

Denton CofE School

Inspection report

Unique Reference Number	120518
Local Authority	Lincolnshire
Inspection number	339715
Inspection dates	28–29 June 2010
Reporting inspector	Melvyn Blackband

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	66
Appropriate authority	The governing body
Chair	Julie Harrod
Headteacher	Sheriden Edwards
Date of previous school inspection	24 June 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed four lessons and four teachers. Inspectors held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at the school's assessment procedures, development planning and self evaluation documents. Inspectors also looked at 29 parents' questionnaires, 32 pupils questionnaires and 9 staff questionnaires.

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

- the achievement and progress of pupils in each Key Stage from their starting points and whether progress is consistent in each area of the school
- the quality of assessment procedures and how effectively this translates into effective planning and target setting for pupils with differing ability levels
- standards of behaviour and attendance and how far this impacts on the pupils' achievement
- how effectively leaders and the governing body, monitor and evaluate strategies to improve on the school's performance.

Information about the school

The school is smaller than most primary schools. It serves the local community and neighbouring villages. The number of pupils who are eligible for free school meals is below average. The proportion of children with special educational needs and/or disabilities is above the national average. The great majority of pupils are from White British backgrounds. The school has gained several national awards for its work in the last few years, including the Basic Skills Quality Mark, Investors in People and the Activemark.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school because provision and the outcomes for pupils are outstanding. They reach very high standards in their work by the end of Year 6. All the pupils make good progress throughout their time in the school and a growing minority make outstanding progress. Children in the Early Years Foundation Stage achieve outstandingly well and reach high standards also. This gives them an excellent start to their education. The pupils' good progress is supported by their outstanding achievement in important aspects of their personal development. The school has continued to make rapid improvements in the curriculum and the quality of care guidance and support, since the previous inspection when these were judged to be good. Throughout this period, the school has been led by an exceptional headteacher who has inspired staff to rigorously and unflinchingly monitor and improve on every aspect of the school's work. She has been very well supported by a committed and knowledgeable governing body which has provided informed challenge and scrutiny to ensure that the school has maintained its momentum. This outstanding teamwork has been at the heart of the school's improvement.

The school has an excellent curriculum which is very well adapted to the abilities of each pupil. Besides a strong emphasis on basic skills, pupils' experience a curriculum which systematically builds on their knowledge, skills and understanding across a range of subjects and themes, all of which are closely monitored. The excellent provision for personal social and health education very effectively promote the pupils' outstanding understanding of how to keep safe, to live healthily and to take an active part in their community. It also gives them many opportunities to develop excellent spiritual, moral, social and cultural understanding. Parents are closely involved in their childrens' education and the school makes excellent use of a range of partners such as the local grammar schools to add interest and challenge to the pupils' activities. There are many extra opportunities for the pupils to enhance their learning through the wide range of sporting and cultural activities. This adds substantially to the pupils' enjoyment. It sustains their excellent attitudes towards school and learning, confirmed by their outstanding behaviour and good attendance.

Teaching is good and sometimes outstanding. The teachers and pupils share very good relationships. Teachers' expectations of their pupils are very high, they provide well-paced interesting lessons and they use assessment of the pupils' work effectively to plan for their further progress. On occasion, however standards of marking are inconsistent and the pupils are unsure how to make their work better. This can slow down their progress although the pupils still reach high standards of attainment. The very high standards of care and support for the pupils add to their confidence. They feel

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safe and happy and the school is a calm welcoming place. The pupils are enthusiastic learners.

A real strength of the school is in the rigour and quality of monitoring and evaluation of its provision. This and detailed development planning has established a clear focus on priorities to improve the school further. As a result of the outstanding leadership and management and the school's continual critical evaluation of its own performance, there is an excellent capacity to sustain improvement. The school provides excellent value for money.

What does the school need to do to improve further?

- Ensure that marking consistently informs pupils how well they are doing and how to improve their work.

