years 1 and 2, pupils' satisfactory progress reflects a recent improvement from a legacy of underachievement. The quality of teaching is continuing to improve particularly in English which has been a school focus for the last year. Information gained through the recently improved systems for assessing how well pupils are doing is used effectively, especially in Years 3 to 6, to plan what pupils need to do next in their learning. Nevertheless, in Years 1 and 2, such information is not used consistently enough to plan work that challenges all pupils, especially the more able. Pupils with special educational needs and/or disabilities make good progress because of the support of capable teaching assistants.

Leadership and management are good. The school has an accurate view of its strengths and weaknesses. The good leadership and management of the headteacher have ensured robust action to improve the quality of teaching. Governors support the school well and are strengthening their role in monitoring and challenging the school. However, at present they do not have a clear enough view on how the school is promoting community cohesion. The quality of education in Years 3 to 6 has improved significantly since the last inspection and improvement is now taking place in Years 1 and 2. Attainment and progress by Year 6 have improved after a period of lower attainment, especially in English. Action has already started on most of the areas for development through the good work of the headteacher and subject leaders. As a result, the school has a good capacity for further improvement.

**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

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

- Ensure that assessment information is used more consistently, especially in Years 1 and 2, to plan work that challenges all pupils, particularly the more able, to achieve their very best.
- Improve the quality of provision in the Early Years Foundation Stage by the next academic year to:
  - ensure a better balance between child-initiated and teacher-led activities
  - ensure that activities have a clear focus understood by children
  - improve the pace of lessons so that children spend less time as passive learners.
- Improve the way the governing body monitors the impact of strategies for promoting community cohesion to ensure that:
  - pupils have a stronger understanding of community cohesion on a national and international level
  - pupils have better opportunities to learn about the wide range of cultures found in the United Kingdom.

**Outcomes for individuals and groups of pupils****2**

Children start school with skills similar to those typically expected at this age. They make satisfactory progress in the Reception Year and enter Year 1 with skills broadly in line with those normally expected. Attainment and progress in Years 1 to 6 are improving over recent years as a result of improved teaching. There are no significant gender differences. In Years 3 to 6, progress is consistently good and occasionally outstanding, especially in Year 6. For example, in a mathematics lesson on coordinates, pupils copying shapes across all four quadrants made excellent progress. They were continually challenged to attempt even more complex shapes so that almost all pupils were working well above age-related expectations. Pupils respond well to the good attention given to promoting writing and are developing key skills that can be used in other subjects such as science, history and geography where good quality work was observed. They are very attentive in lessons and have a respect for themselves and others. Pupils in Years 1 and 2 have less positive attitudes but these are changing rapidly as a result of strengthened teaching. Attainment in information and communication technology (ICT) is as expected for pupils' ages. Progress is limited due to a low level of resources for this subject and this is being addressed.

Pupils say there is no bullying and they trust the adults to deal with any that might occur. Many pupils participate in the wide range of opportunities for sport in lessons and after-school clubs. The school council is active and well respected by pupils. Their suggestions are listened to; for example, the playground equipment has been improved at their suggestion. Pupils contribute well to the local community through activities such as taking part in the 'Lantern Parade' and the competition to be the best kept village.

**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

They are well prepared for the next stage in their education and develop strong skills to support their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers work hard to make lessons stimulating and motivating, often using ICT well to support this. The good curriculum has been strengthened by new procedures for teaching writing that have contributed greatly to the improvement in English. It is enriched by a good range of activities which ensures all pupils are motivated to learn. Teachers engage pupils well by linking subjects together to show pupils the importance of key skills. Questioning often challenges pupils well and extends their learning while assessing what they already know and further demonstrating links between subjects. For example, in a design and technology lesson skilled questioning confirmed what pupils had remembered from an earlier science lesson. This linked well to pupils' understanding of the different uses of torches to inform their designs for torches they were making themselves. Improved assessment procedures ensure that information is used effectively to inform the planning of work that is at a suitably challenging level for

<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.

**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

most pupils, although this is still inconsistent in Years 1 and 2. Visits and visitors make a strong contribution to pupils’ learning. Good partnerships with other local schools have supported the school’s strategies to improve writing very well. The school is working hard to extend these links and visits to include experiences that will promote pupils’ understanding of community cohesion and of different cultures within the United Kingdom more effectively.

Pastoral care is strong. Child protection procedures are detailed and well known to all staff. The school works very closely with parents to support their children’s learning through information evenings and home-school contact books. Pupils deemed gifted and talented are identified early and are given suitably challenging learning targets. Strong partnerships with various agencies of the local authority ensure that the additional needs of those pupils whose circumstances make them vulnerable are met well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The high expectations of senior staff and the commitment to continual improvement are communicated well to all staff. The headteacher monitors the quality of teaching and learning well. Most subjects and areas are managed effectively, which is why improvement is taking place. Equality of opportunity is promoted well. The school is very good at ensuring that those with additional needs or those who are vulnerable are fully included in all activities. Community cohesion is promoted satisfactorily within the local community. Strategies are being developed to ensure pupils improve their understanding of other cultures but this aspect is not yet strong enough. The monitoring of the impact of these strategies by the headteacher is good but that carried out by governors is less well developed.

