

Durrington Church of England Controlled Junior School

Inspection report

Unique Reference Number	126324
Local Authority	Wiltshire
Inspection number	360049
Inspection dates	14–15 September 2010
Reporting inspector	Carolyn Carnaghan

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	D Cranston
Headteacher	Jenny Whymark
Date of previous school inspection	12 February 2008
School address	Bulford Road Salisbury SP4 8DL
Telephone number	01980 652237
Fax number	01980 654587
Email address	admin@durrington-jun.wilts.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 13 lessons taught by eight teachers. They observed the school's work, held meetings with staff, pupils and members of the governing body and scrutinised documentation, policies and 34 responses to parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at:

- whether teaching can consistently deliver and maintain a rise in attainment for all groups of pupils
- the effectiveness of the monitoring of teaching and learning and how well it ensures progress is consistent across Key Stage 2
- how rigorously the school implements its equal opportunities policy so all groups of pupils can achieve well, including girls and those who are more able
- the impact of strategies to promote good behaviour.

Information about the school

This is a smaller than average sized junior school. The proportion of pupils known to be eligible for free school meals is above average, as is the proportion of pupils who have special education needs and/or disabilities. On the same site there is a specialist learning centre for pupils who have complex learning needs; it provides for pupils from both Durrington and other local schools. Most pupils at Durrington are from a White British heritage and speak English as their first language. The school has achieved several awards, such the International Schools Award and the silver Eco-Schools Award. It has also achieved Healthy School Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school where pupils' progress is rising as a result of recent, and more effective, diagnosis and understanding of their learning needs. Pupils say how well the school cares for them and many put this at the top of their list of all the positive features of their time at Durrington. Most pupils are happy here, particularly appreciating the support that many need to help them overcome special educational needs and/or disabilities. The school community is enriched through the positive attitudes of pupils and the readiness with which they volunteer to help others. The school's good promotion of community cohesion and pupils' outstanding contribution to the school and local communities ensures that they develop excellent understanding of society and the world at large. They display outstanding attitudes to each other and their school, and behaviour is good. Parents are also supportive of the school and are generally happy with how their children are taught.

Pupils come to Durrington with average levels of attainment and, up until relatively recently, did not make sufficient progress. The better understanding that senior leaders have developed of how to fulfil the needs of their pupils, the sharing of good practice between teachers and the more rigorous and timely individual support that has been implemented, have led to the recent rise in progress, and achievement is now satisfactory. Pupils leave with attainment that is broadly average. Attainment in English and mathematics has risen because of the active approach taken by senior and subject leaders who now ensure lessons are generally active and enjoyable. Where this is not the case, it is because the tasks set for pupils are not always fully matched to their individual learning needs. The more able pupils, and girls in particular, are not always fully catered for and their achievement is sometimes not as high as it could be. Those who have special needs and/or disabilities, several of whom have had difficulties with behaviour, now make satisfactory progress in the main school, and good progress in the specialist learning centre. Equal opportunities for all pupils are therefore delivered satisfactorily.

The curriculum provides a good foundation for teachers to plan and deliver an interesting range of opportunities. There is a rich programme of music teaching that helps further to enrich the school and local community. There is a school and community band, with members from a wide age range, that maintains a very high reputation both in the village and the local church. Teaching is satisfactory in the majority of lessons and monitoring by senior leaders is accurate, for the most part. However, monitoring is not sharply focused enough to enable the measures proposed by leaders to be fully implemented. This is the main reason why the school's capacity for sustained improvement is satisfactory rather than good. The school's self evaluation is

generally accurate. However, monitoring does not yet ensure that all teachers understand fully how to implement new strategies in English and mathematics, make the best use of teaching assistants and use assessment consistently within lessons to check how well pupils are learning.

What does the school need to do to improve further?

