

The Dawnay School

Inspection report

Unique Reference Number	130397
Local Authority	Surrey
Inspection number	341041
Inspection dates	3–4 December 2009
Reporting inspector	Richard Blackmore

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	275
Appropriate authority	The governing body
Chair	Annette Di Giovanna
Headteacher	Gail Hard
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, and held meetings with staff, governors and groups of pupils. They observed the school's work, and looked at a sample of the pupils' work and assessment records, especially the tracking information, which shows pupils' progress. Other documentation was also scrutinised, including the school's self-evaluation evidence, the development plans and child protection and care information. Altogether, 180 parental/carers questionnaires were analysed.

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

- how effectively the school's strategies are improving writing
- how well the school checks its work to improve the speed of pupils' progress
- how effectively assessment information is used
- how much pupils know and understand other cultures.

Information about the school

This is a larger than average sized primary school. Most pupils are from White British backgrounds, the rest representing a range of other ethnic groups. The current proportion of pupils with special educational needs and/or disabilities is above average. The number of pupils who receive free school meals is below average, as is the proportion of pupils who speak English as an additional language. The headteacher has been in post for three months and some staff are relatively new to their roles. Children start school at the age of four and join the Early Years Foundation Stage in the Reception class. The school holds the Healthy School's Award, Eco School Bronze, Arts Mark Gold and the School Active Mark.

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

The school provides a satisfactory quality of education for its pupils. It cares for them well and is popular with parents, one summing up the caring ethos in the comment, 'The Dawnay is a wonderful, supportive and inclusive school. My two children could not have been happier.' Pupils' safety is of paramount importance to the school and the staff and governors ensure safeguarding procedures are of the highest quality. The school has a caring and warm atmosphere and as a result pupils say they feel safe and happy in school. Staff know pupils as individuals and are keen for them to succeed in all that they do.

Since the last inspection, the pace of pupils' learning has been uneven and there has been some evidence of underachievement, particularly in Key Stage 1, where the school has not paid enough attention to standards in writing. The rate of pupils' progress is satisfactory across the school but accelerates through Key Stage 2 with standards by the end of Year 6 being above average. Pupils' weak skills in writing are a barrier to more rapid progress. Pupils with special educational needs and/or disabilities also make satisfactory progress.

There are occasions when the management of pupils' conduct is not robust enough and teachers do not follow the school procedures consistently which lead to satisfactory, rather than good, behaviour. Pupils have a good appreciation of being part of the school community and participate well in the wider community. For example, they participate in village life including Bookham Village Day and various sporting competitions organised by the local secondary school. In this warm environment many pupils say they feel safe, telling the inspection team if they had a problem, 'there's someone I can trust to go to'. Pupils are well aware of safe computer use and talk knowledgeably about e-safety.

The quality of teaching and learning is satisfactory but varies between classes and subjects. In the best lessons there is a brisk pace so pupils are well engaged and the use of discussion is at the heart of pupils' readiness to challenge the opinions and problem-solving strategies of others, learning a good deal from these opportunities. Although there is good teaching, the quality of teaching and marking is inconsistent across the school and pupils are not always clear about what they need to do to improve their work. As a result, some pupils do not always make the progress of which they are capable.

The curriculum is satisfactory but has important strengths in making links between subjects and enrichment. For example an imaginative and useful link was made between the story of the Gingerbread Man and a mathematical problem-solving activity effectively developed pupils' strategies for solving number problems methodically and

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accurately. Enrichment of the curriculum through clubs, visitors and visits brings learning to life. For many pupils music is hugely enjoyed, playing trumpets and clarinets with enthusiasm, while the athletics club before school is greatly appreciated by pupils. There is a good take-up of extra opportunities and this participation contributes well to pupils' successful adoption of healthy lifestyles. However, the curriculum in Key Stage 1 insufficiently plans and delivers enough opportunities to successfully develop pupils' basic skills at a quick enough rate and the practice of these skills in other subjects is too limited.

