

Dudley House School

1 Dudley Road, Grantham, Lincolnshire NG31 9AA

Inspection dates	2–4 February 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Governors and leaders have created a nurturing culture that focuses on fully developing the pupils' academic, social and emotional skills.
- The proportion of pupils who make more than the progress expected of them in English is above national levels.
- Teachers carefully plan their lessons to ensure that all pupils engage with their learning and make progress across most subjects.
- Enrichment activities enable pupils to secure their knowledge and skills, and develop a secure understanding of the local community.
- Teachers and leaders at all levels work closely with other local schools and other national Seventh-day Adventist schools to share best practice and to ensure that their assessment practices are accurate.
- Reading is a strength of the school. Pupils are encouraged to read regularly and most read well.
- Governors and proprietors have an accurate view of the strengths and weaknesses of the school. They ensure that their own skills serve to drive the school's vision.
- Attendance is consistently above national levels and improving. Punctuality to school is also high and rising.
- Pupils' behaviour is exemplary. Relationships are strong, both between pupils and between pupils and their teachers.
- The school's provision for children in early years provision is outstanding.
- The caring staff closely support the needs of all pupils, particularly those who are vulnerable or who are experiencing difficulties.
- Pupils with special educational needs or disability make good progress across all years because of the close support that they receive from teachers and teaching assistants.

It is not yet an outstanding school because

- Some pupils do not make rapid enough progress in mathematics.
- Pupils' understanding of homophobic and racist bullying is not as developed as their understanding of all other types of bullying.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Ensure that the proportion of pupils achieving more than the progress expected in mathematics matches the very high proportion that makes this level of progress in English.
- Ensure that all pupils' understanding of homophobic bullying and racist bullying is as comprehensive as their understanding of other forms of bullying.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, senior leaders and governors have ensured that the school fully meets all the independent school standards.
- Senior leaders' high expectations of their pupils is central to their work. They also ensure that there is a strong focus on supporting and nurturing pupils' social and emotional skills. All staff ensure that each child fully develops their academic and social skills. Teachers plan carefully for each pupil's needs, offer appropriate support and pay close attention to pupils' welfare. Consequently, leaders, teachers and governors have created a culture where pupils are able to explore their talents, engage with their learning and make good progress.
- The headteacher leads the school very effectively and models her expectations of her staff and of the pupils. She is committed to fully developing teachers' and leaders' skills. She is astute in identifying which staff will work best with key subject areas, year groups or individual pupils. Because of this, pupils receive the support and guidance that enable them to make good progress and develop their emotional and social skills well. This is particularly the case for pupils with special educational needs or disability, as well as those who have specific barriers to their learning.
- The headteacher has an accurate view of the quality of teaching and learning. She achieves this through her regular visits to lessons, her checks of pupils' books and her conversations with pupils. The headteacher has worked closely with several educational consultants to ensure that her evaluation of the quality of teaching and learning is accurate. Through this robust assessment of each teacher's performance, the headteacher is able to provide precise support for those teachers whose performance may not meet the school's high expectations.
- The leadership of the school's provision for pupils with special educational needs or disability is very effective. The coordinator for pupils with special educational needs closely monitors these pupils' progress and ensures that they receive appropriate support where they are falling behind. Furthermore, teaching assistants provide effective support for vulnerable pupils. Because of this, pupils with special educational needs or disability make good progress, particularly in developing their confidence and their social and emotional skills.
- The school provides excellent opportunities for the professional development of its staff. Staff are able to take advantage of a wide range of training to develop their subject knowledge, secure their teaching skills and enhance their support for pupils' welfare. The school offers staff opportunities to learn from each other and share best practice with colleagues from local schools and from the schools across the country that the Seventh-day Adventist Church supports.
- Arrangements for managing teachers' performance are robust. Teachers' performance targets focus on securing pupils' progress and developing the effectiveness of the school's provision. In making decisions relating to salary progression, governors take into account a wide range of information relating to teachers' performance.
- The school's arrangements for monitoring pupils' achievement are effective. Leaders at all levels closely track pupils' progress and provide appropriate support where they identify pupils who are falling behind. Consequently, most pupils make good progress, particularly in English and in the high-performing subjects such as history, art, music and drama.
- Arrangements for monitoring pupils' attendance and behaviour are thorough and effective. Leaders at all levels keep detailed records of pupils' attendance and behaviour. They analyse these records to identify any possible areas of concern. On the few occasions where concerns arise, leaders take prompt action. Owing to this, overall attendance is high across all years and incidents of poor behaviour are rare.
- The well-designed curriculum enables pupils to develop their skills across a wide range of subjects through theme-based project work. A broad range of enrichment activities further enhances the curriculum. These include school trips, involvement in performing arts contests, and receiving visitors and representatives of different faiths and workplaces. Because of this, pupils are able to develop their knowledge, skills and understanding, as well as their appreciation of the community they live in.
- Subject leaders are effective in developing the school's provision, particularly in English and mathematics. They receive time and training to support them in their role. Furthermore, they provide focused training to ensure that teachers accurately assess pupils' skills and plan effectively to meet their needs. Consequently, pupils across all years make strong progress, particularly in English. However, some pupils do not make rapid enough progress in mathematics.

