

# Dunster First School

13 St George's Street, Dunster, Minehead, TA24 6RX

**Inspection dates** 17–18 September 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils really enjoy learning, achieve well and make good progress throughout the school.
- Pupils with special educational needs make good progress.
- Pupils' behaviour is outstanding. They are very keen to learn, proud of the school and polite and respectful to each other.
- Pupils are very well cared for and kept extremely safe; they are well aware of how to keep themselves safe.
- Strong leadership has provided clear direction and thorough checking of the quality of teaching, which has driven improvements in the school.
- Governors have a very good knowledge of the school and use this to continually challenge leaders to improve the school.
- Teaching is good, because the headteacher provides effective feedback on how it can be improved.
- The school provides a wide variety of activities and trips to broaden the pupils' knowledge and experiences.
- The Early Years Foundation Stage is good. Children settle quickly into the Reception class, and make good progress.

### It is not yet an outstanding school because

- Teaching is not yet enabling pupils to make rapid progress in reading, writing and mathematics.
- Pupils are occasionally not asked to work quickly enough and this slows their progress.
- Sometimes teachers' marking is not specific enough to help pupils to improve their work.

### Information about this inspection

- The inspector observed teaching and learning in nine lessons or part lessons. Most teachers were observed twice. Five lessons were observed jointly with the headteacher.
- The inspection included observations of playtime and lunchtime.
- The inspector looked at pupils' work and heard some pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and one other member, and with some staff.
- The inspector had a telephone conversation with a representative from the local authority.
- The inspector took account of the 41 responses to the online questionnaire, Parent View. The inspector took account of the 25 responses to the staff questionnaire.
- The school's work was observed and a number of documents considered, including: the school's data on pupils' progress, planning and monitoring documentation, records relating to pupils' behaviour, attendance and safeguarding; and the performance management of teachers.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement for looked-after children, those receiving free school meals and the most able pupils. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of support services.

### Inspection team

John Taylor, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- In each year group, including Reception, there is one class.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, which, in this school, is additional funding for looked-after pupils and those known to be eligible for free school meals, is broadly average.
- There is a pre-school on site which is managed separately and was not part of this inspection.
- The school works in partnership with other local primary schools to share expertise to help improve teaching and leadership.

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

- Improve teaching to outstanding, so that the rate of pupils' progress speeds up and achievement rises, by:
  - making sure teachers have opportunities to observe outstanding teaching
  - ensuring that pupils are asked to work quickly enough to make rapid gains in their knowledge and understanding
  - checking that teachers' marking is always specific enough to help pupils to improve their work.

## Inspection judgements

### The leadership and management are good

- The well-established headteacher continues to provide strong leadership and direction to the school. This has ensured that the teaching has remained good, pupils' attainment has improved and the issues from the previous inspection report have been addressed.
- The school's self-evaluation is thorough. It is based on accurate information and it correctly identifies the areas that need to be improved in the school development plan. Progress in achieving the aims of the plan is closely monitored by the headteacher and governors.
- Leadership of the Early Years Foundation Stage is good; detailed planning, good teaching and support have made sure children settle in quickly and learn well.
- Subject leaders have a good knowledge and understanding of the information about how well the pupils are learning. Consequently, teaching effectively focuses on the priorities for the pupils' development.
- The headteacher provides effective feedback on the quality of teaching so that the good standard has been maintained. However, there are insufficient opportunities for teachers to observe outstanding practice elsewhere in the school.
- The curriculum is wide ranging and well matched to the pupils' needs and interests. The school makes very good use of the local area to widen the pupils' experiences, as well as using links with other schools so they gain an appreciation of other cultures and faiths in Britain.
- Pupils appreciate the wide variety of school activities, clubs and trips and the contributions these make to the effective provision for their spiritual, moral, social and cultural development. Links with local groups have provided opportunities for children to participate in community activities such as in 'wassailing' during apple day.
- A new and robust system of managing teachers' performance has been introduced smoothly. This is linked to the school's priorities and appropriate training is provided to help the teachers develop their skills.
- Last year the headteacher was chair of a partnership of local schools, which provides support and some challenge to the school in maintaining the quality of teaching and improving pupils' progress.
- The primary school sport funding is used well to hire specialist sports coaches who run extra sports clubs and help teachers develop their skills. Now there is a wider variety of sports played at the school and increased participation in sporting events.
- All of the staff and parents who answered the online questionnaire are positive about how well the school is managed.
- Safeguarding meets statutory requirements, and evidence shows incidents are dealt with swiftly and effectively.
- The local authority provides appropriate 'light-touch' support for this good school. It has checked the school's performance in recent years. The school has bought in additional support from the local authority where it has seen fit.
- **The governance of the school:**
  - The governance of the school is strong. Governors are well led and have a good range of expertise.
  - The governors are very knowledgeable about the school, its strengths, and the areas that need developing. Their knowledge and understanding of data, and how they to compare to other schools', enable them to ask questions and challenge the school about pupils' progress.
  - Governors receive regular reports on the progress made on the school development plan. They visit the school to ensure they maintain an accurate picture and check progress out for themselves.
  - Governors are aware of how the pupil premium money is spent, and are closely monitoring its impact.
  - Governors appreciate the appropriate training from the local authority. They frequently check the school's finances. They have ensured safeguarding meets statutory requirements.
  - Governors know how additional funding and the primary sport grant have been spent, and the success that these have brought to pupils' academic and social development.
  - Governors have a good understanding of the quality of teaching and the school's arrangements for reviewing teachers' performance and the link to the Teachers' Standards and pay.