The headteacher has quickly secured the commitment of the staff team and has focused them towards rapidly raising pupils' progress. Leaders share the responsibility of monitoring the quality of teaching and assessing the progress of pupils but currently there is not a strong enough assessment system in place to focus the impact of actions on outcomes. Consequently the capacity to improve is satisfactory. Leadership of the Early Years Foundation Stage is weak because there is no nominated member of staff who has the specific role of evaluating and developing the setting to ensure the Early Years Foundation Stage requirements are met and the quality of provision is good enough. The provision is weak because children spend too long with little purpose and activities do not develop learning skills that will equip them for the future and children do not understand what they are learning when engaged in tasks.

What does the school need to do to improve further?

- Improve provision in the Early Years Foundation Stage through effective planning of activities to make sure tasks match the ability of children and improving the use of the outdoor area to support learning.
- Speed up the rate of progress in Key Stage 1 by improving the quality of teaching and use of assessment.
- Ensure assessment of pupils' capabilities is accurately recorded and used precisely by teachers to speed up progress in lessons.

Outcomes for individuals and groups of pupils**3**

Academically, pupils achieve satisfactorily, although the rate of progress is variable because of the differences in the quality of teaching and delivery of the curriculum within key stages and from class to class. Standards are above average in English and mathematics but attainment in writing is a little lower. Progress is quickest in reading and mathematics, with pupils benefiting from teachers' accurate diagnosis of the next steps for improvement. For example, during a numeracy lesson in Year 2, pupils progressed well in their understanding of problem-solving strategies because of the teacher's effective step-by-step explanation. Throughout Key Stage 2 the quality of lessons enable pupils to reach above average standards and girls to achieve as well as boys. This is because planning ensures pupils are challenged, as shown in Year 3 when pupils extended their writing by recounting interviews in newspaper articles. Those with special educational needs attain above average standards. Pupils enjoy learning but

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their enjoyment is greater when the work is more accurately matched to their capabilities through the effective use of assessment information. For example, in a successful literacy lesson there was a clear focus on misunderstandings identified in a previous lesson. This helps pupils to effectively develop workplace and other skills, such as working as part of a team, positively contributing to their future economic well-being. Pupils are polite and courteous around the school and this reflects their good spiritual, moral, social and cultural development which is the most striking aspect of the school due to the considerable and well-placed emphasis on pupils' personal development. Pupils enjoy coming to school and because of this, attendance is above average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers question pupils carefully to encourage them to think for themselves. Effective use is made of interactive whiteboards to imaginatively illustrate ideas and involve pupils in lively learning. Most teachers keep up a brisk pace of learning, and divide the time well between whole-class sessions and individual or group activities. However, in some lessons pupils remain static for too long at the start of lessons and activities are overly

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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directed by the teacher. Pupils do not always understand how they can improve, because individualised targets for learning are not identified through marking, and specific guidance on how pupils can take the lead in their learning is given infrequently. The satisfactory curriculum places an appropriate emphasis on regular literacy and numeracy sessions. Recent changes to link learning across subjects are beginning to have an impact on pupils' learning; they enjoy the interesting themes planned for them through history and geography and generally use their literacy skills to good effect in other subjects, particularly in Key Stage 2. The curriculum provides pupils with a broad range of experiences which contribute well to their personal development and creativity. The school has many clubs and opportunities for pupils to enjoy the arts.

The quality of pastoral support, care and guidance is satisfactory overall. Pupils benefit from working with outside agencies, including the speech and language specialist, who help to ensure all make satisfactory progress. There are, however, occasions during lessons, when pupils in need of more guidance, are insufficiently helped to progress. Interventions from teaching assistants are sometimes not fast enough when pupils struggle in lessons.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school's satisfactory engagement with parents supports pupils' learning and most parents feel that the school communicates well with them. Partnerships, including the Effingham Learning Partnership, provide support for the school's work and impact satisfactorily on priorities and pupil outcomes. Effective connections locally and with other countries globally, for example with the Gulu School in Africa, raise the pupils' awareness of how other people live. The school is aware of the need to develop evaluation procedures further to assess the impact on pupils' knowledge and understanding. As a result, the promotion of community cohesion is satisfactory rather than good. The school's monitoring and evaluation procedures are adequate but are not always sufficiently rigorous and sharply focused. Consequently, information gathered is not always translated into successful action for improvement, as is evident in writing performance. The school's commitment to ensuring equality of opportunity for all pupils and eliminating discrimination is satisfactory. Although governors are starting to more rigorously follow up on the attainment and progress of different groups of pupils and challenge any underperformance, governance is satisfactory. The chair of governors ably

