

Durley Church of England Controlled Primary School

Inspection report

Unique Reference Number	116283
Local Authority	Hampshire
Inspection number	312244
Inspection date	11 November 2008
Reporting inspector	Beryl Richmond

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	114
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Jane Paul
Headteacher	Mrs Kirstie Baines
Date of previous school inspection	4 July 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Durley Brook Road Durley Southampton SO32 2AR
Telephone number	01489 860207

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Durley Church of England Controlled Primary School is an oversubscribed, small school. Most pupils are of White British Heritage. The proportion of pupils with learning difficulties and/or disabilities is broadly in line with the national average although the proportion of pupils with statements of educational need is above average. Pupils' needs include dyslexia, behavioural, emotional and social needs, speech, language and communication difficulties, physical disabilities and autism. Pupils are taught in mixed-age classes. The proportion of pupils known to be eligible for free school meals is below the national average. The school makes provision for children in the Early Years Foundation Stage (EYFS) in a Reception/Year 1 class. Over recent years, the school building has been extended to provide new classrooms, small group rooms and office accommodation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Durley Church of England Controlled Primary School provides its pupils with a good education. Aspects of the school's work are outstanding. Pupils' personal development and well-being are excellent because the school provides excellent pastoral care for its pupils. Their behaviour and enjoyment of school are outstanding and attendance is good. Parents are overwhelmingly positive about the work of the school, which has formed excellent links with them and with a wide range of organisations to support and enrich pupils' learning. For example, rehearsals for the Junior Rock Challenge were taking place with another school during the inspection. Parents' comments describe the school as 'vibrant and lively', and the teaching staff as 'enthusiastic, professional and committed' people who 'go way beyond the call of duty'.

Generally, although there are variations from year to year because year groups are relatively small, children start school with the skills and knowledge expected of four year olds. They achieve well so that by the end of Year 6 their standards in English, mathematics and science are above average. This was again the case in 2008 except that some pupils did not achieve well enough in writing. The school has already taken action to ensure pupils have more frequent opportunities for extended writing, including in other subjects of the curriculum. Achievement is good because pupils benefit from good teaching and learning, some of which is outstanding. The excellent curriculum stimulates pupils to want to learn. Pupils are challenged to think about difficult issues and to explain their thoughts. In an excellent lesson, where pupils discussed the concept of Remembrance, their questions were handled sensitively displaying mutual respect between teacher and pupils. Pupils' progress is tracked rigorously to identify any underachievement and support and challenge is provided for all groups of pupils, including a mathematics 'Brain Academy' and a writers enrichment group for the more able pupils. The school identified the need to provide extra support for some pupils with reading to ensure that they have the necessary skills to achieve well in the next stage of their education. The use of a systematic computerised approach, which had the full support of parents, has had a positive impact on their progress. Pupils with learning difficulties and/or disabilities are making excellent progress because of the excellent support that they receive from well-trained staff.

The local school community holds the headteacher and staff in high regard. The headteacher knows each child very well. Concern for every child is at the heart of the school's work. The development of spirituality is excellent. A very beautiful well-attended service was held in the school hall to commemorate Remembrance Day. Pupils sang tunefully and played brass instruments and recorders well and a representative from the Royal Navy read the prayer. The governing body is a good 'critical friend' of the school and supports its work well. The school is not complacent and is seeking to be even better. Pupils' outstanding personal skills and rising achievement means that the school is extremely well placed to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle into school happily because staff visit their pre-school setting and their homes, provide 'songs and rhymes' sessions for them and their parents and there is a strong nurturing environment. Staff know the children well and communicate well with parents daily and by sending home the 'happy book', which parents appreciate. Relationships are excellent and children are developing very well personally. Teaching and learning are good and consequently children achieve well, particularly in their language and mathematical development.

Consequently, standards in these aspects are above average at the end of the year. Children enjoy learning through topics like Goldilocks and the Three Bears. Planning is rigorous so that it meets the needs of children in Reception and pupils in Year 1. Good account is taken of ongoing and other assessments to meet the needs of individual children. Every child has their own board where staff add assessment notes daily, which contribute to their assessment record. Accommodation is good and the learning environment is stimulating. The school has already identified the need to improve the outdoor area and its resources to ensure there are sufficient learning opportunities in all areas of the curriculum. Children do already benefit from satisfactory regular outdoor learning. There is a narrow cover over the outdoor area, but it is insufficient to provide protection in wet weather. Children learn well because of a good mix of teacher-directed and self-initiated activities and are developing their independent skills well. Care and support are excellent. A knowledgeable teacher, who has strong links with a wide range of other settings, leads this area of learning well.

What the school should do to improve further

- Build on and consolidate the good practice already in place to raise pupils' achievement and standards in writing.
- Provide a well-resourced outdoor area with a cover to ensure that children in EYFS benefit from outdoor learning whatever the weather.

Achievement and standards

Grade: 2

Overall pupils make good progress during their time in school when taking into account their starting points. Consequently, standards by the end of Year 6 are above average although there is some variation between groups of differing ability. Pupils with learning difficulties and/or disabilities receive excellent support so that they often catch up to the expected level for their age. Their achievement is much better than similar pupils nationally. In Key Stage 2, more able pupils make good progress in reading, writing and science but less consistently so in mathematics. However, in 2008 a few pupils did not make the expected progress in writing in Key Stage 2 and did not do as well as they should have. The school sets challenging targets for improvement, which the majority of pupils attained in 2008.

