

# Dudley House School

Independent school inspection report

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Reporting inspector	David Rzeznik HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 as amended by schedule 8 of the Education Act 2005.

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Age group: 3-11 years

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005 the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.<sup>1</sup>

This was a light touch inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

## Information about the school

Dudley House School is a small, coeducational day school in Grantham. It is a Christian school but welcomes pupils of all faiths and non believers. It opened in September 1966 and shares its premises with the Grantham Seventh-day Adventist Church. There are currently 41 pupils on roll aged from three to 11 years. Most pupils are White British with a third from minority ethnic backgrounds. No pupils are beginners in English and none has a statement of special educational needs. Twelve children receive government funded places in the Early Years Foundation Stage (Nursery and Reception class). The vast majority of children in this phase attend school full time. This is the second inspection of the school. It was first inspected in May 2007. The school provides before and after school care. This provision was inspected by a social care inspector in October 2005. A copy of the report is available from the Ofsted website.

The school aims 'to provide a welcoming, happy, caring and stimulating environment where children can live and work in harmony with others to fulfil their full social, spiritual, physical and academic potential. This gives them a firm foundation to lead happy successful lives, and make a valuable contribution to society'.

## Evaluation of the school

The quality of education is good throughout the school including the Early Years Foundation Stage. All pupils make good progress academically and excellent progress in their personal development. This is because teaching is effective and the curriculum is good. Safeguarding procedures meet government requirements and the care pupils receive is outstanding. Parents hold the school in high regard. The school meets all of the regulatory requirements for independent schools. Improvement since the last inspection has been good. The anti-bullying and health and safety policies have been suitably amended to take account of government guidance. They are both effectively implemented. The school has produced a three-year accessibility plan that

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

meets requirements. There are now appropriate facilities for those who are ill and suitable medical fitness checks are carried out prior to staff being employed. The prospectus has been amended and contains all of the required information.

## Quality of education

The quality of education is good. The good curriculum is firmly rooted in the National Curriculum and this ensures that there is an appropriate breadth, depth and balance to the provision. The curriculum in the Early Years Foundation Stage continues to be effective and ensures children's personal, social and basic skills are developed well. A good range of purposeful activities are provided inside and outside. However, opportunities for learning outdoors could be improved.

In Key Stages 1 and 2 pupils are taught in classes where two year groups are combined together. To ensure all areas of learning are covered and none are repeated a two year rolling programme of study has been devised. Curriculum planning is good and is largely based on National Curriculum schemes of work. Provision for personal, social and health education (PSHE) is very effective but the school recognises the need to improve the PSHE scheme of work to ensure learning is more coherent and duplication of work is avoided. Plans are in place to do this. In the Early Year Foundation Stage and Key Stage 1, subjects are successfully linked together into topics and themes to make learning interesting and meaningful. On occasions this approach is used effectively in Key Stage 2. For example, in a Year 3 and 4 English lesson pupils used computers to undertake research to produce a poster about the Romans; this activity linked well to their history work. Pupils say they enjoy this way of working. French is taught in Key Stage 2 and Spanish is offered as an extra-curricular activity for all pupils. This provision develops pupils' linguistic skills effectively. A wealth of visits, visitors and trips near and far enrich the curriculum and broaden pupils' horizons. Participation in book weeks, music festivals and enterprise initiatives increases pupils' enjoyment of learning. The pupils say they like the wide range of extra-curricular activities offered. The work that they have produced in the animation club is of high quality. The school joins in with other primary schools in the locality for a wide range of sports events and competitions which have further developed pupils' physical and social skills. The involvement in sporting activity has inspired some pupils to take up sports outside school.

Teaching and assessment are good throughout the school. Pupils make good progress academically and exceptional progress in their personal development. The standards reached at the end of Years 2 and 6 are high. Children in the Early Years Foundation Stage are achieving well against the targets set for them.

Children get off to a good start in the Early Years Foundation Stage because teaching is good or better and the curriculum is well matched to children's needs and interests. The last report indicated that the teaching of letters and sounds required

improvement. Staff have remedied the shortcomings by implementing a consistent approach to the teaching of phonics which is improving children's literacy skills. This said, too few opportunities are provided for children to write independently. The outdoor learning area whilst accessible from the classroom has no all weather protection and is of limited size and could be better resourced.

In other years, the strengths in teaching are that staff have good subject knowledge and teach concepts securely. Excellent relationships have been established with pupils and teachers have high expectations of behaviour and this means learning is not disrupted. Pupils respond well to this environment and their excellent attitudes and keenness to do well are important factors in their success. A strength is the use of information and communication technology to promote learning. For example, pupils in Key Stage 1 made excellent use of video technology to produce high quality news reports and a video about the Great Fire of London. On occasions, teacher expectations are not high enough and individual pupils are given work that they can already do. As a result, their learning is consolidated rather than being extended. Pupils have recently been given targets to achieve in reading, writing and mathematics but some pupils are unclear what they are. The language used in targets is not child friendly and younger pupils have difficulty interpreting them. In Key Stage 1 there is an overuse of worksheets, particularly in mathematics. This restricts opportunities for pupils to record things independently.

