

# Dilton Marsh Church of England Primary School

High Street, Dilton Marsh, Westbury, BA13 4DY

**Inspection dates** 6–7 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- From below the expected starting points for their age, all groups of pupils make rapid progress as they pass through the school and achieve exceptionally well.
- Children make outstanding progress in the Reception class and are well prepared for their future learning.
- The standard of reading is high across the school and the school encourages wide reading through rewards and special events.
- Pupils who are eligible for the pupil premium, disabled pupils and those who have special educational needs make exceptional progress because they are given high-quality support.
- Outstanding teaching over time leads to pupils building strong learning habits. They approach new learning confidently and are willing to try hard.
- Teachers make effective and creative links between subjects and so pupils have good opportunities to apply their writing and speaking skills in different lessons. Opportunities for pupils to apply their mathematical skills are not as frequent.
- Pupils behave exceptionally well in lessons, not just in listening to the teacher but in being able to work together co-operatively.
- Pupils get on very well with each other and feel completely safe in and around school.
- The headteacher's strong and visible leadership drives the belief that all can achieve. The commitment to every child is seen in pupils' achievement and personal development.
- Parents are highly positive about the school and the opportunities they are given to take part in their children's school life.
- The curriculum brings learning to life for the pupils through exciting whole-school events, visits and visitors. The classrooms and corridors are vibrant with artwork, writing and model making.
- School leaders make regular checks on the quality of teaching and the school's work but they also use other professionals to support them so that they can confirm their judgements are right.
- Pupils' social development is outstanding. Pupils regularly help in local projects and invite people from the community to share their celebrations.
- Governors are very well informed. They regularly join school leaders in visiting lessons and in talking to pupils about their work.

## Information about this inspection

- Inspectors observed the school’s work and looked at a range of documents which the school provided including the school’s information on the progress that pupils are making.
- Inspectors visited 16 lessons taught by eight teachers and one observation was a joint observation with the headteacher.
- They listened to pupils from Year 1 reading and held discussions with pupils from across the school. Meetings were held with groups of governors and a telephone discussion took place with a representative from the local authority.
- Inspectors took account of 26 responses to the online questionnaire (Parent View) as well as parents’ responses to the recent governing body questionnaire and comments from parents at the start and end of the school day.
- They met with members of the local community who wanted to talk to them about the school.

## Inspection team

Wendy Marriott, Lead inspector

Additional Inspector

David Williams

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average sized primary school but numbers are rising which means the school now has a separate class for each year group.
- The proportion of pupils entitled to extra support through the pupil premium is average. (This is additional money allocated to schools by the government for pupils who are looked after by the local authority, pupils known to be eligible for free school meals, or those with parents in the armed services). There are currently only pupils eligible for free school meals in the school.
- The majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is slightly below average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure more pupils reach the higher levels in mathematics at the end of Key Stage 2 by giving them better opportunities to apply their mathematical skills in a wider range of lessons.

## Inspection judgements

### The achievement of pupils is outstanding

- Children start in the Reception class with skills and abilities which are below those expected for their age. They make exceptional progress quickly and reach standards which are well above average by the time they enter Year 1.
- Pupils learn to read rapidly in Year 1 and the percentage of pupils reaching the national figures for phonics (the sounds that letters make) in the check at Year 1 is well above the national average.
- The standards pupils reach at the end of Year 2 have risen in recent years and are now much higher than the national average. This level of attainment represents outstanding achievement from the time the pupils enter the school.
- Exceptional achievement in reading has been helped by the very popular awards that the school gives pupils to encourage wide reading at home. Attainment in reading is high at the end of Year 2 and Year 6.
- Throughout Key Stage 2, the progress pupils make is significantly above that made nationally. Almost all make the progress expected in English and mathematics. The proportion of pupils who make more progress than this is high compared with national averages and has been for the last two years. However, there are limited opportunities for pupils to apply their mathematical skills in a wide range of lessons so that more can reach the higher levels in mathematics at the end of Key Stage 2.
- This exceptional progress has led to pupils reaching standards which are usually much higher than national standards. Standards were a little lower in 2012, but because this group of pupils had a lower starting point, their achievement was outstanding.
- Teachers make regular checks on pupils' work. Records show there are high numbers of pupils across the school making more progress than is expected within a year. Consequently, standards in the current Years 5 and 6 are high.
- In the national tests taken at the end of Year 6 in 2012, the overall attainment in mathematics of pupils known to be eligible for free school meals was the same as the rest of the pupils in the school. In English their attainment was two months behind their peers. Pupils in receipt of the additional funding benefit from the support given to them, make rapid progress and are now reaching the expected levels for their age in English and mathematics.
- Pupils who are disabled and those who have special educational needs also make outstanding progress given their starting points. Strong support in class and specialist teaching are building their confidence and accelerating their progress.
- School events and displays of high-quality work around the school show that pupils learn exceptionally well in art, design and technology, music and physical education.

