

Dunchurch Boughton CofE (Voluntary Aided) Junior School

Inspection report

Unique reference number	125703
Local authority	Warwickshire
Inspection number	381112
Inspection dates	9–10 February 2012
Lead inspector	Joseph Peacock

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	The governing body
Chair	John Bennett
Headteacher	Andy Wardle
Date of previous school inspection	23 April 2007
School address	Dew Close Dunchurch Rugby CV22 6NE
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Age group	7–11
Inspection date(s)	9–10 February 2012
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Introduction

Inspection team

Joseph Peacock

Additional inspector

Wiola Hola

Additional inspector

Linda Rowley

Additional inspector

This inspection was carried out with two days' notice. The inspection team spent nearly eight hours visiting 16 lessons and observing nine teachers. They also inspected the school's before- and after-school sessions. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They held meetings with the headteacher, representatives of the governing body and staff, and talked to parents and carers and to pupils. Inspectors observed the school's work, and looked at school planning, assessment data and pupils' completed work. They assessed the quality of the school's documentation including minutes of meetings of the governing body, improvement planning and policies and procedures relating to safeguarding and children's welfare. The inspectors scrutinised 76 questionnaires returned by parents and carers, and those returned by staff and pupils.

Information about the school

The school is larger than the average primary school with almost half of its pupils travelling from out of the normal catchment area. The proportion of pupils from a variety of minority ethnic backgrounds is below average and very few speak English as an additional language. The proportion of disabled pupils and those with special educational needs is below average but above average for those who have a statement of educational needs. The proportion of pupils known to be eligible for free school meals is below average. Amongst its national awards, the school has Healthy School status and the International Schools Award. The last routine inspection was deferred following a review by Ofsted, which found high attainment was being sustained. In the last academic year, significant staffing turbulence affected half of the eight classes. Temporary teachers are still covering two classes. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress.

There is a before- and after-school club run and managed by the school during term time. It was part of the inspection and is included in this report.

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school where the relentless drive of senior leaders, the business manager and the governing body to improve, successfully underpins pupils’ excellent achievement.
- High standards in reading, writing and mathematics have been sustained for the past five years, despite recent and ongoing staffing turbulence.
- Exceptional procedures are well established for checking the effectiveness of all aspects of school life, including the progress made by individual pupils every half term.
- Assessment information is used effectively to ensure every pupil’s learning needs are met. This maximises the progress for disabled pupils and those with special educational needs and the very few with English as an additional language.
- Teaching is outstanding, including during the before- and after-school club sessions and activities in and out of class.
- Curriculum development never ceases for staff and helps maintain the high standards and pupils’ enjoyment. Curriculum enrichment is a strong feature with a wide range of additional activities on offer for pupils to enjoy.
- Morale is high and there is a strong sense of community where everyone is cared for, valued and feels safe in school. The inclusion of disabled pupils is exceptional and this fosters a strong sense of social responsibility in all pupils.
- The excellent provision for pupils’ spiritual, moral, social and cultural development ensures pupils’ behaviour is exemplary and all have extremely positive attitudes towards school and their learning.
- Curriculum revisions this term strengthen links between subjects. However, promoting mathematical skills does not have the same high profile as reading, writing or computer skills.
- Teachers’ marking is thorough and informative but there is little evidence of pupils following up teachers’ comments to further improve their work.

What does the school need to do to improve further?

- Enhance the opportunities for pupils to use their mathematical skills in

meaningful real-life situations across the curriculum.

- Ensure that pupils are given time to respond to teachers' helpful marking comments in order to further improve their work.

Main report

Achievement of pupils

The attainment of pupils on entry varies but is generally above average. The school builds exceptionally well on the favourable starting points of many pupils. The work of pupils currently in Year 6 and the school's assessment records show that pupils are on track to once again maintain high levels of attainment. In mathematics, for example, almost seven out of ten pupils achieve high standards. The proportion in reading and writing is only slightly less than this. The progress made by all pupils, whatever their background, is outstanding in reading, writing and mathematics and at least good in other subjects. Pupils who arrive at the school with slightly lower prior attainment make the same exceptional progress as other pupils because of the support they receive from staff, particularly in reading. All display a good knowledge of letters and their sounds and all are heard to read regularly by staff and volunteer parents. Many attain above average standards in reading and other areas as a result. Pupils learning English as an additional language make excellent progress in reading, writing and mathematics as they benefit from the friendship of other pupils and individual support from staff. Most pupils show skills that far exceed expectations for their age when using computers.

