

Durley C of E Primary School

Durley Brook Road, Durley, Southampton, SO32 2AR

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- By the end of Year 6, attainment is above average and is rising.
- Since the previous report, achievement in reading has remained a strength, and writing has been improved.
- Pupils make good progress in reading, writing and mathematics because they are well taught across the school and teaching assistants provide effective support.
- Planned activities for different groups of pupils are typically well matched to their individual needs, particularly in literacy and numeracy lessons.
- In lessons, pupils work together well and contribute confidently. They know and use their learning targets effectively.
- Pupils have positive attitudes to learning and behave very well. They have confidence in the adults who look after them and say they really enjoy coming to school and feel safe.
- Good leadership and management have been sustained since the previous inspection. Regular checks are made on the quality of teaching.
- Governors have strengthened school leadership because they challenge leaders and hold them to account for improving the quality of teaching and pupils' achievement.

It is not yet an outstanding school because:

- The pace of learning in a few lessons is not consistently brisk.
- Pupils do not have good enough opportunities to apply their skills in literacy and numeracy in other subjects.
- Leaders' feedback to teachers about how to improve has not been targeted sharply enough to promote outstanding teaching.

Information about this inspection

- The inspector observed seven lessons of which five were joint observations with the headteacher. He also scrutinised samples of pupils' work and undertook some short observations.
- Meetings were held with staff, members of the governing body and groups of pupils. A telephone conversation was held with a representative from the local authority.
- The inspector took account of the 60 responses to the online parent questionnaire (Parent View). Parents' views were also gathered from meetings with parents and carers and informal conversations at the end of the school day.
- The inspector observed the school's work and looked at documents, including improvement plans, checks on the quality of teaching, records relating to attendance, and the school's data on pupils' progress.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Full report

Information about this school

- Durley Primary School is smaller than the average-sized primary school.
- About two thirds of pupils are drawn from Durley village, and others come from outside the immediate area.
- Most pupils are of White British heritage.
- The pupils are taught in four classes: Reception and Year 1; Years 1 and 2; Years 3 and 4; and Years 5 and 6.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average; the proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils supported by the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and other groups, is well below average. Currently, the school has pupils in each of these groups.
- Two members of the teaching staff joined the school in September 2013.
- The school meets 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?

- Raise the quality of teaching to that of the best, in order to increase the proportion of lessons where learning is outstanding, by:
 - ensuring a more consistently rapid pace to learning
 - making sure that pupils have better opportunities to apply their skills in literacy and numeracy in other subjects
 - improving the feedback to each teacher about what they could do to improve their own effectiveness.

Inspection judgements

The achievement of pupils is good

- By the time pupils leave the school, their attainment in English and mathematics is above average. In 2012, attainment was higher in reading and writing than in mathematics. However, the 2013 results show a marked improvement in mathematics and these are now as high as those in English. Pupils currently in Years 5 and 6 are on course to attain levels that are above the national average in reading, writing and mathematics.
- Attainment in Key Stage 1 is higher in reading and mathematics than in writing, but is above the national average overall. Overall attainment has typically been above average since the previous inspection.
- In the Early Years Foundation Stage, children start school with knowledge, skills and understanding that are broadly typical for their age. Their skills in reading, writing and mathematics are being developed strongly in lessons. Lower-attaining pupils in Years 1 and 2 use their knowledge of letters and sounds with growing confidence to read unknown words.
- Learning observed in different classes, the scrutiny of pupils' work and the school's records of progress all indicate that pupils make consistently good progress and achieve well as they move through the school. The gains currently being made by pupils in Years 5 and 6 are particularly impressive.
- Readers in Years 3 to 6 choose books carefully and read with considerable enthusiasm. They comment that they enjoy 'getting into' a book and discuss the different styles of the authors. Some have been strongly motivated to read following visits to the school by authors.
- Disabled pupils and those with special educational needs make good progress in line with their classmates. This is as a result of the well-targeted support provided by teaching assistants working with individuals and groups.
- In 2012, there were only a very small number pupils supported by the pupil premium in Year 6. This makes comparisons unreliable. School records over the past year show that the current progress of this group of pupils, across the school, is improving and that their attainment and progress are similar to those of other pupils in English and mathematics.
- Pupils' achievement is not yet better than good because it is too soon to judge whether the improvement in mathematics shown in the 2013 results will be sustained. Leaders have rightly set a target to increase the proportion of pupils working at the high Level 6 in mathematics.