Outcomes for individuals and groups of pupils

1

Year 6 pupils' attainment is high and for the last few years has been consistently and significantly above national averages. There are no differences in the attainment of different groups. Pupils throughout the school achieve well and make good progress as confirmed in lessons seen. Children in the Early Years Foundation Stage enter the school working with levels typically expected for their age and make outstanding progress. By the time the pupils leave in Year 6 the majority reach the higher National Curriculum grades in English, mathematics and science. The relatively large number of pupils who have special educational needs and/or disabilities achieve equally well. This is the result of well tailored support which enables these pupils to make progress as fast as they can. The school sets exceptionally challenging targets for pupils and has very high expectations of their success in meeting them. Pupils enjoy their work because of this challenge. For instance, in a very successful Year 5 and 6 lesson, pupils were asked to write a letter to the England football team manager describing their own opinions and asking for his comments on a number of related issues. They were well prepared by the teacher and they worked with concentration to produce highly literate and well argued letters.

Pupils feel very safe and really enjoy their learning because the school provides a calm and well-ordered environment. Pupils' exemplary behaviour was seen in lessons and around the school. They feel very well cared for by staff. The pupils take part with great enthusiasm in a wide variety of physical activities including team games and a residential experience. The pupils are an integral part of the local community. There is a very active school council. They help organise the May Day village fair, they maintain strong links with the adjacent church and they have a developing knowledge of the wider community through their visits to Peterborough and their residential visit to 'Hilltop' near Sheringham. The pupils also sponsor and write to a Ugandan child.

They are well prepared for the transition to secondary school. The pupils leave the school as confident, interested learners with above average attendance and with high attainment in basic skills. Pupils' outstanding spiritual moral social and cultural

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development is seen in their great respect for the feelings of others, their curiosity to learn new things and their willingness to reflect deeply on what they have learned. The school actively promotes its status as a church school to help the pupils develop the concepts of faith and community awareness. Their social development is excellent. Pupils work happily in small teams and older pupils particularly are strikingly articulate and sensible in expressing their views.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is good throughout the school. Teachers plan their lessons well by identifying focused outcomes for each ability group of pupils. They have good subject knowledge. As a result, they ask perceptive questions which check pupils' understanding and which challenge them to think more deeply about their work. Teachers maintain a brisk pace and pupils are enthused by this. The pupils are well used to working in small groups and with partners. In a Year 3 and 4 lesson observed, for example, the pupils were asked to use some of the words they had collected during a whole class discussion and which related to a picture of charging horsemen. They worked with partners, the

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

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most able often working with those who needed more support. Together they created striking word images and confidently used alliteration, a concept which the teacher had recently taught them. Relationships are very good. Teachers and pupils share a love of learning. Teachers assess pupils' work thoroughly and regularly. Sometimes however this information is not shared effectively with the pupils and occasionally pupils do not have a clear enough grasp of how to improve their work further.

The curriculum is outstanding because activities are so well geared to the differing ages and abilities in each class. Regular and rigorous tracking of the pupils' performance enables teachers to adapt learning to ensure the fastest pace possible. The strong emphasis on literacy and numeracy ensure that pupils develop very high standards in basic skills. The school works very well with external partners to strengthen provision. There are links with local secondary schools to give pupils more advanced science teaching, there are regular visitors to school to teach music and dance, to support teaching modern foreign languages and to promote the pupils' sporting opportunities and development. Learning is made fun, for instance in the recent attempt by nearly all the pupils to establish a new hula-hoop record. Excellent provision for personal social and health education considerably enhances pupils' personal development. They take part in many visits to broaden their social and cultural experience, for example in studies of the diversity and different ethnic cultures of people in Peterborough.

The pupils are extremely well cared for and supported to make outstanding achievement in learning and personal development. Parents and carers report high levels of satisfaction with the standards of safety. The pupils report that they feel very happy and safe at school. Should they have any problems they feel confident that they would be listened to. Safeguarding procedures are thorough and robustly monitored. Parents and carers take a great interest in their children's learning, helped by the effective communication from school. There are very effective arrangements for the care and support pupils from more vulnerable circumstances. Pupils' care and behaviour plans are regularly reviewed and the school makes every effort to work with families and carers to support their children. The school is making determined efforts to increase the rates of already above average attendance.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The outstanding leadership and management by the headteacher, supported very

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effectively by other leaders and the governing body, have driven the considerable improvement in the school since the last inspection. Leaders are not complacent and they have identified clear priorities for further improvement and are driving these through with determination. The school has developed excellent monitoring and evaluation strategies which regularly and thoroughly review the progress of each pupil. The safeguarding of children is secure, all potential risks are carefully assessed, record keeping is very thorough and pupils are well supervised at all time. Parents are confident that their children are safe and well cared for. As a result, senior staff maintain an excellent overview of the school's provision. This ensures that every pupil benefits extremely well from full and equal access to all learning opportunities by participating fully in the life of the school. There is no discrimination of any kind. Subject leaders carefully monitor teachers' planning, lessons and the pupils' work to ensure high standards. The headteacher and governors are continually active in monitoring teaching standards. There are outstanding partnerships with parents and carers which enable them to communicate effectively with school staff and which encourage them to play a valuable part in their child's learning. Morale is high at the school. Staff feel fully involved in the school's development and share the headteacher's mission continually to raise standards.