### The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They have a great eagerness to learn. Pupils work extremely well together in groups and pairs and move swiftly from one activity to another, showing they really enjoy

learning

- The school's work to keep pupils safe and secure is outstanding. The pupils, staff and parents all say they feel the school is a very safe place and behaviour is very well managed. Pupils have a thorough knowledge of how to keep safe, including on the internet. Incidents of inappropriate behaviour are very rare, and senior leaders are well informed of any occurrences. Pupils are aware of the sanctions and they are confident that the few instances of poor behaviour will be effectively sorted out.
- Pupils have a good knowledge of the different types of bullying. On the very rare occasions that it occurs, they are confident that it will be effectively dealt with by the school. No recent incidents have been recorded, and pupils comments support this.
- Around the school and in the playground, pupils are very courteous and considerate to other pupils and adults.
- The support for vulnerable pupils is good; this enables them to make good progress which is carefully checked.
- There have been no exclusions in the last three years. Attendance has been consistently high and the pupils are punctual.
- In the Reception classes, children cooperate and interact well with each other and adults. The children's attitudes are very positive and they participate enthusiastically in the different activities.
- Parents and all staff who completed the questionnaire said were exceptionally complimentary about the pupils' behaviour.

### The quality of teaching

is good

- Pupils learn successfully from the good quality of teaching across the school. They are eager to learn and contribute to the lessons. They respond well to teachers' instructions and guidance and move purposefully from task to task.
- The classrooms have a calm and purposeful atmosphere where pupils make good progress. In a few lessons, pupils are not working fast enough and this prevents rapid progress being made.
- Teachers skilfully question pupils to find out their depth of knowledge and understanding. They change their lessons if necessary to make sure pupils understand the work.
- Marking is regular and frequent. In most classes it tells pupils how to improve their work. Pupils are increasingly using this to help them improve. In a few classes the teachers' comments are not specific enough to help the pupils improve.
- Teaching assistants are effective at helping the pupils learn. They do not tell them the answers but make sure they find things out for themselves, by asking appropriate questions and keeping them focused on the work.
- Work given to the pupils provides the appropriate level of challenge so they make good progress. In one lesson observed, for example, the teacher realised the work was too difficult for some pupils and took appropriate action so they did not fall behind.

### The achievement of pupils

is good

- Pupils' achievement is good. All groups of pupils make good progress from their starting points and by the time they leave the school their attainment is high. They are well prepared for the next stage of their education.
- Pupils do extremely well in reading. In the national check on phonics (the sounds that letters make) at the end of Year 1, the proportion of pupils who reach the expected national standard has been well above average for the last two years. As a result of the high-quality teaching of phonics, children make good progress in reading in Reception and sustain their progress throughout the school.
- Pupils' attainment at the end of Key Stage 1 has improved over the last four years and is above average. Attainment in reading and writing has historically been stronger than in mathematics.
- Throughout the school, pupils' attainment has historically been higher in reading and writing than in mathematics. However, this situation has been addressed and pupils are now doing as well in mathematics as a result of the school's effective actions in improving the quality of teaching in the subject.
- Disabled pupils and those who have special educational needs make similar progress to that of their peers because of the school's well-focused support.

- The rate of progress of the most able pupils is similar to that of others. They achieve well because work is usually hard enough to make them think and the teachers have high expectations.
- The attainment of pupils eligible for additional funding through the pupil premium has improved, but is still below that of their peers. School records show that, by Year 4, pupils are approximately eight months behind their peers in reading and mathematics, and six months behind in writing.
- The school's work to support eligible pupils is effective in all years. Any differences in attainment between eligible pupils and other pupils are being reduced by effective teaching and support.
- Parents and staff rightly have a very positive view of how well the pupils learn in the school.

### The early years provision

is good

- Children settle in quickly to Reception class, because of the work done with the feeder pre-schools and with their parents, to prepare the children for this phase of their education. This work also helps these children to come well prepared for learning phonics (the sound letters make).
- Activities for the children are well planned and used to make sure all areas of learning are covered. Children enjoy learning and are willing to offer their ideas and listen to each other. As a result, children make consistently good progress in all their areas of learning during their time in the Reception class.
- Leadership of the Early Years Foundation Stage is good; there are close links with other early years providers which are used to ensure consistency of assessment of the children's development.
- By the end of their year in the Reception class, more children than the national average have reached a good level of development.
- Children with special educational needs are well supported. Children entitled to pupil premium funding do not reach as high a level as their peers.
- Joint lessons with the Year 1 class help the children prepare for their move to the next stage of their education.

## 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>	123643
<b>Local authority</b>	Somerset
<b>Inspection number</b>	448540

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

<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Martin
<b>Headteacher</b>	Peter Hoyland
<b>Date of previous school inspection</b>	19–20 May 2010
<b>Telephone number</b>	01643 821254
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