

Duncton CofE Junior School

Inspection report

Unique Reference Number	125980
Local Authority	West Sussex
Inspection number	359980
Inspection dates	15–16 June 2011
Reporting inspector	David Marshall

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Angela Thornley
Headteacher	Helen Martin
Date of previous school inspection	12 February 2008
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Introduction

This inspection was carried out by two additional inspectors. During the inspection, seven lessons and three teachers were observed. Discussions were held with staff, members of the governing body, parents and carers, and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities, and minutes of governing body meetings. In addition, questionnaires from 43 parents and carers, and others from staff and pupils, were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies for assessment, and what they say about pupils' progress, especially in mathematics.
- Pupils' personal development and the effectiveness of the school's measures to enhance pupils' cultural development.
- The effectiveness of the federation in improving the curriculum and contributing to the overall outcomes for pupils.
- In light of the federation, how effectively the leaders and managers at all levels, including the governors, are in enabling continuity and improvement.

Information about the school

Duncton Junior School is a much smaller than average village school with three full-time teachers. There are three classes, one with mixed-year groups, with some year groups having very few children. It is part of the Lavington Park Federation, along with Graffham Infant School, and shares much of the documentation, policies and procedures. Most pupils are of White British heritage, with many choosing to come to the school from some distance away. The proportion of pupils known to be eligible for free school meals is below the national average. A significant, and increasing, proportion of children have special educational needs and/or disabilities. These needs include behavioural, emotional and social difficulties.

The school is part of a hard federation with Graffham Infant School. Separate inspection teams inspected the two schools simultaneously.

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

Duncton is an outstanding school. It has a considerable number of strengths. The school's outstanding qualities are due to the effectiveness of the management, the outstanding quality of pastoral care, and the excellent relationships with parents and carers. Many parents and carers remarked on the amazing opportunities their children have, how well their interests have been developed and how effectively they are used in the Forest School curriculum. As one of them observed, summing up the high regard of almost all: 'Both of my children enjoy school and are given opportunities to experience a wide variety of things they would not be able to without Forest School and the activities provided through the able pupils scheme. I am very happy that the school is led and managed with each and every child's best interests at heart.'

The school's very positive reputation in the community and improved pupils' outcomes reflect the headteacher's and staff's shared aspirations for the school, in particular since the federation with another local school. The wide range of systems and strategies put into place to address the school's well-identified priorities has resulted in considerable improvement since the last inspection. For example, there has been marked improvement in the overall quality of teaching and in pupils' progress across a number of subjects. Given its track record of improvement and innovation in many areas, together with its detailed and very effective self-evaluation procedures, the school's capacity for sustained improvement is outstanding.

Due to the effective organisation and careful assessments, pupils now make outstanding progress across the school. Pupils' attainment is above average, and the school's results in national tests in 2010 were in line with the school's records and expectations. As the leaders had identified, the standards reached in mathematics were below those in other disciplines. The planned changes and systems they have put in place, with the excellent overall quality of teaching this year, have already closed this small difference.

All staff have worked hard to create attractive classrooms with imaginative displays, and therefore they provide a very positive learning environment. The curriculum covers all subjects and is enhanced by an excellent range of additional activities, visits and visitors. The school has modified the curriculum very effectively over the last three years. These innovations have been made in the curriculum through using the expertise of staff from both schools. The staff have rightly identified that there is now the opportunity to further enhance the possibilities for pupils to practise and consolidate their writing, problem solving and information and communication technology (ICT) skills through the many openings their curriculum offers.

Safeguarding procedures are good and pupils' safety and well-being are paramount at all times. Pupils' personal development and their wider educational outcomes are outstanding, which guarantees their high level of all-round achievement, both academic

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and personal. Throughout the school, thanks to the school's outstanding care and support, pupils are enthusiastic learners. They acquire an excellent understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. In spite of the school's very best efforts, and pupils' great enjoyment of school, attendance remains just average. Although this is an improvement, extended holidays during term time adversely affect attendance figures, and punctuality to school remains a problem for a small minority of pupils.