The governing body is supportive and has worked closely with the headteacher to improve the quality of teaching and to plan building improvements. Governors are rigorous in ensuring safeguarding requirements are met, and the school’s systems for safeguarding are effective. Procedures and strategies to obtain parental views are rigorous although relatively few parents take advantage of the opportunities to meet with the Chair of the Governing Body and the headteacher at their regular surgeries. Nevertheless, through their own self-evaluation, governors have recognised that many do not have enough opportunity to visit the school regularly to observe its work and meet with staff and pupils. This is a key priority in their action plan.

**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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Well-established routines and strong links with parents help children new to the school to feel really secure and cared for when they start their education. Children achieve satisfactorily from starting points that are broadly in line with those typically expected for their age. Whole-class activities are planned well but occasionally the individual needs of children are not met well enough. For example in some whole-class sessions children spend too long sitting on the carpet while only a few are contributing, and there are not always enough opportunities for all children to contribute to the discussion. The capable teaching assistants make a strong contribution to children's learning. They are particularly skilled at asking good questions that assess children's understanding. The recently improved outdoor area provides a stimulating environment and children have suitable opportunities to move freely between indoor and outdoor activities.

Nevertheless this resource is not always used effectively because not enough attention is given to ensuring a suitable balance between direct teaching and guided and focused purposeful play. The strong teamwork between teachers and teaching assistants ensures that the welfare needs of the children are met well. This enables all children to grow in confidence and build securely on their previous experience. A suitable stimulating curriculum provides an appropriate degree of challenge to children. This area is led and managed satisfactorily. Suitable systems for checking on children's progress are in place and used appropriately to plan work that challenges individuals, but the strategic use of data on the overall performance of a cohort compared to other schools locally and nationally, is not strong enough.



**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

*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

Many of the parents who filled in the questionnaires also submitted written comments which confirmed parents' very positive views of the school. Typical comments were: 'I feel it is a good school with a friendly and welcoming atmosphere'; 'My daughter loves going to school'; and 'It is a very caring and supportive local school with dedicated teaching and support staff.'

A very small minority of parents raised minor concerns such as the way specific incidents of behaviour were managed. Inspectors are unable to comment on individual situations, but judge that behaviour is managed well overall and agree with the positive comments of parents.

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

Ofsted invited all the registered parents and carers of pupils registered at Dinton C of E 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	68	12	32	0	0	0	0
The school keeps my child safe	20	53	18	47	0	0	0	0
The school informs me about my child's progress	12	32	22	58	0	0	0	0
My child is making enough progress at this school	13	34	22	58	1	3	0	0
The teaching is good at this school	13	34	25	66	0	0	0	0
The school helps me to support my child's learning	15	39	20	53	1	3	0	0
The school helps my child to have a healthy lifestyle	17	45	21	55	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)	12	32	19	50	2	5	1	3
The school meets my child's particular needs	13	34	23	61	0	0	0	0
The school deals effectively with unacceptable behaviour	13	34	19	50	2	5	0	0
The school takes account of my suggestions and concerns	13	34	20	53	3	8	0	0
The school is led and managed effectively	12	32	25	66	0	0	0	0
Overall, I am happy with my child's experience at this school	21	55	16	42	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 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

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 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"> <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.**



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.

3 March 2010

Dear Pupils

Inspection of Dinton C of E Primary, Salisbury, SP3 5HW

Thank you for making us so welcome when we came to visit your school. We enjoyed talking with you and I particularly enjoyed watching the 'Probot' challenge in Year 6. Yours is a good school. We think that it looks after you and makes learning enjoyable. Here are some of the things that we liked.

- Your achievement is good and your attainment is above average because of the good teaching you receive.
- Your school makes learning interesting and fun because of the good range of activities provided for you. No wonder you enjoy school so much!
- The school looks after you well, which is why you know how to stay safe and keep healthy.
- You make a big contribution to the running of the school through the school council and other jobs that you do.
- The school is led and managed well by your headteacher and the people who help him.

To help make your school even better we have asked the staff and governors to:

- make sure that those of you in Years 1 and 2 improve your learning so that you do as well as those in Years 3 to 6; you can help by talking with your teachers about how you can make your work better
- make sure that those of you in the Reception class are given a better mix of activities and that you know why you are doing them
- make sure that you have better opportunities to learn about different cultures in the United Kingdom and that the governors (the adults who help run the school) check on how well this is done.

Yours sincerely

Stephen Lake

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**