- Pupils' spiritual, moral, social and cultural development and their understanding of fundamental British values are central to the school's work. The strong personal, social, health and citizenship programme enables pupils to consider the society within which they live and develop a secure understanding of the different cultures in modern Britain. Pupils are able to take part in a wide range of enrichment activities that develop this understanding further. These include taking part in raising funds for local and national charities, singing for patients in a local hospice, and completing a display remembering the soldiers who died in the First World War. Pupils' understanding of the discrimination that people may experience due to their sexual orientation or race, however, is not as strong as it could be.
- **The governance of the school**
 - Governors and proprietors have a precise understanding of the strengths and weaknesses of the school's provision. They provide strong support and challenge to leaders at all levels to ensure that the school's provision is the best for its pupils. Governors complete their own reviews of the school's provision to ensure that their view of the school and its effectiveness is accurate. These reviews include consulting pupils and parents, meeting subject leaders and conducting visits to the school.
 - Collectively, the governors form a reflective body of people. They have undertaken an audit of their own individual skills to ensure that they allocate roles within the body according to their individual strengths. Furthermore, the governing body regularly reviews the impact it is having on the school's provision. Because of this, governors have a clear understanding of how they contribute to the strategic direction the school is taking. They are also aware of those areas where they may further improve their own effectiveness.
 - Governors have engaged an external educational consultant to assist them in their review of the headteacher's performance. This has ensured that the review is robust, that accountability is clear and that the targets for the school's further improvement are sharp.
 - Governors are firmly aware of their statutory obligations with regard to keeping pupils safe. All have recently undertaken safeguarding training, which also enhanced their understanding of fundamental British values. The Chair of the Governing Body regularly checks that all procedures to safeguard pupils are up to date and robust. Governors who sit on interview panels have completed training in safer recruitment. All governors are aware of the actions they must take where individuals raise safeguarding concerns relating to the actions of an adult.
- The arrangements for safeguarding are effective. All staff have received training relating to keeping children safe, including online safety. The school's safeguarding policy is thorough. It has enabled all staff to have a clear understanding of what actions they must take where they have safeguarding concerns about a pupil. Where safeguarding concerns do arise, the school works closely with local agencies in order to support the pupils concerned. The school also regularly reminds parents of their responsibilities regarding keeping their children safe.
- Where pupils leave within the school year or at the end of Year 6, the school ensures that these pupils have enrolled at their next school and promptly passes on the pupil's records in order that there should be no break in the pupil's education. The school liaises closely with the local authority where parents withdraw their child to educate them at home.
- The headteacher has undertaken Prevent training and has ensured that all staff are aware of the signs of extremism and radicalisation. Staff understand their responsibilities in reporting any concerns they may have relating to pupils expressing extremist or radicalised points of view.

Quality of teaching, learning and assessment is good

- Teachers' good subject knowledge enables them to provide challenging and varied activities that engage pupils in their learning. Teachers carefully plan lessons to ensure that the activities they set meet each pupil's individual needs. Consequently, pupils are able to develop a secure understanding of the subjects they are studying and of the skills they develop in the process.
- Teachers take full advantage of the fact that they teach small classes that include pupils from two year groups to ensure that pupils receive close support in their learning. Teachers encourage pupils to work together to resolve any areas of their learning where they may be struggling. Teachers regularly circulate among the pupils, providing close support, clarifying any misconceptions and asking questions to deepen understanding.

