

Dunham-on-Trent CofE Primary School Profile



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Laneham Road, Dunham on Trent
Newark, Nottinghamshire, NG22 0UL
Telephone: 01777 228383
<http://www.dunham-on-trent.sch.uk>

Children's Service Authority:	Nottinghamshire
Age range:	5-11
Number of pupils:	106
Head teacher:	Mrs Dorothy Hayes
Chair of governors:	Mr David Montgomery

What have been our successes this year?

Ofsted Inspection - January 2006

'This is a good school that has made rapid improvements since the last inspection. It provides well for its pupils and gives good value for money. There are many strengths. It is a welcoming school where pupils are happy and well behaved in lessons. The school takes good account of the views of parents and pupils - they hold the school in high regard. The headteacher leads the school well and has built an effective team which works hard to provide a high quality education for the pupils'.

Section 24 Inspection - January 2006

'The school is a good church school with strengths in many areas. Many Christian values permeate school life'. Strengths include the value placed on every individual in the school community in a culture of care and mutual respect.

Other successes include:

- The school appearing on BBC1 Country File as part of a programme on alternative fuels for the future - our school burns willow which is grown locally.
- Provision of Interactive whiteboards in class 2 & 3
- PFA Summer Fayre
- Residential visit to Hathersage for class 4
- The Spanish Armada performed by children in Class 3 & 4

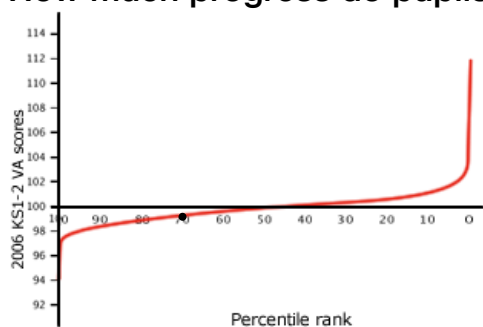
- Participation in numerous sporting events and festivals

What are we trying to improve?

The school needs to:-

- Develop the curriculum further so that all subjects provide a broader range of experiences for pupils.
- Increase opportunities for the development of ICT in order to improve skills of independent learning.
- Enable leaders of subjects other than English and Mathematics to check on teaching to know how well pupils are learning and what is needed to improve provision.
- Provide greater challenge and improved provision for the Gifted and Talented and the Higher Attaining pupils
- Attendance - Although attendance is satisfactory it is adversely affected by those parents who take pupils out of school in term time
- Raise attainment further in mathematics at level 4 and particularly at level 5
- Further improve attainment in writing at level 3
- Fill the two parent vacancies on the Governing Body
- Achieve the Gold Standard Award for Healthy Schools by November 2006
- Review our Food in School Policy in response to the new Government Initiative on Healthy school meals
- Review the Drug Policy and implement 'On Track' into the Year 2 curriculum
- Complete the window replacement programme by providing new windows in class 1

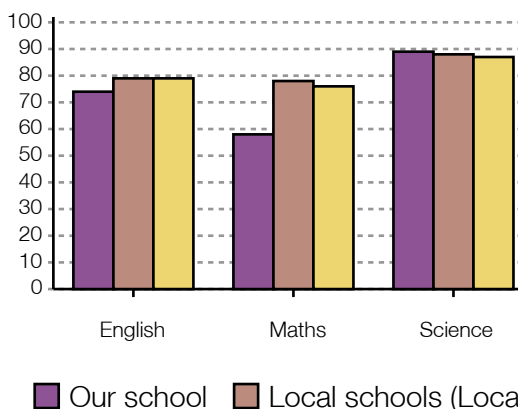
How much progress do pupils make between age 7 and 11?



The chart shows our school's value added (VA) score relative to that of other primary schools. VA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

- Our school

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2006. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

How have our results changed over time?

Standards over the last five years at Key Stage 1 have varied widely from year to year at level 2+ and 3 but overall standards are in line with the national average based on average points scores for writing and maths. Standards in reading show an improving trend from below the national average to above for the last two years.

At Key Stage 2 standards in English vary at level 4 but are often above the national average at level 5 which results in overall standards based on average points scores mostly at or above the national average. In maths standards at level 4 also vary but those at level 5 have been consistently below the national average for the last four years. This results in an average points score which over the last four years is below the national average.

How are we making sure we are meeting the learning needs of individual pupils?

The quality of teaching and learning are good and enables pupils to learn well. Teachers know their pupils well and ensure that they meet the widely differing needs of the pupils in their class. The strengths in teaching include good planning that is matched to learners needs, good subject knowledge, skilful questioning, high expectations of behaviour, good management and lessons that move at a brisk pace. These strategies enable pupils to maintain their interest, enjoy their learning, make good progress and achieve well.

Teaching assistants are often skilled instructors and they make a good contribution to pupils learning. Support for pupils with special educational needs is in line with their Individual Education Plans

Group targets are currently set for the achievement of pupils writing and number. Tracking systems are geared to mapping the progress of individual pupils through these targets. The use of group targets has enabled teachers to match their teacher assessments with pupils performance in assessment tasks and tests. The impact on the curriculum is analysed by evaluating progress of different groups through the schools tracking system.

How do we make sure our pupils are healthy, safe and well-supported?

