

Inspection of Dunchurch Infant School

School Street, Dunchurch, Rugby, Warwickshire CV22 6PA

Inspection dates: 11 and 12 October 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

There is a buzz of enthusiasm all around Dunchurch Infant School. Leaders and staff have high expectations and, throughout the school, pupils are keen to learn.

The school's values of forgiveness, honesty, kindness, patience and respect shine through in all that staff and pupils do. There is a real sense of community. Staff know the pupils and their families well.

Pupils behave well in lessons and around school. They play together and look out for each other. Pupils are polite and talk proudly about their school. Pupils say that bullying rarely happens. If it does, staff quickly sort it out.

Pupils are provided with a range of enrichment opportunities. These change in nature as pupils move through school. For example, children in Nursery walk to the local library. Pupils in Reception map the village, and older pupils travel further afield to Rugby Art Gallery.

Parents speak very highly of the school. One said, 'Staff are caring, knowledgeable and are truly invested in ensuring that every child develops to their full potential.'

What does the school do well and what does it need to do better?

Children in Nursery get off to a strong start. They quickly learn routines and expectations. Children listen carefully to their teachers and classmates. They enjoy playing and learning both indoors and outdoors. Leaders plan engaging activities to help children hear sounds in the environment. For example, children listen to the sounds of pebbles rattling in a bowl and keys jingling. This gets them ready to start learning phonics.

As soon as pupils move into Reception, they begin learning to read. Leaders ensure that pupils practise reading using books matched to the sounds they know. They also ensure that pupils develop a love of reading. Leaders carefully choose books for teachers to read to pupils. Leaders ensure that they regularly assess all pupils who are learning to read. Any pupils at risk of falling behind are quickly identified. Extra support is put in place. As a result, pupils become fluent readers.

Across the curriculum, leaders have identified precisely what they want pupils to learn. Curriculum planning starts in Nursery. As a result, pupils build on what they learn over time. For example, in art, children in Nursery learn about colour through leaf printing. By Year 1 and Year 2, pupils proudly say, 'We are artists!' They can talk about a range of printing techniques and primary, secondary and tertiary colours. They talk about famous artists and compare their own work to that of Vincent Van Gogh and Piet Mondrian. In mathematics, there is a similar approach to building knowledge and skills. Teachers check on what pupils have learned. They use this

information to plan any extra teaching or intervention. As a result, pupils are well prepared for their next stage of education.

Pupils with special educational needs and/or disabilities (SEND) are fully immersed in all that the school has to offer. Leaders quickly identify any additional need. They ensure that pupils with SEND are supported well. Leaders engage specialist support, where needed. They check that this has the impact leaders want, for pupils to enjoy success. In classrooms and at playtimes, pupils with SEND work and play happily alongside their peers.

In lessons and around school, pupils are polite and behave well. They live up to the high expectations set for them. Pupils actively seek to display the values they are taught. Pupils develop character and resilience. For example, pupils in the breakfast club accept when they are 'out' in games. They enthusiastically support their peers still playing the game.

Leaders ensure that clubs and enrichment activities are accessible to all pupils. From maypole dancing to taekwondo and museum visits, there is plenty on offer. Pupils also play a part in the community. For instance, they collect harvest food for a local food bank and walk to raise money for the village fete.

Leaders ensure that staff have access to development programmes and receive regular safeguarding training. However, leaders, including those responsible for governance, have not ensured that their safeguarding and safer recruitment systems are as thorough as they need to be. Staff feel supported and listened to by leaders. They say that leaders are caring and mindful of their workload. Staff are proud to work at Dunchurch Infant School.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know pupils and their families well. Leaders ensure that staff receive safeguarding training and know how to spot signs that pupils might be at risk. However, the processes for recording and following up safeguarding concerns are not strong enough. There is a risk that concerns or patterns might be missed and actions not followed up. Governors are aware of the need to carry out all the required checks on adults working in school.

Pupils are taught to keep themselves safe through the curriculum.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While safeguarding is effective, leaders have not made sure that all checks on staff and recordings of safeguarding concerns are as detailed as they ought to be.

Because of this, there is the potential for some safeguarding actions to be missed. Leaders, including those responsible for governance, should ensure that all actions and checks are recorded systematically, enabling them to make sure that they have taken the right actions to keep pupils safe, and to challenge each other accordingly.

- There has been a recent restructure of leadership, and some leaders are new to the school or new to specific leadership roles. Some roles are across the federation. In some roles, including around safeguarding, there is a lack of clarity about responsibilities. Leaders should ensure that they fully evaluate recent decisions around the structure and deployment of leaders and review these as necessary, in order to achieve the best impact for all pupils at Dunchurch Infant School.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125763
Local authority	Warwickshire
Inspection number	10199447
Type of school	Infant
School category	Foundation
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair of governing body	Veronica Lowe
Headteacher	Joss Andrews
Website	www.dunchurchinfantschoolandnursery.co.uk/
Date of previous inspection	22 and 23 September 2015, under section 8 of the Education Act 2005

Information about this school

- Dunchurch Infant School is designated as having a religious character.
- The school is within the Coventry Diocese. It has not yet been inspected under Section 48.
- The school is federated with Dunchurch Boughton C of E (VA) Junior School.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors carried out deep dives into these subjects: reading, mathematics, art and geography. For each deep dive, the inspectors met

with subject leaders, looked at curriculum plans where they were available, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read.

- The inspectors held meetings with the headteacher, heads of school, curriculum leaders and the special educational needs coordinator.
- The lead inspector held meetings with the chair and representatives of the governing body.
- The inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. The inspectors spoke to pupils about pupils' behaviour.
- To evaluate safeguarding, the inspectors met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to pupils and staff.
- The inspectors considered responses to Ofsted Parent View, including parents' free-text responses. The inspectors also took account of responses to Ofsted's staff and pupil surveys.
- The inspectors talked to parents at the school gate.

Inspection team

Rachel Henrick, lead inspector	His Majesty's Inspector
Sara Arkle	Ofsted Inspector
Rob Hackfath	His Majesty's Inspector

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