- The relationships between pupils and their teachers are strong and provide for positive attitudes to learning in the classroom. The pride with which pupils complete their work and their readiness to involve themselves in their lessons reflect these positive attitudes. For example, the inspector observed a combined lesson for Years 3 and 4 where pupils were studying the digestive system. Pupils responded to the topic with interest and maturity. They focused intently on the teacher's instructions, listened carefully to the ideas of other pupils and worked well together in completing the imaginative practical activity. Pupils readily seek help where they require it and respond well to the support that they receive. Those pupils the inspector met spoke highly of the support they receive from their teachers.
- The school has devised a new assessment system that enables teachers to assess the level of pupils' understanding accurately. Teachers use this assessment system well to ensure that they set activities that enable pupils to catch up where they may be falling behind or extend their understanding further where they are already secure.
- Teachers frequently meet with each other and with subject leaders to check that their assessment of pupils' work is accurate. Consequently, teachers' understanding of the progress their pupils are making is robust. The school works with other local schools to secure this accuracy further and enable teachers to share best practice.
- Reading is a strength of the school. Teachers regularly encourage pupils to read, either from their own work or from their reading books. Those pupils who read to the inspector did so fluently and demonstrated secure comprehension of what they had read.
- Teaching assistants work closely with pupils to support them in their learning, particularly pupils with special educational needs or disability. These pupils make strong progress as a result.
- Teachers regularly set homework in order to secure and deepen pupils' understanding and skills. Leaders have recently reviewed their practice in response to parental feedback to ensure that homework develops pupils' understanding more effectively. This is particularly the case for mathematics homework.
- Teachers focus strongly on developing pupils' communication and mathematical skills. For example, pupils receive opportunities to complete extended writing. As a result, pupils make good progress in developing these skills, particularly those relating to communication. However, some pupils' progress in developing their mathematical skills is not as high as it could be.

Personal development, behaviour and welfare

are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All staff take the welfare of their pupils very seriously. Staff closely monitor pupils' well-being and take appropriate action where necessary. As one pupil said, 'You get the attention you need'.
- Pupils are confident learners and engage well in their lessons and assemblies. The inspector observed an assembly where pupils spoke about and acted out their understanding about healthy eating to the rest of the school and to those parents who attended. The pupils demonstrated confidence in speaking in public as well as a secure understanding of healthy living.
- All pupils that the inspector met said that they enjoyed coming to school, that pupils treat each other well and that teachers support them effectively. All parents who responded to Ofsted's online questionnaire, Parent View, agreed that their children were happy at the school.
- Pupils know how to keep safe, both online and when out in the local community. For example, all pupils have learned about road safety.
- Pupils whom the inspector met, both formally and informally, said that they felt safe at the school. None, for example, could identify any area of the school where they felt unsafe. All pupils said that they could approach staff should they have any worries and that the staff would help them deal with their concern. All parents and teachers who expressed a view agreed that pupils were safe at the school.
- There is a wide range of opportunities for pupils to take on responsibility, including acting as sports ambassadors and school councillors. The school council enables pupils to explore their understanding of democracy and be involved in making decisions that benefit the school. For example, the school council arranged for the installation of signs in the toilets encouraging pupils to wash their hands.

- Pupils have a secure understanding of the nature of modern British society and their place within it. They have studied different religions and taken part in activities that celebrate different religious festivals. Pupils also take part in enrichment activities in the local community that deepen their appreciation of the diversity of British society, the needs of other people and their own welfare. Consequently, pupils have a secure understanding of how to help others, how to form positive relationships, and how to live a healthy lifestyle. Displays around the school, including displays about healthy eating, exercise and British values, reinforce this understanding.
- Pupils are aware of different types of bullying, including verbal, physical and cyber-bullying. However, pupils' understanding of homophobic bullying and racist bullying is not as strong as it should be.

Behaviour

- The behaviour of pupils is outstanding.
- The school has high expectations of pupils' behaviour. The 'golden rules' (the rules by which pupils are expected to behave) are clearly displayed around the school and reinforce the expectation that pupils should be kind and respectful.
- Pupils behave well in lessons and around the school site. They treat each other and their teachers courteously, and are welcoming to visitors. Pupils and staff say that there is typically no poor behaviour, either in lessons or during social time.
- A strength of the school is the fact that teachers teach small classes that include pupils from two different year groups. Teachers and leaders have taken full advantage of this. They actively encourage pupils to work together and to support each other. Consequently, pupils from across different years get on well with each other.
- Overall attendance is above national levels and continues to rise. Leaders and governors are, however, not complacent in this. The headteacher regularly monitors pupils' attendance and takes prompt action where any concerns may arise. For example, in the last academic year, the headteacher took action regarding the punctuality of one year group, having identified that it was not as high as for the other year groups. As a result, the punctuality of these pupils has risen significantly this academic year. Overall, pupils' punctuality to school is very high.
- Leaders at all levels closely monitor pupils' behaviour and keep detailed notes relating to any incidents that may have occurred, regardless of the nature or seriousness of the incident. These records demonstrate that there are very few incidents of poor behaviour. Where incidents occur, staff deal with them swiftly and effectively.
- Pupils report that there is very little bullying in the school and that the school deals with any such instances swiftly and effectively. The school's records and the views of parents confirm this to be the case.
- Supervision around the school during break- and lunchtime is good. Staff presence ensures behaviour is exemplary. It also fosters further the close relationships that exist between the pupils and their teachers and the support staff.