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leads the governing body and has been successful in ensuring that safeguarding arrangements are strong.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Typically, the children's attainment on entry to the Reception class is at the level expected for their age. Children settle in well and achieve satisfactorily in the Reception class. By the end of the year, their overall attainment is generally in line with the national average. The most recent data analysed during the inspection show children's progress is satisfactory in the six areas of learning. However provision observed was below the standard required because the poorly equipped outdoor learning area is not used well enough to develop pupils' basic skills and provides very limited learning opportunities. The planning of activities and teaching does not make effective enough use of assessment. Subsequently, tasks are not matched closely to the children's abilities. The children are kept busy, rather than always having purposeful learning opportunities indoors and outside. Children enjoy using crayons and paper, but there is scope for more imaginative and innovative ways to engage children in writing, particularly as this is a priority for both the Early Years Foundation Stage and the whole school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Most parents are happy with the school overall and a very large majority agree that their children enjoy attending and are kept safe. They confirm that pupils are helped to adopt healthy lifestyles. A few parents feel that the school does not always inform them well enough about their children's progress or that the school deals effectively with poor behaviour. Inspectors find that the school has appropriate arrangements to keep parents informed of their children's progress. Inspectors judge behaviour as satisfactory but agree that there are some times when the management of pupils' behaviour could be more consistent.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Dawney 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 180 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	118	66	58	32	1	1	3	2
The school keeps my child safe	120	67	55	31	5	3	0	0
The school informs me about my child's progress	89	49	82	46	7	4	0	0
My child is making enough progress at this school	88	49	87	43	9	5	0	0
The teaching is good at this school	104	58	71	39	2	1	0	0
The school helps me to support my child's learning	85	47	86	48	6	3	0	0
The school helps my child to have a healthy lifestyle	113	63	58	32	6	3	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)	91	51	76	42	3	2	0	0
The school meets my child's particular needs	85	47	80	44	5	3	4	2
The school deals effectively with unacceptable behaviour	81	45	82	46	7	4	3	2
The school takes account of my suggestions and concerns	78	43	84	47	8	4	1	1
The school is led and managed effectively	96	53	72	40	4	2	3	2
Overall, I am happy with my child's experience at this school	114	63	58	32	2	1	3	2

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">■ 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 pupil's 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.

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.



16 December 2009

Dear Pupils

Inspection of The Dawnay School, Great Bookham, KT23 4JJ

Thank you very much for your help when I came to inspect your school. You were all very helpful and it was good to meet you all. Your school gives you a satisfactory education. We think that you could improve still further in your reading, writing, mathematics and science and have asked the teachers to help you become even better. Here are some of the highlights of your school.

- You make satisfactory progress in English and mathematics.
- We were impressed with your cultural and social development.
- Your knowledge of healthy eating and keeping fit is good.
- You have a good awareness of how to stay safe.
- You have a good variety of clubs to take part in.
- You discuss your work well during lessons.
- We were pleased to find out about how much you do for the community, such as joining in the village day.

We have asked the adults to do some things to make the school better. We have asked them to make sure you make faster progress in all your lessons and improve the way teachers challenge you in your work. We have also asked the staff to ensure that the children in the youngest class have a better environment to learn in and everything they need in the outside area. You can help too by letting teachers know if you find your work too easy.

We enjoyed our visit to your school.

Yours sincerely

Richard Blackmore

Lead inspector

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