The school does much to promote its place in the local community and works extremely effectively with many groups and local businesses. The contribution of the parent teacher association is greatly appreciated by all involved. An audit of the promotion of community cohesion, undertaken by governors and staff, is underpinned by a careful analysis of the school's context. The school's links with the local community are excellent, and pupils' awareness of, and preparation for, living and working in a culturally diverse Britain are being developed well.

What does the school need to do to improve further?

- Ensure that the changes in the curriculum are embedded so that:
 - pupils are given the maximum opportunities to practise and reinforce their skills and learning in English, mathematics and ICT
 - the exciting and relevant activities that are linked across subject areas are present in all lesson planning.
- Reduce levels of absence by discouraging parents and carers from taking extended holidays during the school term, and improving the pupils' punctuality to school.

Outcomes for individuals and groups of pupils**1**

Pupils enter the school with skills and understanding that are usually in line with those expected for their age. Discussions with the Years 5 and 6 pupils showed that they become independent and highly motivated learners. Pupils know they have to work hard to be given this independence, and they do. In all lessons observed, pupils made outstanding progress. Lessons showed that pupils have become confident writers and know grammatical conventions well. In a Year 6 lesson, they shared their thoughts and writing based on *The Labyrinth*. They all decided that this description from one pupil was the one they liked best, 'The blazing sun took over the pale blue sky, deliberately blotting out the last drops of twilight that decorated the heavy sea.' Pupils in the Year 3/4 class knew how to use words developed from their drama to make their writing more descriptive and exciting. In mathematics, both pupils' past work during this year and work within lessons, illustrated their growing confidence in basic and more advanced number calculations and problem solving. This was clear in an excellent mathematics lesson in the Year 5 class. The pupils were enthusiastic and sensible as they challenged the teacher over which subtraction method to use. The pupils' enjoyment and thoughtful consideration of each other's opinions and outstanding attempts to record their ideas were typical of what they learn, and were impressive.

The very effective provision for pupils with special educational needs and/or disabilities are very well supported by the teaching assistants, who ensure through identifying their needs early that they make consistently good progress. Pupils' work in classrooms shows that

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not only is progress in English, mathematics and science now outstanding across the school, but also that pupils do very well in other subjects. For example, outstanding displays show the strength of art and design.

Throughout the school, relationships between staff and pupils are excellent and contribute to the positive ethos for study. Pupils' spiritual, moral, social and cultural development is good, contributing to their excellent behaviour. Pupils show very caring attitudes to each other and the environment. Pupils are keen to show how much they enjoy responsibility, for example as monitors or buddies. The outstanding progress made by pupils in English, mathematics and science, combined with their keen appetite for teamwork and their zest for learning, prepares them very well for their transition to the next stage of their education.

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	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Observations of teaching confirmed that, throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In all the lessons observed, pupils were well motivated by the ideas and resources presented through well-thought-out planning, and were keen to please their teachers and other adults. This was evident in the excellent literacy and mathematics lessons in all three classes. In all lessons, the pupils could hardly wait to join in the actions and share their thoughts and ideas. Staff's high expectations of pupils' progress are

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reflected in the challenging targets set for individuals and year groups. The careful planning is implemented with enthusiasm and care, and these targets are used effectively. Teachers' excellent use of praise, and the attention they give to using pupils' targets, is a reflection of the way in which, in the best lessons, teachers take all learning opportunities that arise.

Pupils relish their learning at this school. Teachers provide interesting resources that enthuse pupils and keep them engaged in their work. When pupils are asked to work together, they do so very effectively. They keep on task, challenge each other and plan their work carefully. Pupils enjoy working independently, and respond well to teachers' questions, particularly where these really probe their thinking and understanding. In many lessons, the curriculum planning provides a variety of activities and opportunities through, for instance, the links made with the Forest School, for pupils to make their own well-defined choices. However, pupils' progress slows occasionally as these opportunities are missed, and aspects of the curriculum are studied in isolation from each other and are less relevant to pupils' needs and interests.