Outcomes for pupils

are good

- Many pupils enter the school with standards of attainment that are below those expected for their age or stage in education. Teachers work hard to ensure that these pupils overcome any barriers to learning and that they develop confidence as learners to enable them to catch up quickly. The school's performance information indicates that most of these pupils make rapid progress from their low starting points and quickly progress to levels of understanding that are in line with or above the expectations for their age.
- Pupils from across all years make good progress in English. The proportion of pupils who make more than the progress expected of them in English is very high.
- High-performing subjects include history, art, music and drama. Pupils achieve highly in history due to the varied enrichment activities that they undertake as part of their theme-based studies. Pupils achieve highly in art, music and drama due to the strong emphasis which leaders and teachers place upon the development of pupils' creative skills. The school has rightly recognised that for some of the more vulnerable pupils, focusing on developing their artistic skills provides an opportunity for them to grow in confidence and overcome previous barriers to learning.

- Pupils with special educational needs or disability make very good progress, both in their knowledge and skills as well as in their confidence as learners. This is due to the effective support that pupils receive from teachers and teaching assistants.
- Children in the early years provision make good progress in the development of their understanding and skills across all areas of learning. The proportion of children achieving a good level of development is above national levels. Many children currently in the early years provision are working at a level above that expected for their age.
- Pupils' reading skills are highly developed. The school's performance information indicates that most pupils make good progress in their reading skills. Teachers track pupils' reading closely through reading journals. Older pupils complete written responses, reflecting upon the books they have read. Those pupils who read to the inspector did so confidently and demonstrated a secure comprehension of the text.
- Pupils' progress in mathematics is not as rapid as their progress in English. From their different starting points, the proportion of pupils making the progress expected of them in mathematics is high. However, the proportion of pupils making more than the progress expected of them in mathematics is not as high as it should be.
- The school provides effective support for pupils as they move from one stage of their education to the next. This includes the transition from early years provision to Year 1, the transition between classes, and the move to secondary school at the end of Year 6. The fact that pupils have attended a small primary school does not hold them back when they move to secondary school. Rather, the close-knit community of which they are a part at Dudley House School provides them with the confidence and skills to embark successfully on the next stage of their education. The school continues to communicate with pupils once they have left to ensure that they settle well in their next school.

Early years provision

is outstanding

- The early years provision fully meets all the independent school standards and the statutory welfare requirements.
- The early years provision is outstanding due to the strong leadership, the close care that children receive, the robust monitoring of children's achievement and the regular communication with parents. Children in the early years provision are happy, engaged in their learning and achieve well.
- Leadership of the early years provision is outstanding. The leader has developed effective systems for assessing children's levels of understanding and ensures that the curriculum meets each child's individual needs. Working closely with the teaching assistant, the leader regularly assesses children's development and ensures that children undertake activities that secure and extend this further. Consequently, children in the early years make at least good progress. Many children are demonstrating skills and understanding which are above the level expected for their age.
- The headteacher works closely with the leader of early years to monitor the quality of teaching, learning and assessment. The early years leader regularly undertakes training to secure any areas of her practice that she and the headteacher have identified together as requiring further development.
- The leader of early years engages well with external agencies to share best practice and to ensure that her assessment of children's development is accurate. This includes working with local schools. Because of this, the leader of early years is accurate in her assessment of children's achievement and, therefore, is able to provide the necessary support to ensure children make rapid progress.
- The learning environment in the early years provision is vibrant, colourful and engaging. Displays of children's work model best practice and celebrate the children's creativity. The leader of early years and the teaching assistant regularly change displays so that they reflect the key learning of the current topic. These displays make use of a wide variety of resources, including children's work. For example, a display relating to hospitals included paintings of x-rays that the children had completed themselves.
- Children engage with a variety of activities in their learning time that allow them to explore their understanding at their own pace. Children are able to move freely around the learning environment, both indoors and outdoors, in order to pursue their interests and secure their learning. The leader of early years has adopted strategies to encourage such movement, including providing a resource satchel that children can take anywhere they wish to complete their work. Because of this, children are continually engaged in learning. A lesson which the inspector observed saw all children in both Nursery and Reception Years actively engaged in their learning. They responded well to questions from the leader of early years and the teaching assistant and completed a range of activities that developed their learning.