Assessment procedures for the youngest children are thorough and outcomes are moderated by external partners. Year 2 and 6 pupils undergo National Curriculum assessments which ensure that judgements made about attainment in these years are robust. The last inspection recommended that a tracking system be adopted for mathematics and science. The school has a sound system in place to track pupils' attainment but the analysis of pupils' progress is not sufficiently robust. Not all staff are confident in making attainment judgements based on National Curriculum criteria. Marking is regular and constructive.

## Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is outstanding. Provision has an excellent impact on developing all pupils' personal qualities and their self-esteem and confidence. The school turns out well adjusted, respectful and tolerant individuals who are keen to give of their best. Pupils have excellent attitudes to learning. They say that they enjoy coming to school as reflected in their good attendance. Behaviour is outstanding and the Christian ethos gives pupils a strong sense of right and wrong. The school is very successful in promoting harmony between pupils and families from different backgrounds. Pupils have a good understanding of cultural diversity and this means pupils respect their own and other cultures. Religious education is effective in providing pupils with a clear understanding of Christian beliefs and values; however, pupils' awareness of other world faiths is underdeveloped. Pupils' contribution to the local and wider community is excellent. For example, pupils have raised money to provide filtering equipment so

children in Africa have access to clean drinking water. They have also raised funds for a number of national charities. Enterprise work has encouraged pupils to create business plans and show initiative in running schemes that raise money. Such activity has helped pupils gain an understanding of the world of work and adult life.

## Safeguarding pupils' welfare, health and safety

The provision for pupils' welfare, health and safety is outstanding. Provision enables pupils in each phase to learn effectively and keeps them very safe and secure. The school is an inclusive community in which pupils feel happy and are free from bullying. Pupils are exceptionally well cared for and they are very well supervised at all times. Recruitment and staff vetting procedures meet requirements. At the last inspection the school was not undertaking medical fitness checks on all staff before they were employed. This weakness has been remedied. The single central register has recently been updated and contains all of the required information. The child protection policy is of good quality and all staff, including the designated person have received the required training to fulfil their child protection responsibilities. Satisfactory fire safety procedures are in place. The school shares premises with a church. Appropriate measures are in place to ensure pupils are properly safeguarded. The last inspection judged that the anti-bullying and health and safety policies were not comprehensive enough. Both policies have been suitably updated and are implemented effectively. A three-year accessibility plan has been produced that meets the requirements of the Disability Discrimination Act legislation. This is an improvement since the last inspection when a plan did not exist. The school now has appropriate facilities for the care of pupils who are ill. This is another improvement since the last inspection. Pupils have a good understanding about how to lead a healthy lifestyle. For example, pupils know that a balanced diet is important and that too much fat or sugar or a lack of vitamins can cause health problems. The school promotes a healthy diet by only providing vegetarian meals at lunchtime. All pupils go swimming each week which helps to keep them fit.

## Effectiveness of the Early Years Foundation Stage

Provision is good. Attainment on entry varies as do cohort numbers. Children generally start school with skills at the expected level. This year's reception children are on target to enter Year 1 with attainment that is above the expected level. Children make good progress in all areas of learning and in some cases better than this. Progress is most rapid in personal and social development, aspects of numeracy, knowledge and understanding of the world and physical development. Progress in creative development and language and literacy is less strong. There are insufficient opportunities for independent writing. Children love coming to school and really enjoy activities, particularly when tasks are practical. Behaviour is exemplary and children have formed excellent relationships with staff. Lesson planning is of high quality and learning intentions are appropriately based on national guidance.

Teaching, learning and the curriculum are good. A good balance is achieved between adult led activities and those chosen by the children. The teaching assistant is well used, particularly to assess and record children's performance during lessons. The outdoor learning area whilst accessible from the classroom has no all weather protection and is of limited size and could be better resourced. Leadership is outstanding. The last inspection identified the need to monitor and evaluate teaching more effectively and this has been done. Effective self-evaluation supports continuous improvement. Staff and parents cooperate extremely successfully. The school provides termly information about children's progress and weekly information about curriculum plans. The setting is inclusive and children from different cultural and social backgrounds are well integrated into school life.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- further develop pupils' understanding of world faiths
- improve the tracking and analysis of pupils' progress and ensure all staff make secure judgements about pupils' attainment by interpreting National Curriculum criteria effectively
- further improve the availability and resourcing of the outdoor area for children in the Early Years Foundation Stage
- increase the range and number of opportunities for the youngest children to write independently and retain examples of written work for assessment purposes.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?		✓		
What is the quality of provision in the EYFS?		✓		
How effectively is the EYFS led and managed?	✓			
Overall effectiveness: how well does the school meet the needs of children in the EYFS?		✓		

The quality of boarding provision *(leave blank if not applicable)*

Evaluation of boarding provision				
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## School details

Name of school	Dudley House School		
DCSF number	925/6016		
Unique reference number	120728		
Type of school	Primary		
Status	Independent		
Date school opened	September 1966		
Age range of pupils	3-11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 26	Girls: 10	Total: 36
Number on roll (part-time pupils)	Boys: 1	Girls: 4	Total: 5
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£3,810		
Address of school	1 Dudley Road Grantham Lincolnshire NG31 9AA		
Telephone number	01476 400184		
Fax number	01476 400184		
Email address	headteacher@dudleyhouseschool.co.uk		
Headteacher	Mrs Jenny Johnson		
Proprietor	North England Conference of the Seventh-day Adventist Church		
Reporting inspector	David Rzeznik HMI		
Dates of inspection	20 January 2010		