Pupils show very caring attitudes to each other and the environment. They know there is always someone they can turn to in moments of difficulty. They acquire an excellent understanding of healthy living and an excellent awareness of how to keep themselves and others safe. The school council is justifiably proud of the input it has made to influence changes. Its input is mature and thoughtful, and much appreciated by all staff. In discussions with the pupils, the older ones made sure the younger ones had their chance to speak. The way pupils treat each other and speak to adults with such kindness and respect was a pleasure to witness.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides inspirational leadership. This, in partnership with the federation's very effective assistant headteacher, ensures that complacency is not tolerated. Teamwork is excellent and the administrative staff are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work brilliantly together. The school knows itself very well and sets the right targets to become even better. Documentation is excellent and the evaluation of the school's work is honest and accurate. The outstanding governing body is fully involved in this process, challenging decisions and requesting explanations where necessary. It holds the school to account in a challenging but supportive manner.

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Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. There are, for example, effective procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. The senior managers, supported well by all staff, are effective in promoting equality of opportunity and tackling discrimination for all pupils across all aspects of the school's work. The contribution the school makes to community cohesion is good. A plan and clear actions are in place for promoting pupils' understanding from a local and global perspective. The school is in the process of implementing its plans for greater national links aiming to raise this aspect of community cohesion to the outstanding level of the rest of its 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

Views of parents and carers

An above average proportion of parents and carers returned the questionnaire and the overwhelming majority, and those who spoke to the inspection team, are very happy with the school. They consider that the school has a dedicated team of staff and the headteacher leads and manages the school, and federation, exceptionally well. They say that the school has a very warm, supportive and friendly atmosphere and almost all feel their children make good progress. Inspection evidence shows that all pupils, including those with special educational needs and/or disabilities, are making outstanding progress. Parents and carers are particularly impressed with the pastoral support their children receive. This reflects the findings of the inspection. The very small number of constructive criticisms were shared and discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Duncton CE 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	72	12	28	0	0	0	0
The school keeps my child safe	36	84	7	16	0	0	0	0
My school informs me about my child's progress	29	67	14	33	0	0	0	0
My child is making enough progress at this school	26	60	14	33	1	2	0	0
The teaching is good at this school	34	79	9	21	0	0	0	0
The school helps me to support my child's learning	30	70	11	26	1	2	0	0
The school helps my child to have a healthy lifestyle	24	56	18	42	0	0	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)	27	63	13	30	1	2	0	0
The school meets my child's particular needs	32	74	10	23	1	2	0	0
The school deals effectively with unacceptable behaviour	26	60	16	37	1	2	0	0
The school takes account of my suggestions and concerns	29	67	14	33	0	0	0	0
The school is led and managed effectively	37	86	6	14	0	0	0	0
Overall, I am happy with my child's experience at this school	32	74	11	26	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 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.



17 June 2011

Dear Pupils

Inspection of Duncton CE Junior School, Petworth, West Sussex GU28 0LA

Thank you so much for welcoming us into your school when we visited you recently. We thoroughly enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what you told us Duncton is an outstanding school. These are the main reasons why we thought the school was so good.

- You make outstanding progress and really try hard at all times. We were very impressed that you knew what to do to make your work even better.
- We saw that you know you are especially lucky to have so many different activities both during and after school, especially in the Forest School.
- Your headteacher and staff do a super job in organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the school council and Buddies do a super job.
- You behave exceptionally well, work hard and listen carefully to your teachers all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

We have agreed with your school that even in an outstanding school there are a few things that will help it to become even better. We have asked the staff to look at how they plan, carry out, and link the subjects in your lessons to make sure they are as interesting and exciting as they can be, and give you all the best possible opportunities to use the skills you have learned. We also want them to encourage your parents and carers to help you all to attend regularly and arrive for school on time.

All of you can help by continuing to listen carefully and taking note of what the teachers say so that you can carry on making the best possible progress in your learning.

Yours sincerely

David Marshall

Lead inspector

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