The quality of teaching is good

- Teaching in all year groups typically promotes good progress. There is some outstanding teaching, for example in Years 5 and 6 in both literacy and numeracy, which is promoting accelerated progress.
- Activities provided for different groups of pupils are generally well matched to their individual needs. Pupils comment that the work given in literacy and numeracy lessons is 'just right' for them. This ensures that pupils of different abilities have equally good chances to learn well.
- In Reception, children make good progress, for example when extending their knowledge of letters and sounds in phonics lessons. They write 'invitations' to each other and can read what their message says.
- The use of targets to help pupils understand what they need to do to improve, and to set themselves personal challenges, is well established. Marking also gives pupils clear information about how to improve, and in lessons, time is provided for pupils to reflect on comments made.
- Relationships between staff and pupils are strong and learning in lessons is calm and purposeful. Pupils are typically keen to finish tasks and to do their best work. They help each other when working in groups, for example to check their calculations in mathematics.

- Teaching assistants provide valuable support for different groups of pupils, especially helping less-able pupils, disabled pupils and those who have special educational needs. Assistants make regular checks on learning to ensure that these pupils are not stuck and understand what to do.
- Key skills in reading, writing and mathematics are taught well in literacy and numeracy lessons. However, there are missed opportunities to apply these skills in other subjects, for example in design and technology.
- There are occasions in lessons when learning slows. This happens, for example, when a few boys in Years 1 to 4 do not maintain their concentration on tasks. Their inattention to work is not always managed well enough. On other occasions, teaching is not well enough paced to develop pupils' understanding rapidly, and this impedes learning.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school and learning in lessons. They like 'all of the things' they do in school and had great fun recently, for example, doing science activities. They value the certificates they get in assemblies for their good work. Their attendance is above average.
- Pupils from different backgrounds get on well together and know that discrimination is not tolerated. They comment that their teachers treat them fairly and with consideration. Children in Reception have settled quickly into class routines with Year 1 pupils.
- At playtimes and around the school, pupils are friendly and behave very sensibly. Pupils enjoy different games, including basketball and football. They use the climbing frames extensively.
- Discussion confirms that pupils feel safe and secure in school and they say there is an absence of bullying. They often sort out any minor disagreements for themselves and have confidence that adults will help when necessary.
- Parents and carers confirm that pupils' behaviour and their safety are strong aspects of the school. Parents' and carers' responses to the online survey are highly positive about the school and about how well their children are cared for. Incident logs contain only a few incidents of minor misbehaviour.
- Pupils say that it is uncommon for their learning to be disrupted. However, there is some occasional chatting when pupils should be listening carefully.
- Behaviour is not outstanding because there are a few occasions when learning falters because some pupils find it difficult to work independently without direct support by an adult. This also impedes the progress of other pupils.

The leadership and management are good

- Good leadership and management have ensured that teaching enables pupils to achieve well. The school's records show that the strengths and weaknesses of teaching are fully analysed in school leaders' observations, and are regularly shared with individual staff. However, support for improvements in practice is not sufficiently well targeted to promote outstanding teaching and achievement.
- The school's recent focus on developing pupils' mathematical, including their problem-solving, skills has been particularly beneficial and has boosted pupils' progress. However, leaders recognise there is more to do to consolidate this work and to promote challenging Level 6 activities for the most able pupils.
- Staff work well together as a team. Common approaches in lessons through reference to learning objectives and individual targets, and regularly rewarding pupils' efforts, are well established across the school.
- The school's curriculum has a clear emphasis on developing key skills in reading, writing and mathematics as well as providing a broad range of learning in other subjects. The curriculum also reflects the school's religious character through regular opportunities to reflect and pray.
- Leaders have evaluated pupils' participation rates in sport and have drawn up plans to use the

additional money from the primary school sports funding to increase participation further. Plans include widening the range of sports being offered and developing partnership work with other schools and sports providers.

- The local authority has rightly judged that the school requires only 'light-touch' support and has confidence in the headteacher to effect further improvement.

■ **The governance of the school:**

- Governors have an accurate understanding of the strengths and weaknesses of the school, including the quality of teaching, because they question the headteacher closely about the progress being made by different groups of pupils. They know how well the school's results compare with the national averages. They make regular visits to gain further insight into the impact of changes that have been introduced and have attended training to ensure that they keep their knowledge and understanding up to date. The school has appropriate arrangements to hold teachers fully to account for the progress made by pupils, and to make decisions about whether or not teachers should move up the salary scale. Governors have questioned in detail the effectiveness of the use of pupil premium funding. In 2012, they recognised that the additional funding was not making enough difference to pupils' performance. Since then, funding has been better targeted and this has led to improved achievement for this group of pupils. The required procedures about safeguarding children are followed and governors check up on these closely to ensure that they are met. The school has a balanced budget; spending decisions are carefully evaluated.

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

Unique reference number	116283
Local authority	Hampshire
Inspection number	426594

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair	Tony Hughes
Headteacher	Kirstie Baines
Date of previous school inspection	11 November 2008
Telephone number	01489 860207
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