The achievement of disabled pupils and those with special educational needs is outstanding because staff analyse their progress in depth and accurately identify their individual learning needs each half term. Another key factor is the highly effective way the provision is jointly led and managed by the headteacher and a teacher in the absence of the special educational needs coordinator. Teachers and teaching assistants use assessment information effectively to ensure all pupils have appropriate support and challenge. In the returned questionnaires, parents and carers were very positive about the progress their children make. 'Children thrive at this school' was a typical comment.

Quality of teaching

Excellent systems are in place to regularly check on the quality of teaching and the effectiveness of the planned curriculum. As a result, teaching has remained outstanding despite recent staffing turbulence. This has ensured that pupils' high attainment has been successfully maintained. The challenging and engaging activities planned in all subjects reflect teachers' high expectations of pupils. These stem from exemplary assessment procedures which clearly show the progress each pupil makes. Any falling behind are quickly identified and supported. Parents and carers who responded to the questionnaire clearly hold positive views about the school in general and about the quality of teaching in particular. Pupils play their part in successfully maintaining high standards by their positive attitudes and keenness to

learn, directly attributable to the outstanding social and moral aspects of their personal development. 'Teachers make learning loads of fun' was typical of pupils' views about teaching. Features of the excellent teaching are the outstanding rapport and relationships between staff and pupils, careful match of work to pupils' different ability levels and the infectious enthusiasm of teachers and their assistants, motivating all pupils to do their best. Year 6 pupils, for example, planned and wrote lengthy stories with a rainforest theme using computers. A jaguar's eyes were described eloquently as 'menacing, emerald green slits' by one pupil, reflecting the generally high quality of writing. 'You should have been here for mathematics! We had to draw a hexagonal prism,' boasted a Year 3 pupil proudly to an inspector. Teachers make good use of computers to support and enhance pupils' learning with tasks such as comparing supermarket prices. Teachers' marking routinely gives pupils clear guidance on how to improve their work. However, there is little evidence of these comments being followed up by pupils. Homework, such as devising a crossword about healthy living, is set regularly and supported well by parents and carers. Their interest and support add to pupils' motivation to learn and do well.

Behaviour and safety of pupils

Social values such as reciprocity, resilience and empathy for others are promoted effectively in this Church of England school. Consequently, behaviour in lessons and at the before- and after-school clubs is exemplary with most pupils showing how keen they are to learn and do well. The fun-filled sessions before and after school are popular with all pupils. In these sessions and during lessons, pupils work conscientiously and sensibly in groups or with their partners and clearly respect one another's views and opinions. They listen attentively and are quick to respond to class instructions. Their outstanding behaviour is a key factor in the school's continuing success. There is an excellent atmosphere for learning in class and adults are highly effective in encouraging and motivating pupils to do their best. The excellent progress made by disabled pupils and those with special educational needs reflects the expertise and commitment of staff to care for and support them.

The school deals promptly and effectively with any form of bullying or thoughtless behaviour. Parents, carers and pupils are all very positive about behaviour. Most say that the school is a safe place and almost all believe that any incidents of bullying are dealt with effectively. Inspection evidence supports these views. A concern of some parents, carers and pupils was the occasional disruption caused by a very small number of pupils in lessons. Staff respond quickly and effectively should this arise and any disruption is kept to an absolute minimum. Excellent relationships between all pupils are evident. Pupils say that they feel free from any worries about bullying or intimidating behaviour. There have been no permanent exclusions in recent years and no fixed term exclusions since December 2010. Pupils' attendance has been successfully maintained at a level that is well above the national average for a number of years. This is more confirmation of how much pupils enjoy coming to school.