The school's work to promote community cohesion is effective. The school and its pupils have a good understanding of its local community context, and of the school itself. Pupils are making good progress in their appreciation of the diversity of British society and the lives of children in other countries. The school's excellent value for money is reflected in pupils' outstanding achievement as a result of outstanding aspects of provision

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

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Early Years Foundation Stage

The children leave the Early Years Foundation Stage having made excellent progress. Their attainment at this point is high and substantially above expectations for their ages. This gives them an excellent start when they join the main school. Their attitudes to learning and their behaviour are excellent. The Reception classroom is a happy place. Much of the learning takes place outdoors when weather permits. The children enjoy their activities. Teaching is at least good and sometimes outstanding because the children's learning is scrupulously planned and precisely pitched to their understanding and assessment of their work is very thorough. The children work on challenging activities to promote their skills in reading and number. For example, children were observed sounding out the phonic sounds in 'caterpillar' as part of their story. This was well taught and helped prepare the pupils for their writing tasks later in the session. Links with parents and carers are close and effective. Parents and carers feel secure that their children are safe and well looked after. The experienced Early Years Foundation Stage practitioner provides strong leadership and management in her effective management of the childrens' learning and in ensuring their outstanding progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Almost all parents and carers are very satisfied with each aspect of the school's provision. A parent spoke for many in commenting, 'My child has been at Denton for just over one year and within that year her confidence and school work have excelled'. Parents and carers feel that the school is safe and that communication between school and home is very good. A very small percentage of parents and carers feel that their children are not making enough progress and that the school does not meet their child's needs. Inspection evidence leads inspectors to judge that all pupils are doing as well as they can and that systems to involve parents and carers in their children's learning are very good indeed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Denton CoFE 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	66	7	24	2	7	0	0
The school keeps my child safe	16	55	10	34	1	3	0	0
The school informs me about my child's progress	20	69	7	24	1	3	0	0
My child is making enough progress at this school	20	69	6	21	0	0	1	3
The teaching is good at this school	19	66	9	31	1	3	0	0
The school helps me to support my child's learning	19	66	9	31	1	3	0	0
The school helps my child to have a healthy lifestyle	21	72	6	21	1	3	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)	18	62	9	31	0	0	0	0
The school meets my child's particular needs	19	66	7	24	0	0	1	3
The school deals effectively with unacceptable behaviour	17	59	8	28	0	0	1	3
The school takes account of my suggestions and concerns	17	59	10	34	0	0	0	0
The school is led and managed effectively	21	72	6	21	1	3	0	0
Overall, I am happy with my child's experience at this school	21	72	6	21	1	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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:	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. ■ 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 pupils' 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.



30 June 2010

Dear Pupils,

Inspection of Denton CofE School, Grantham, NG32 1LG

Not long ago we came to the school to see how you were getting on and whether we could suggest anything to make the school better. You made us very welcome and we enjoyed talking to you in your classrooms and in a meeting. We could see that you all really enjoy school. You go to an outstanding school. Well done for contributing to this

Here is a list of some of the things we particularly liked about your school:

- you work hard and make good progress in your learning and excellent progress in your personal development
- your behaviour is outstanding and your attendance is good. Congratulations!
- the many different people at the school look after you very well
- you do many interesting activities which you like and which means you want to learn better and faster
- all the adults work hard to give you as much help as possible and they are good at making sure the work they ask you to do is suitable for each of you
- your headteacher runs the school very well.

We think the school could improve even further by:

- adults always showing you clearly how to improve your work so you learn even faster.

All of you can help too by continuing to work hard and supporting each other.

Please thank your parents and carers for the helpful comments they made on the questionnaires.

Yours sincerely

Melvyn Blackband

Lead Inspector

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