Ensure that monitoring is sufficiently focused on raising attainment in all subjects in order to:

- improve the quality of teaching and learning by better matching tasks to pupils' needs and abilities
- ensure pupils always understand how well they are doing by using assessment consistently in lessons
- plan the more effective use of teaching assistants in lessons to ensure they support learning

Outcomes for individuals and groups of pupils

3

Pupils make satisfactory progress in lessons, enjoy their learning and achieve average levels of attainment. Good behaviour ensures lessons are rarely interrupted and concentration is not broken. Pupils work well in pairs and groups, moving between tasks quickly. Behaviour only slips when teachers do not ensure those tasks fully meet the needs and abilities of all pupils. There is good support provided through individual and group sessions that help pupils to catch up, focus on problems and develop work. Despite this, the more able pupils, and girls generally, have not always done as well as expected. The school is addressing these issues through individual support, but this has not yet borne fruit. Pupils have started to make better progress in mathematics and English compared to recent years. These subjects have been the focus for new ways of delivering the curriculum, and pupils now enjoy the many opportunities to extend their writing and use mathematics in interesting and challenging contexts. Progress in writing is not as successful as it is in reading.

Some pupils who have special educational needs and/disabilities receive support in the specialist learning centre, during the mornings, and this has been successful in ensuring they make good progress. In lessons in the main school, these pupils make satisfactory progress. Pupils understand well how to be safe in school. They are sensible moving between lessons and often help each other, coaching younger ones, playing together sensibly at break times. There is a system of buddies that benefits pupils, making break times safe and fun. Pupils have excellent understanding of how to be safe on the internet, many work on their road safety for cycling to school, and it is generally held that school is a positive force in their lives.

Pupils enjoy their healthy lunches and take part in lots of regular exercise through the varied programme of sports and physical education. Many enjoy walking or cycling to school and see the importance of being active during breaks and lunchtimes, both physically and mentally. Pupils are very keen to communicate how much their school

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

cares for them. Those few who speak English as an additional language make progress that reflects the good support and opportunities given to them. Pupils are keen volunteers for charity events and in coaching others, showing younger pupils how to use information and communication technology (ICT). Many are members of 'Green Team', an elected group to make sure the school becomes a nicer environment. The school has an Eco Award. They make links with the local church, around the country through communicating with other school councils and internationally with France and India. Pupils have understanding and appreciation of the importance of community cohesion. Their attendance is average and well monitored by the school.

Pupils have excellent understanding of many aspects of both their culture and other cultures around the world. The school has attained the International Schools Award. Pupils participate enthusiastically in arts activities, such as drama, dance and music.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Lessons are planned to ensure they are interesting and challenging for most pupils. There is, however, sometimes a mismatch between the tasks set and pupils' needs,

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

particularly for the more able, and teaching assistants are not fully used to enable everyone to achieve well. Generally lessons are lively with plenty of opportunities for cooperation and group work. Where tasks do not stretch pupils sufficiently, learning slows down, such as where set work is finished and they do not know what to do next. Teachers are not always aware that they have not outlined what the next steps are sufficiently clearly, sometimes sticking with a group they are working with to the detriment of others in the class. This means that often those who are more able cannot get on. Marking is good, often engendering a helpful dialogue between pupil and teacher, but assessment is not always used effectively in lessons to help pupils understand how well they are doing. Where lessons provide practical opportunities for pupils to explore ideas, develop their work creatively and express their ideas confidently, such as through extended writing in English or exploring shapes the body can make in physical education, progress is good.

The curriculum is good and provides a continuous framework for learning between the infants' school and the local secondary school. It is predicated on respect, truth and kindness. Music is a strength of the arts curriculum, ensuring pupils work with other like-minded partners in the community. The local geography in Wiltshire is the basis for some topic work linking with other world heritage sites like the Jurassic Coast. Safety is encouraged in pupils' working. There is a vibrant enrichment programme of activities that includes sports, gardening, an eco club, residential visits, and the arts. Theme weeks allow pupils to find out about cultures from around the world, such as India, North America and the Pacific Rim countries.