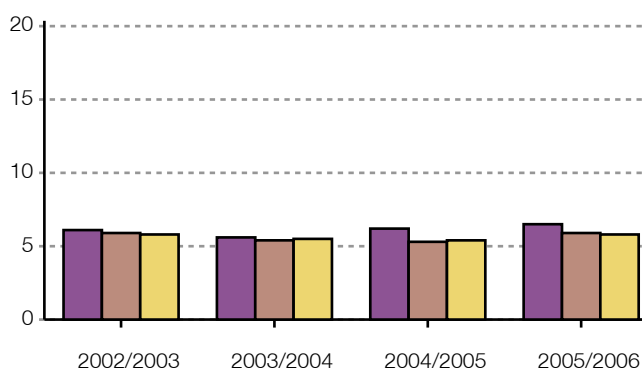
Pupils personal development and well-being are good. The school has a calm and welcoming environment. There has been a great improvement in pupils attitude to school and work. Pupils listen attentively and work well together. Behaviour is good and pupils are polite. Bullying is rare and pupils agree that incidents are dealt with very quickly and effectively. They find their lessons interesting and say that they are well supported when work is difficult.

We are currently working towards the final two strands of the Healthy Schools Award which are PSHE and Emotional Health and Well Being which will be completed by December 2006.

Year 5 and 6 pupils participate in DARE and year 2 pupils ON TRACK (Drugs education)

All pupils have a minimum of 2 hours PE a week and we are currently reviewing our playground markings to promote more physical exercise.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

What activities are available to pupils?

The curriculum is enriched a good range of clubs and by visitors to the school as well as by a series of special days. These events are well supported and help to make learning exciting. The older pupils are very enthusiastic about their annual residential visit to an outdoor centre.

A wide range of sporting activities is offered in and after school. Music features largely in the life of the school, both singing and instrumental tuition. It is a strong asset particularly so in the conduct of worship.

Provision of extra curricular clubs is a strength and currently includes basketball, football, cricket, dance, high fives, art, French, Science, British Sign Language and recorders for pupils in Key Stage 2 and football, rounders, dance, art and recorders in Key Stage 1.

How are we working with parents and the community?

Relationships with parents are very good and many of them give a helping hand in classrooms, on visits out of school, swimming and PFA events. The majority of parents ensure that their children complete their homework.

Regular newsletters include issues raised by class teachers, parents or pupils for discussion.

Parents are invited to two consultation meetings per year (Autumn and Spring Term) and receive a written annual report in the Summer Term. They are also invited to comment in written form on their child's annual report.

Community involvement:-

- Partnership with local churches
- Tuxford Family of Schools
- Bishop Grosseteste Teacher Training College
- Cheshire Homes
- OAPs come into school from the local community where they are entertained with a selection of readings and Carols.
- Parish Council provide for all pupils in school to be receive football coaching from an FA coach (Yearly event)
- Members of the Parish Council are invited to attend assemblies and special events in school
- Regular articles in 'Trentsider' a community newspaper

What have pupils told us about the school, and what have we done as a result?

Pupils feel safe and looked after at lunchtimes and playtimes. Incidents of poor behaviour have reduced by almost 75% over that last two years according to records maintained.

Whilst pupils enjoy being together at lunchtime they did express a concern about having all their playtimes together when the weather is poor in winter when they were unable to play on the field reducing playground space. They felt that when everyone is out together playing together on the playground there was not enough space. There was also a concern about younger children copying any anti-social behaviour carried out by one or two individuals in Key Stage 2. A decision was reached that lunchtimes would be spent with all the children together and playtimes would be split Key Stage. To be reviewed in the summer term

Pupils also asked about the possibility of running their own 'Healthy Tuckshop'. After researching different options (what to sell and costs involved) it was decided to trial the tuckshop and review it in the summer.

What do our pupils do after leaving this school?

The majority of our pupils attend Tuxford Comprehensive School when they transfer at 11. A good partnership with Tuxford Comprehensive helps ensure the smooth transfer of pupils both into and out of the school. Pupils now have the opportunity to attend an induction week at the beginning of July where they meet their teachers, their form tutor and mix with other pupils in their tutor group. Other activities include a visit Perlethorpe Outdoor Education Centre as part of the work currently being done on the Literacy Bridging Unit and taster lessons in ICT, Modern Foreign Languages, a PE afternoon, Science and Technology.

Those not attending Tuxford Comprehensive go to the Grammar School in Gainsborough.

What have we done in response to Ofsted?

Started developing the curriculum further so that all subjects provide a broader range of experiences for pupils

Actions to date

- Identified a co-ordinator for Thinking Skills
- Inset Day organised for Autumn Term 2006 to raise standards in writing
- Started making links between curriculum subject areas.
- Identified a co-ordinator for Gifted and Talented pupils.

Increasing the opportunities for the development of ICT in order to improve the skills of independent learning

Actions to date

- Two interactive whiteboards for classes 2 and 3.
- Identified new co-ordinator for ICT.
- Two members of staff attended training on website development.
- Opportunities for ICT are included in the weekly planning.
- ICT better integrated into the curriculum

Enabling leaders of subjects other than English and Mathematics to check on teaching to know how well pupils are learning and what is needed to improve

Actions to date

- Monitoring plan now in place and will start in September 2006.
- Staff meeting held where staff carried out a work audit of their particular subject area that they co-ordinate.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01777 228383

Our website <http://www.dunham-on-trent.sch.uk>
