

Denton CofE School

Church Street, Denton, Grantham, NG32 1LG

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children get off to a quick start in Reception and make outstanding progress during their time in school. As a result attainment at the end of Year 6 is well above average in both English and mathematics and achievement is high.
- Most teaching is outstanding and teachers have high expectations of pupils. They use their detailed knowledge of individual pupils to make sure that the work set in lessons is well matched to their previous attainment levels.
- Teachers' marking of pupils' work is exemplary. Pupils respond positively to the guidance they are given that describes the standard of their work and sets out what they must do in order to improve.
- In a few lessons, teachers' explanations are too long and pupils do not have enough time to work on their own.
- Pupils' exemplary behaviour makes a significant contribution to the safe and purposeful learning environment. They are very proud of their school and are keen to help each other and take on responsibilities.
- The highly effective leadership of the executive headteacher ensures that staff morale is high. She has drawn up a clear programme to bring continuing improvements to teaching and achievement, to which all staff are fully committed.
- The school receives the support of a strong Governing Body. Governors have a detailed knowledge and understanding of the school and how it can improve even further.
- The promotion of pupils' spiritual, moral, social and cultural development permeates all aspects of school life. As a result, pupils are highly considerate and respectful towards adults and each other.

Information about this inspection

- The inspector observed teaching and learning in seven lessons, five of which were seen together with the headteacher. Two school assemblies were also observed and a number of other short visits made to classrooms.
- The inspector observed pupils at break and lunchtimes.
- Discussions were held with the headteacher, other staff and pupils, the Chair and other members of the Governing Body, a representative of the local authority and some parents and carers at the start of the school day.
- The inspector heard groups of pupils reading.
- Account was taken of 16 responses to the online questionnaire (Parent View) and eight responses to the staff questionnaire.
- The inspector looked at the school's policies, teachers' plans, school improvement planning and records on behaviour and safety, together with samples of pupils' work. Information on individual pupils' progress and teachers' performance, and records of meetings held by the governing body, were also looked at.

Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

Full report

Information about this school

- Denton CofE Primary School is much smaller in size compared with other primary schools.
- The overwhelming majority of pupils are of White British heritage. Very few pupils are from minority ethnic backgrounds. None speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in local authority care and those with parents in the armed forces) is well below the national average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is average.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- Fewer than 11 pupils took the national tests in 2012 and numbers are too few for the school's results to be meaningfully compared with the government's floor targets, which set the minimum expectations for attainment and progress.
- The school became part of a federation with The Harlaxton Church of England Primary School in September 2012. The two schools share a single Governing Body and are led by an executive headteacher.

What does the school need to do to improve further?

- Make all teaching outstanding by making sure that teachers' explanations are not too long so that pupils have more time to work independently.

Inspection judgements

The achievement of pupils is outstanding

- Because of very small cohort sizes, children's skills on entry to Reception can vary year-on-year. However, when taken over time, they are broadly in line with those expected for their age. Children make rapid progress in the stimulating and well-resourced classroom and play area, and enter Year 1 with skills that are above the national average.
- Pupils continue to make rapid progress as they move through the school. As in Reception, the small cohort sizes mean that results at the end of Year 6 fluctuate. However, over time, and taking into account the excellent progress all pupils make, overall achievement is outstanding. In most years pupils reach standards in reading, writing and mathematics which are well above those found nationally. The work seen and the school's own records, show that the current pupils' attainment is on track to be well above average in July 2013.
- Pupils' outstanding progress in reading is seen in the above-average scores in the latest Year 1 national reading check, and the fact that all reach, and many exceed, the expected level in reading at the end of Year 6. Older pupils read fluently and with expression. Younger pupils who read to the inspector were highly competent in their use of letters and sounds (phonics); they were able to read unfamiliar words and displayed considerable pleasure in reading.
- Pupils' progress in writing improves rapidly throughout their time in the school because they are keen to meet the teachers' expectations. They are provided with accurate information on their current level of attainment and what they need to do to improve their work. Rapid progress is also made in mathematics because the work set is always hard enough to make them think, and because pupils are provided with many opportunities to apply their skills in different subjects.
- It is not possible to comment in detail on the achievement of pupils who receive the pupil premium because the numbers in the group that left Year 6 last year were so small that there is a risk of identifying individuals. Over time, the attainment and progress of these pupils in English and mathematics is similar to other pupils in the school. This is because the school has used the new funding very effectively to provide additional staffing and more individualised support, and to ensure that lesson activities are consistently well matched to their particular needs.
- Disabled pupils and those with special educational needs achieve outstandingly well. This is because teachers and teaching assistants know the pupils exceptionally well, and work closely together to make sure that the needs of individual pupils are met.

The quality of teaching is outstanding

- Teaching has improved since the last inspection because of the headteacher's continuing efforts to raise standards. Teaching benefits from the many opportunities teachers have to share ideas with each other and with staff from the federated school.
- Skilled teaching in Reception provides the basis for children's enthusiasm for learning, which they retain throughout the school. In all lessons, pupils display excellent attitudes to learning, and a desire to try their best for their teachers. This is evident in the exceptionally well presented and high quality work in pupils' books, which demonstrate that teaching and learning are typically good and often outstanding.