The care, guidance and support for pupils are good, providing the elements that pupils say most ensure they enjoy school. Individual support for those who have special educational needs and/or disabilities helps these pupils to make progress and the school involves families and carers in these initiatives. Peer friendships are encouraged through play buddies and ICT help is given by older to younger pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership and management of teaching and learning are satisfactory. The headteacher has ensured almost all staff have individual responsibilities for elements of teaching and learning and this has helped raise teachers' confidence. All staff understand the school's position in terms of pupil progress and what aspects of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

provision need to develop. There have been some improvements in the use of assessment information, which is now being used to plan more effectively, such as for creative writing across the curriculum. These improvements have been too slow, however, and are still inconsistent, so what was a poor track record of pupil progress in recent years is only just beginning to change for the better. The monitoring of teaching and learning has not been sharply focused enough on, for instance, how infrequently teaching assistants' activities are coordinated with lesson planning.

The governing body is effectively involved with all aspects of the school and shares the vision of senior leaders and managers. Its members have taken a lead role in ensuring safeguarding is at the heart of all activities. They are supportive, frequently present, helpful at school events and welcomed into classrooms. They challenge the school to do better, though they have only recently developed the expertise necessary to understand in detail the results of pupil assessments. There are strong links with educational partners, such as in music and special needs provision. Partner institutions, such as the feeder schools, work closely to ensure good transitions between them. The school is satisfactory in its promotion of equal opportunities for all, though it has not yet ensured pupils who are most able can reach their potential.

The safeguarding of pupils is at the centre of all activities. The school site is regularly monitored for dangers and senior leaders ensure staff recruitment and training are meticulously carried out. All statutory policies are in place and regularly monitored. The community is also central to school life, with everyone contributing actively to the church, local charities and other schools. Pupils have close links with other school councils across the United Kingdom and further afield with children in India and across Europe, sometimes through the 'Mathletics' challenge, an initiative to raise standards in mathematics.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

The effectiveness with which the school deploys resources to achieve value for money

3

Views of parents and carers

There were 34 responses to parental questionnaires. The majority of parents and carers who responded agreed that their children enjoy school and are safe there. A small minority do not feel their child is progressing enough at school. The inspection found that overall pupils are making satisfactory progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Durrington Church of England Controlled Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	41	18	53	2	6	0	0
The school keeps my child safe	17	50	17	50	0	0	0	0
The school informs me about my child's progress	11	32	21	62	0	0	0	0
My child is making enough progress at this school	12	35	15	44	4	12	0	0
The teaching is good at this school	12	35	19	56	0	0	0	0
The school helps me to support my child's learning	13	38	17	50	1	3	0	0
The school helps my child to have a healthy lifestyle	15	44	16	47	3	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	41	19	56	0	0	0	0
The school meets my child's particular needs	11	32	17	50	2	6	0	0
The school deals effectively with unacceptable behaviour	9	26	22	65	1	3	0	0
The school takes account of my suggestions and concerns	7	21	23	68	0	0	0	0
The school is led and managed effectively	14	41	19	56	0	0	0	0
Overall, I am happy with my child's experience at this school	14	41	19	56	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 September 2010

Dear Pupils

Inspection of Durrington Church of England Controlled Junior School, Durrington, Wiltshire, SP4 8DL

Thank you for making the inspection team so welcome when we recently visited your school. We enjoyed meeting you and thought you were helpful and courteous to all of us.

We found that your school provides you with a satisfactory education. You behave well and show how much you care for your community both in school and beyond. You are very keen volunteers, sometimes helping each other to learn new ideas and skills.

We have asked the school to change and improve some things that they do, so that your school can become even better:

- improve the quality of teaching and learning by ensuring what teachers ask you to do really matches your needs and abilities
- ensure you always understand how well you are doing in lessons
- make sure teaching assistants always know how they can help you in class.

You can help by continuing to be so positive in your lessons and by working hard, even when learning is difficult.

Yours sincerely

Carolyn Carnaghan

Lead Inspector

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