- The well-designed curriculum provides a wide range of activities that enables children to explore the different areas of their learning. The curriculum is intentionally flexible to meet the needs of the children and to allow them to explore in more detail areas that interest them. The leader of early years encourages children to work together in pursuing their interests. Because of this, children engage well with their learning and develop strong relationships with each other.
- Enrichment activities enhance the curriculum and provide children with opportunities to develop their understanding of the wider world. For example, children recently visited the local fire station. Upon returning to school, they developed their learning further by engaging in imaginative play in the outdoor area. This included constructing a fire engine out of chairs and using bottles of water to put out 'flames' that the teacher had drawn on the ground in chalk. Such activities enable children to explore their learning and develop their understanding of their local community, particularly the jobs of those people who keep them safe.
- Communication with parents is thorough, regular and effective. Parents contribute to the initial assessment of their child's level of understanding and their individual learning needs. The leader of early years communicates through learning and reading journals, newsletters and an open-door policy of daily personal communication. This communication is two-way, enabling parents and the school to support each child effectively.
- Children's progress is outstanding. The school's performance information demonstrates that many children are working above the level expected for their age. The proportion of children achieving a good level of development at the end of the early years is above national levels. This is due to the close support and effective teaching that children receive.
- Staff complete thorough risk assessments, including daily assessments of the learning environment.
- Safeguarding procedures are effective. The leader of early years and the teaching assistant closely supervise the children and are sensitive to any signs that the children may be worried or unhappy. Both are fully aware of the actions they must take where they are concerned about any child in their care.

School details

Unique reference number	120728
Inspection number	10008570
DfE registration number	925/6016

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Primary
School status	Independent school
Age range of pupils	3–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	34
Proprietor	North England Conference of the Seventh-day Adventist Church
Chair	Mr Jim Cunningham
Headteacher	Mrs Jenny Johnson
Annual fees (day pupils)	£4,914
Telephone number	01476 400184
Website	www.dudleyhouseschool.co.uk
Email address	headteacher@dudleyhouseschool.co.uk
Date of previous inspection	20 January 2010

Information about this school

- Dudley House School is a small, coeducational primary school.
- The school shares its premises with the Grantham Seventh-day Adventist Church.
- The proportion of pupils who are from ethnic minority groups is above the national average.
- The proportion of pupils with special educational needs or disability is significantly above the national average.
- Since the last inspection, there have been many staff changes, including to both teaching and support staff.
- Pupils are taught in small classes, with two year groups in each class. Nursery and Reception are taught together, as are Years 1 and 2, Years 3 and 4 and Years 5 and 6.
- The school provides after-school care through an after-school club that takes place every day during the school week. The school also provides after-school care during Friday afternoons.

Information about this inspection

- The lead inspector undertook four joint lesson observations with the headteacher. These lesson observations covered all year groups. The lead inspector also observed two assemblies, one of which parents attended. The lead inspector took this opportunity to speak with the parents individually.
- The lead inspector looked at pupils' books, both within lessons and as a separate activity.
- The lead inspector listened to four pupils read, from across four different age groups, including the early years.
- The lead inspector met with the headteacher, subject leaders of English and mathematics, the coordinator for pupils with special educational needs, the leader of the early years provision, a teaching assistant and three members of the governing body.
- The lead inspector took into account the views of 14 parents who responded to Ofsted's online questionnaire, Parent View. The inspector also took into account a parental survey that the school completed in March 2015, to which 27 parents responded.
- The lead inspector took into account the views of nine members of staff who responded to the questionnaire.
- The lead inspector met formally with nine pupils from Key Stage 2. He also met informally with pupils and children from all key stages and the early years provision during lessons and social time. The lead inspector also took account of a survey that the school completed with its pupils in November 2015.
- The lead inspector analysed documents relating to the school's provision, including the school's self-evaluation and school improvement plan, records relating to pupils' achievement, the curriculum, staff training, the quality of teaching, and pupils' behaviour and attendance. The lead inspector also evaluated the school's policies to ensure they met the independent school standards.
- The lead inspector undertook a tour of the school site to ensure that the school's building, boundaries and resources complied with the independent school standards.

Inspection team

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

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