### The quality of teaching is outstanding

- The quality of teaching over time is outstanding. It is never less than good and evidence from records kept of teaching by school leaders and lessons seen during the inspection shows a high proportion of lessons are outstanding.
- Teachers have very high expectations of what pupils can achieve and they build opportunities to make sure that achievement is high. The Reception teacher knows that her class enjoys the outdoors and so plans activities to develop basic skills in the well-equipped outdoor area.
- Teachers have very good subject knowledge and use this to inspire pupils. The Year 5 class was seen to recite and perform *The Charge of the Light Brigade* from memory. Pupils' understanding of the poem was clear from the expression and empathy they showed. The teacher's own knowledge of literature inspires the choices she makes for the class and by developing their speaking skills first, when the pupils come to write, the writing is of the highest quality.

- Excellent relationships between adults and pupils give pupils the confidence to try new things. In an exceptional Year 1 lesson, pupils showed enthusiasm and independence to work out fractions of numbers. The 'beat the teacher' challenge meant that learning was fun.
- The pace of teaching is brisk and teachers' explanations are exceptionally clear. Pupils start work quickly and often work in cooperative groups managing their time well and working hard.
- The school's philosophy is that all can achieve and this directs the way teachers plan their lessons. The starting point for teaching is that with support everyone can achieve the expected level of learning. During and after the lesson the teachers are skilled at adapting the teaching for individual needs and this leads to the strong progress all pupils make.
- Marking is often highly detailed. Pupils value the feedback that they get from teachers through marking and discussions in class. They are confident it helps them to do even better in the next lesson.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of the pupils is outstanding at all parts of the school day and they treat all adults with respect and politeness. The school expects this but it also actively develops pupils' confidence and social skills so they know how to behave exceptionally well.
- The school has written guidance for pupils on how to behave as learners. Pupils use this guidance well and all lessons proceed smoothly. Pupils are eager learners and can tackle problems for themselves and as groups.
- Pupils feel completely safe from bullying in school including racial bullying. Parents agree that bullying is extremely rare. 'People play nicely with each other and everyone follows the rules', as one pupil said. The pupils are aware that the internet can pose a danger and the school has taught them how to stay safe.
- Where individual pupils have had difficulties with their behaviour in the past, the school has records to show how they have been overcome by tackling a pupil's particular learning needs as well as improving their confidence.
- Pupils enjoy school and this is shown in their improving attendance rate which is now above average.

### **The leadership and management are outstanding**

- The headteacher's strong and encouraging leadership is recognised by parents, governors and the local authority as being central to the success of the school.
- She has a senior leadership team who have led improvements alongside her and join in the regular checking of the quality of teaching. Their programme of coaching and mentoring has been seen to bring about considerable improvements in the quality of teaching and pupils' achievement.
- School leaders and governors believe there are no acceptable excuses for pupils not to achieve well and their commitment to equality of opportunity is seen in the exceptional progress made by different groups of pupils. Their belief in including every child extends to all activities the school takes part in.
- The curriculum is rich particularly in the arts and in the way parents and the community are used as a resource for pupils' learning and personal development. Older pupils regularly cook lunch for the visitors, applying their mathematics and communication skills in a 'real' context.
- There are strong procedures to hold teachers to account for their performance. The achievement of pupils is central to any decisions made about rewarding teachers financially.
- The school meets the statutory requirements for safeguarding. Staff and governors have had training in safe ways to recruit staff.
- This successful school has chosen to continue to receive support from the local authority because it believes that this will help it to avoid complacency. The local authority recognises the

school's strengths and uses it as a resource for advice to others.

■ **The governance of the school:**

- The highly effective governing body has a very clear picture of the school, its successes and its challenges. It is highly aspirational for greater success. Although they receive accurate reports from school leaders about pupils' achievement and the quality of teaching, governors welcome opportunities to spend time in classrooms. This first-hand evidence and the open dialogue they have with school leaders mean they can challenge to good effect.
- Governors use external support to help them make sound decisions about managing staff performance and rewarding teachers for good teaching. They have ensured that the school is financially stable and are now planning for the growth of the school brought about by its increasing popularity. They can account for the use of the pupil premium and review reports about its effectiveness. Governors bring a range of useful skills to the governing body but still undertake training regularly.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126375
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	403602

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marion Masters
<b>Headteacher</b>	Judith Finney
<b>Date of previous school inspection</b>	March 2008
<b>Telephone number</b>	01373 822902
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