Leadership and management

Parents and carers are very positive in their praise of the inspirational headteacher and caring, conscientious teachers. Pupils fondly regard their headteacher as 'just

cool, not boring' and parents and carers say that he always 'goes the extra mile'. Over the years, the headteacher has developed a highly effective, shared management structure where every member of staff feels personally responsible for bringing about improvement. The headteacher is the first to agree that 'outstanding' does not mean 'perfect' and the search for perfection is a constant focus for everyone. Professional development is a strength, with all staff eagerly attending training sessions to keep abreast of the latest developments. All are fully involved in evaluating attainment and the quality of teaching and learning. Teachers with particular strengths are often paired with others who want to improve certain aspects of their work. The commitment and dedication of staff are backed up and supported by a governing body which has a wide range of professional expertise. Its members are knowledgeable and fully involved in identifying areas for improvement from their frequent monitoring visits. The skilled business manager ensures the smooth day-to-day running of the school and manages the finances meticulously. As a result, the necessary resources are always readily available for staff. Together, staff and the governing body ensure that the school has an excellent capacity to improve further.

The continuous review and ongoing improvements to the curriculum ensure that all pupils are provided with interesting and often exciting learning experiences including residential visits. There is a particularly strong focus on developing basic skills in reading, writing and mathematics. Good use is made of class computers to promote literacy and research skills. However, the promotion of mathematical skills does not have the same high profile as other skills across the curriculum. This has been identified, rightly, by the school as an area to improve. All pupils are taught to speak French and enjoy attending a wide range of school clubs some of which are suggested and run by pupils.

The highly effective promotion of pupils' spiritual, moral and social development contributes enormously to pupils' positive attitudes and high achievement. Through religious education lessons and frequent visitors, pupils have a good understanding of cultures other than their own. Their multicultural awareness is enhanced by studying French speaking areas of the world like the Polynesian islands. The International School's Award recognises the strong links with other countries.

All safeguarding policies and procedures are reviewed regularly and safety checks are frequent and rigorous. The effective arrangements for safeguarding pupils reflect the high level of care by staff. The school has an effective policy for ensuring all pupils are treated equally. It is a truly inclusive school in which there is no evidence of discrimination and all pupils have their individual needs met exceptionally well. Every parent and carer who responded to the questionnaire agreed that staff efforts to promote equality and deal effectively with any bullying or discrimination are instrumental in ensuring the school maintains high standards in all that it does for its pupils.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



13 February 2012

Dear Pupils

Inspection of Dunchurch Boughton CofE (Voluntary Aided) Junior School, Rugby, CV22 6NE

Thank you for your welcome when we inspected your school. We enjoyed our time with you very much. A special thank you goes to those of you who shared your views with us through questionnaires and in conversations. You told us that you feel extremely safe and very well cared for and we found evidence to support this view in the well-organised before and after school sessions, in lessons and around the school.

We judged that your school is outstanding. You clearly enjoy school and behave exceptionally well in and out of lessons. The peer mediators do an excellent job making sure no-one feels upset and everyone can enjoy activities such as 'huff and puff' on the playground. We found that the things you learn about in lessons are well planned, challenging and interesting. Many of you told us how much you like your teachers and how they make learning fun. Teaching at your school is outstanding.

Your headteacher, all the staff and governors do an excellent job in leading and organising the school. Every member of staff is involved in arrangements to check how well you are doing and to find anything that is not as good as it should be. As a result, you continue to make excellent progress and achieve high standards. The curriculum gives you lots of fantastic things to do. Your parents and carers told us that the wide range of after-school clubs make choosing which to attend difficult. In most lessons, you make full use of your reading, writing and computer skills. Using mathematics skills does not have the same high profile at present so we are asking teachers to plan better opportunities to use these skills in other lessons. We are also asking your teachers to give you time to make corrections to your work to make it even better.

We hope that you will continue to work hard to maintain the high standards that you achieve. Your excellent attendance is a credit to you all. Congratulations on what you have achieved and best wishes for the future.

Yours sincerely

Joseph Peacock
Lead inspector

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