

SUMMARY OF THE INSPECTION REPORT

DINNINGTON PRIMARY SCHOOL

A larger than average sized, primary school situated on the outskirts of Sheffield.
Inspected on 8th to 10th March 2004 by an inspection team led by Ms Margot D'Arcy.

OVERALL EVALUATION

This is a **satisfactory** school. Although pupils make steady progress in English and mathematics, standards could be higher. Achievement in science is poor, with standards much lower than they should be. Teaching is mostly satisfactory with some notable strengths. Staff show a strong commitment to providing pupils with a broad and relevant education and the school is particularly successful in promoting pupils' personal qualities. The new headteacher is leading and managing the school well. The school is providing satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils underachieve in science resulting in standards that are well below average
- Standards in English and mathematics are not high enough
- There are strengths in leadership and management from the new headteacher and from key subject leaders
- Teaching in years 5 and 6 is good and information and communication technology (ICT) is taught well throughout the school
- A wide range of additional opportunities enriches the curriculum for all pupils; those with particular gifts and talents are provided for well
- Pupils' attitudes, behaviour and moral development are effectively promoted
- The school's good links with parents, the community and other schools provide effective support for learning
- Not enough emphasis is placed on pupils recording work; there is insufficient written work in too many subjects
- The school works very hard to promote good attendance, but levels are poor compared to national figures

This is the school's first inspection so judgements about improvement are not made.

STANDARDS ACHIEVED

While standards at the end of years 2 and 6 are mostly below and well below average in English and mathematics, most pupils achieve **satisfactorily** in these subjects. However, this is not the case in science where achievement is poor, mainly because of weaknesses in the curriculum. These have occurred relatively recently, which is why the inspection judgement differs from the information in the table below.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	N/A	E	E	C
mathematics	N/A	E	E	C
science	N/A	D	D	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

In years 5 and 6, good teaching boosts pupils' achievement and they attain particularly well in these year groups. This shows that pupils are capable of achieving higher standards, particularly in English and mathematics. Boys and girls do equally well in the infants but in the juniors boys are underperforming in English, mathematics and science. Throughout the school, pupils achieve satisfactorily in ICT. While standards in this subject are mostly below those expected, good teaching

and a good curriculum are having a positive impact. If it were not for the frequent thefts of key equipment achievement would be better. Standards in religious education (RE) are broadly average by year 6 and pupils in years 5 and 6 achieve satisfactorily. However, in years 1 to 4 there is little written work upon which to base judgements about standards and progress. There was insufficient evidence to make secure judgements about standards and achievement in many other subjects because there is minimal recorded work. However, junior pupils achieve well in singing and by year 6, standards in this element of music are good.

Nursery and reception children make overall satisfactory progress. The way in which the curriculum is organised promotes good achievement in personal, social and emotional development. Overall, however, curriculum organisation has a better impact on the progress of younger children; it places some restraints on the progress of older and more able children.

Pupils' attitudes to school and their behaviour are **good**. Their spiritual, moral, social and cultural development is **satisfactory** overall, with strengths in moral and social development. The school has very good procedures to check on and promote good attendance but, despite improvements, levels are low compared to national figures. Too many pupils have odd days off and this affects their learning. Punctuality is satisfactory.

QUALITY OF EDUCATION

The school provides pupils with a **satisfactory** education. The overall quality of teaching is **satisfactory**. Whilst good teaching was seen in all areas of the school, it is more consistently good in years 5 and 6. There are weaknesses in the science curriculum and a review is also needed of how the curriculum for nursery and reception children is organised. In years 2 and 3, pupils go too long without studying RE. Teaching and the curriculum for ICT are good. Well-planned practical work, visits, visitors and extra-curricular clubs and activities enrich the curriculum. Pupils also benefit from the strong learning links established with the high school. Gifted and talented pupils are well provided for with additional activities. The accommodation is spacious, but its overall quality is unsatisfactory. However, the school is moving into a new building in September. Throughout the school, pupils are given a sound level of guidance and help, with strengths in pastoral support. Their views are taken seriously and there are good links with parents.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good**. There are high expectations of what pupils can achieve and a shared commitment to raising standards. Governors have a sound understanding of the school's strengths and weaknesses and their role is developing well. They fulfil all their legal obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the education provided and have no significant concerns. In discussions, pupils also expressed very positive views about the school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards and improve achievement and provision in science
- Raise standards in English and mathematics
- Provide more opportunities for pupils to record work
- Improve attendance

A copy of the full inspection report, which includes all the main judgements and grades, can be obtained from the school. Any complaints about the inspection or the report should be made following the procedures set out in the leaflet 'Complaining about Ofsted inspections', which is available from the school or Ofsted's website: www.ofsted.gov.uk.

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PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).