- The exemplary marking of pupils' work makes clear what pupils have done well and what they need to do to improve. The books show that pupils respond positively to the teachers' comments and adapt their work in response to the written feedback. This is a major factor in the excellent progress pupils make in English and mathematics.
- Teachers have high expectations of all pupils and constantly check on progress in lessons. They make excellent use of their deep knowledge of individual pupils to plan learning tasks that meet the needs of different abilities and ages well. For example, careful planning was a feature of outstanding teaching in a mathematics lesson containing a class of Year 5 and 6 pupils. Pupils made rapid progress when asked to calculate the perimeter and area of rectangles because the work was challenging, well-matched to pupils' attainment levels and related to practical situations.
- In a few lessons progress slows because teachers' introductions and explanations to the whole class are too long. When this occurs, pupils do not have enough time to work independently and find things out for themselves.
- Teaching assistants are well-trained and together with teachers provide very effective and well-focused support for individual pupils. Together they ensure that appropriate work is given to disabled pupils and those who have special educational needs, and to those eligible for the pupil premium. All these groups of pupils make good progress towards their learning targets.
- Information and communication technology is used well. Teachers make good use interactive whiteboards for whole-class and group teaching, and pupils make productive use of computers, for example, to edit and improve their extended writing.

The behaviour and safety of pupils are outstanding

- From the time they enter Reception, children learn to value each other and quickly realise that they are part of a caring community. They learn and accept the school's expectations of behaviour and this provides the basis of their excellent behaviour and positive attitudes to learning.
- Staff, pupils, parents and carers agree that behaviour is outstanding. Pupils are very proud of their school. They have a high level of regard and respect for adults, and are welcoming to visitors.
- Pupils enjoyment of school is demonstrated in their above average attendance and punctuality at the start of the school day.
- Excellent relationships and mutual support are seen in the constructive way in which pupils work together in small groups. For example, in one mixed Year 1 and Year 2 class, pupils worked in groups so that they could more easily share their ideas. This helped all of them to develop their understanding of the important themes discussed during the lesson, which were about the need for good expression and intonation when reading a poem.
- Pupils say that they feel very safe in school. They have a good understanding for their age of different kinds of bullying, including physical and cyber-bullying. In discussion pupils said that they could not think of any incidents of this type, or any racist comments, having taken place. As

one pupil said, 'In this school we all look after each other'. This is supported by the school's behaviour logs, which show that there have been no recorded incidents for several years.

- Pupils are confident that adults will look after them well if they have any concerns and parents and carers are appreciative of the very good quality of care that the school provides.

The leadership and management are outstanding

- The headteacher has created a highly cohesive team, who share her vision and ambition to provide the best possible education for all. In this she receives the full support of the Governing Body.
- The school's rigorous analysis of pupils' progress and accurate evaluation of its work ensure all leaders, including the governing body have a clear picture of the school's performance. This ensures that improvement planning can be perceptively focused on future development needs.
- The headteacher is relentless in her determination to improve teaching and learning. The quality of teaching is checked regularly and there is a clear understanding of the need to link teachers' pay and promotion to evidence of their impact on pupils' progress.
- The school is keen to learn from the best practice elsewhere. Expertise is shared with the federated school and there is close collaboration, for example, in the checks made of the accuracy of teachers' assessments and the development of training opportunities for staff.
- Pupil premium funding is used to provide academic and personal support for eligible pupils. Leaders and governors check carefully to make sure this support is carefully linked to pupils' individual needs and that it has a positive impact on their progress and attainment.
- The local authority has a clear view of the school's strengths and provides support as and when required. This is appropriate in the light of the school's performance.
- The range of subjects taught promotes achievement exceptionally well and is enhanced by a variety of after-school clubs and visits out of school, including residential visits. The promotion of pupils' spiritual, moral, social and cultural development runs through everything the school does. Pupils share their thoughts and reflect on moral issues in assemblies, and make regular visits to, for example, different places of religious worship to broaden their cultural horizons.
- The school has exceptionally positive relationships with parents and carers, who appreciate the quality of education the school provides. As one parent said, 'I couldn't wish for anything better.'
- **The governance of the school:**
 - Governors are highly supportive and work very closely with senior leaders. They bring a range of valuable expertise to the school. Governors have successfully overseen the establishment of the partnership with the federated school and made sure that there is a single vision and unified policies and procedures. They know how the school's results compare with those of other schools and hold leaders to account for its performance. Governors know the strengths of teaching and how it is being improved, and make sure that pay and promotion are justified by the impact of teaching on pupils' progress and achievement. They make sure that all national requirements are met, including those relating to the safeguarding of pupils. All necessary checks are carried out to ensure pupils' safety.

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

Unique reference number	120518
Local authority	Lincolnshire
Inspection number	412374

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Eric Phillips
Headteacher	Sheriden Edwards
Date of previous school inspection	28 June 2010
Telephone number	01476 870649
Fax number	01476 870649
Email address	enquiries@denton.lincs.sch.uk

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