



Dennington Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 124728
LEA SUFFOLK LEA
Inspection number 281792
Inspection dates 15 June 2006 to 16 June 2006
Reporting inspector Mr. John Messer AI

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

Type of school	Primary	School address	Laxfield Road
School category	Voluntary controlled		IP13 8AE
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01728 638206
Number on roll	89	Fax number	01728 638368
Appropriate authority	The governing body	Chair of governors	Mr.Simon Cartmell
Date of previous inspection	27 March 2000	Headteacher	Mr. Carl Walker

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Introduction

The inspection was carried out by an Additional Inspector

Description of the school

This village school is much smaller than most primary schools. Nearly all pupils are from White British backgrounds. There is a wide social mix. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties or disabilities is above average. Attainment on entry is average. The proportion of pupils who enter and leave the school part-way through their education is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school judges its overall effectiveness to be good and inspection findings confirm this view. Provision in the Foundation Stage is good. Children settle happily, achieve well and are on course to attain most of the early learning goals by the end of the Reception year. The achievement of most groups of pupils in Years 1 to 6 is good. By Year 2 and by Year 6 standards are above average in reading, writing and mathematics. The achievement of the more able pupils in science in Years 3 to 6 is unsatisfactory and the standards that these pupils attain are not high enough. Personal development and the care provided for pupils are good. Pupils are confident and self-assured. Teaching and learning are good and as a result, most pupils make good progress. Leadership and management are good. The headteacher, staff and governors work well together to improve the education provided. The school does not systematically measure the amount of progress that pupils make. Consequently it cannot be sure that all pupils are making as much progress as they should. Also pupils do not have short-term targets to aim at in order to help them to see what they need to do to reach the next stages in their learning. The introduction of interactive white boards is enhancing the quality of teaching and learning. The school has improved significantly since the last inspection and has good capacity for further improvement. The school gives good value for money.

What the school should do to improve further

- Systematically measure the amount of progress that pupils make and use the resulting data to set short-term targets for them in English, mathematics and science. - Raise teachers' expectations of the more able pupils in science in Years 3 to 6.

Achievement and standards

Grade: 2

Children achieve well in the Foundation Stage and most are on course to attain the early learning goals by the end of Reception. Pupils in Years 1 and 2 achieve well and, by Year 2, standards are above average in reading, writing and mathematics. Pupils continue to achieve well in Years 3 to 6 but progress has been interrupted by long-term staff absence. By Year 6, pupils attain standards that are above average in English and mathematics. Standards in science are average but the proportion of pupils that exceed the national target of Level 4 and attain the higher Level 5 standard is below average. The school has worked hard to raise standards in science and results in 2006 show improvement. However, the more able pupils are still not reaching the standards that they should because expectations of their performance are too low. The school sets challenging targets for its performance in national tests in English and mathematics. It has been successful in meeting its targets in English and has come close to meeting them in mathematics. However, shorter term targets for pupils to aim at in English, mathematics and science have not been set. This limits the amount of progress that pupils make. Good work was seen in information and communication technology (ICT)

and music. In one assembly pupils sang unaccompanied solos and duets and this is a measure of the self-confidence that the school encourages so successfully.

Personal development and well-being

Grade: 2

When children start school the personal, social and emotional development of many is below average. To compensate for this the school places great emphasis on encouraging children to become independent and to use their initiative. Pupils soon become self-assured and learn to fend for themselves. They collaborate well in group activities. They are well behaved and speak sensibly about their learning. They work and play happily together. They show enthusiasm for school and enjoy learning new skills. Provision for their spiritual, moral, social and cultural development is good. Attendance is average. A strong feature of the school is the caring way the older pupils support the younger ones. Pupils gain a sound understanding of major world faiths and an appreciation of people's different beliefs in a multi-cultural society. They have a good understanding of ecological issues and wholeheartedly support the school's recycling initiatives. They know how to stay safe, eat sensibly and maintain healthy life styles. Pupils develop a good range of key skills together with high levels of confidence in their ability to learn effectively. This provides them with a good foundation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Since the last inspection the school has significantly improved provision for the youngest children and standards have risen. Teaching for children in the Foundation Stage is good. Children enjoy a good variety of well planned activities. Classroom assistants work under the close direction of the class teacher and make a good contribution to the quality of teaching and learning. Relationships are warm and there is a strong emphasis on developing early reading and writing skills. Teaching and learning for pupils in Years 1 and 2 is good and there are some significant strengths. Relationships are very good and pupils freely offer their thoughts and opinions. Speaking skills are developed effectively. Good attention is paid to handwriting and the neat presentation of work. Pupils have been encouraged to develop a keen interest in words and spelling. They rise to the challenge of spelling really hard words and meet with remarkable success. Teaching in Years 3 to 6 is good. ICT is used well to support teaching and learning, such as using a live web cam link showing activity in Milford Haven as part of a study of coastlines. Across the school the imaginative use of the interactive white boards by teachers has significantly enhanced the quality of teaching and learning. Teachers assess and mark pupils' work carefully. They know that pupils are making progress but systems to measure just how much progress pupils make and whether the amount is sufficient have not been established. Pupils are well motivated and become successful learners.