Personal development and well-being

Grade: 1

Spiritual, moral, social and cultural development are excellent. Pupils from diverse backgrounds relate well to each other well and a pupil who joined the school later than normal said that he found pupils welcoming and friendly. Pupils say that they feel very safe and are clear about whom they could go to if they need help. A parent said, 'My children feel their thoughts count and if they have a problem a member of staff is there to listen.' In order to keep healthy, pupils take part in a wide variety of activities like football and netball, including in competitions, where they also have the opportunity to socialise with pupils from other schools. They have an excellent understanding of a healthy diet and drink water regularly. They take their responsibilities as peer mentors and school council members very seriously and suggest charities, like the one for homeless people, for school fund raising. Older children help younger children exceptionally well. For example, they act as 'table parents' in the dining hall by helping them to cut up their food. Pupils' preparation for their next school is excellent. They develop excellent

personal skills, such as independence and problem solving, and good academic skills, including information and communication technology skills.

Quality of provision

Teaching and learning

Grade: 2

Pupils describe lessons as 'fun and interesting'. Teachers have high expectations of what pupils can achieve and plan meticulously to meet the needs of pupils in mixed- age classes. During the morning, there is an extra class in Key Stage 2, which means that pupils work in smaller classes with other pupils who are generally at the same stage of learning. Relationships are excellent and consequently pupils benefit from learning in a positive productive environment. Occasionally the pace of learning slows when some pupils need to be reminded too often to focus on their work. Pupils often learn in a practical way, which they greatly enjoy. For example, in Year 2 pupils investigated successfully in pairs how batteries are used to provide power for electrical equipment.

Curriculum and other activities

Grade: 1

Subjects are linked together in an exciting way that motivates pupils to learn. A two- year rolling programme of topics ensures that pupils do not repeat things they have already learnt. The English curriculum has been improved to make it more appealing to boys but it is too early to judge the impact of this work. Sounds and letters are taught up to Year 3, according to pupils' needs, to ensure that they have good basic knowledge and skills in this area. Excellent opportunities for investigation are provided, particularly in mathematics and science. Personal, social and health education are excellent and consequently the pupils' personal development is outstanding. There are plans to improve this provision further and governors are carefully monitoring its impact. All pupils benefit from the opportunity to learn to play a musical instrument. An extremely wide range of visits, visitors, clubs and residential visits provide further enrichment.

Care, guidance and support

Grade: 1

Child protection and safeguarding procedures are robust and meet statutory requirements. Provision for pupils with dyslexia, speech, language and communication difficulties, behavioural and emotional needs, physical disabilities and autism is excellent. This is because each teaching assistant is trained to provide support for a specific need, for example speech and language. The assigned teaching assistant provides welfare support for each class and this contributes very well to pupils' care. The school works very closely with outside agencies and families to deal with any persistent pupil absence and usually improve the pupils' attendance. Good systems are in place to track pupils' progress and identify areas for improvement. Parents are kept fully informed of their children's progress. Pupils are developing very well as independent learners because they know their targets and what they need to learn to improve. The school ensures that pupils have sufficient time to assess their own work, including during 'work circus' sessions.

Leadership and management

Grade: 2

The strong leadership of the senior management team provides very clear direction and sets challenging targets for improvement through a structured system of performance management. The school improvement plan is very clearly focused on priorities identified from rigorous monitoring with realistic timescales and roles and responsibilities defined. The school's promotion of community cohesion is excellent. This is because, not only is the school at the heart of its own diverse community and welcomes all pupils, but it has widespread links with many other organisations. These include other schools and religions in the United Kingdom and in other parts of the world. For example, pupils support a book project at a Kenyan school. More experienced staff give useful feedback to colleagues and this has helped to ensure that teaching and learning is consistently good or better.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

25 November 2008

Dear Pupils

Inspection of Durley Church of England Controlled Primary School, Southampton, SO32 2AR

Thank you very much for helping us during the inspection, particularly by talking to us about your school. We were impressed by your friendliness and politeness. You go to a good school. Here are some of the things that we think are best about your school.

- You achieve well so that by the time you leave this school, most of you will have achieved above average standards in English, mathematics and science.
- Your behaviour is excellent. Classrooms are pleasant places to learn in and you have excellent relationships with adults in school.
- Your headteacher, the staff and governors are always trying to make your school better. Important improvements have been made to the building to provide you with good classrooms.
- Your school has some excellent links with organisations, like the church, other schools and residential centres, which provide interesting opportunities for you to learn.
- Your attendance is good and most of you come to school regularly and on time.
- Your school has strong links with your parents so that they are involved in your learning and have a clear idea of how well you are achieving.
- Adults take good care of you and ensure that if you need help, you know whom to talk to if you are worried about anything.
- You are developing exceptionally well personally and understand very well about staying healthy and keeping safe. You contribute extremely well to your school community, for example, as members of the school council and by being peer mentors.

We have asked your school to help you to improve your writing skills further. We would also like the school to implement their plans to improve the outdoor learning area for the children in Reception with more resources and a wider cover over the outdoor area so that they can learn outside whatever the weather.

I would like to send you my very best wishes for your future success in whatever you choose to do.

Yours sincerely

Beryl Richmond

Lead Inspector