Curriculum and other activities

Grade: 2

The school provides a rich curriculum that includes all the subjects required by law. The curriculum is relevant to pupils' needs with a strong emphasis on key skills in literacy and numeracy. ICT features strongly and pupils have developed a good range of skills that includes the ability to create arresting multi-media presentations. Pupils in Years 3 to 6 enjoy French lessons. The arts are also well represented. Pupils learn to play the recorder and the ocarina. They play tunefully to introduce assemblies and this helps to set a reverent tone. There is also a strong emphasis on ecology and the need to look after the planet. A good range of extra activities is provided, such as lunchtime and after school clubs and visits to places of interest, including a residential visit to an activity centre. Interesting visitors, such as story tellers, further enrich the curriculum. The school has no hall and this limits work in dance and gymnastics. However, other sporting activities are a prominent feature of the curriculum.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support. This is a happy school with a friendly atmosphere, which is liked by both pupils and parents. Pupils are particularly pleased with the small size of the school. Newcomers say that the school is very welcoming and that they settle in quickly. The small number of pupils helps staff to get to know and understand each individual well. This helps them to cater for pupils' particular needs. Provision for pupils with learning difficulties or disabilities is good. Parents are kept fully informed about their children's individual education plans and about their progress towards targets contained in them. Child protection procedures are in place and are clearly understood by all staff. Good attention is paid to health and safety issues. Older pupils report that there is no bullying. Pupils are taught about the dangers of drug abuse and follow a good programme of personal, social and health education.

Leadership and management

Grade: 2

The leadership and management of the school are good. The school is emerging from a difficult period caused by staff absence through illness. This has been managed well. With the appointment of new staff, it is entering a new chapter in its development. The headteacher and staff share a commitment to improving provision and raising standards for all groups of pupils. The school has been slow to develop systems to measure the amount of progress that pupils make and to set targets for further learning. Consequently, it cannot be sure whether pupils are making enough progress. Governors are developing a good understanding of the school's strengths and weaknesses. The school's self-evaluation is detailed and broadly accurate. There are open avenues of communication so that parents can readily make their views known. However, there are no formal procedures provided for collecting parents' views on the quality of

education to regularly inform development planning and self-evaluation. Many parents returned the pre-inspection questionnaires and an overwhelming majority is pleased with the education provided for their children. Staff listen to pupils and take their views about the school into account. The school spends its money wisely. The recent purchase of new computers and the introduction of interactive white boards have improved the provision for ICT significantly. Standards are improving and the school is well placed to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I enjoyed visiting your school. Thank you for being so helpful and for telling me all about the school. I think that your school is a good school and that you work hard. You are good at reading, writing and mathematics. You told me that you like the small size of the school because the family atmosphere helps to make you feel comfortable and secure. New ones settle quickly into the school. You are kind and thoughtful and you are sensitive to the needs of others. You enjoy your lessons and have sensible attitudes to learning. You are keen to do well and to succeed. You play musical instruments, like the ocarinas and recorders, skilfully and you are good at singing. The teachers and classroom assistants are good at encouraging you to learn new skills. You are good at ICT. The interactive white boards have made lessons more interesting and support your learning well. Above all, you seem very confident and you speak so sensibly about your work. This helps you to make good progress. Many of you are good at sport and the school provides well for this in spite of not having a hall. I know that your headteacher and the staff want to make more improvements and to help you to reach even higher standards in your work. I think that there are two things that could improve standards further. I think that the teachers should measure the progress that you make more accurately and use their measurements to set clear targets for you to aim at in English, mathematics and science. Also the faster learners should work a little harder in science so that they attain higher standards. I wish you all every success in the future.