

# Great Dunmow Primary School Profile

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## Great Dunmow Primary School

Walnut Walk, , Woodlands Park Drive  
Great Dunmow, Essex, CM6 1ZR  
Telephone: 01371 873184

Children's Service Authority:	Essex
Age range:	5-11
Number of pupils:	381
Head teacher:	Mrs Sylvia Ruck
Chair of governors:	Mr Martin Lee

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## What have been our successes this year?

Reading ages and writing skills have improved through focused planning and increased opportunities to hear the children read.

Celebration assemblies have given the parents the opportunity to come to see the excellent range of work the children have been carrying out in school and give the children pride in their work. Weekly certificates for exemplary behaviour, effort and work have also been a great success.

The Christmas Productions were superb for both Key Stage 1 and 2 this year and a residential trip has been organised for Year 6.

There has been increased level of support from learning support assistants in the classroom.

PPA in years 3-6 now include opportunities for enrichment of dance and sport taught by specialist teachers. French has also been introduced into the timetable from the reception class through to year 6.

All lesson observations carried out in the summer term by the headteacher were graded good or above. Plans for peer observations have been timetabled.

A reorganisation of the lunchtime and menus have led to increased playtime during lunch break and higher quality food.

Performance Management has been successfully implemented.

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## **What are we trying to improve?**

The main developments are:

### 1. Implementing the New Primary Strategy

Relevant staff have attended national training and disseminated this information to staff at INSET training days. New materials have also been distributed with time set aside for teachers to discuss.

### 2. Reorganisation of SEN and Gifted and Talented

Responsibilities reorganised and reassessment of SEN children for categorisation has taken place. SEN LSA allocated to specific children and groups and new resources have been bought for specific needs.

### 3. Assessment

Assessment for learning procedures have been put in place to maximise pupil progress. An assessment timetable has been drawn up with key times that children are assessed in literacy, numeracy, science and ICT. Target tracker training for all staff has been organised for the end of the summer term to use this program to inform target setting.

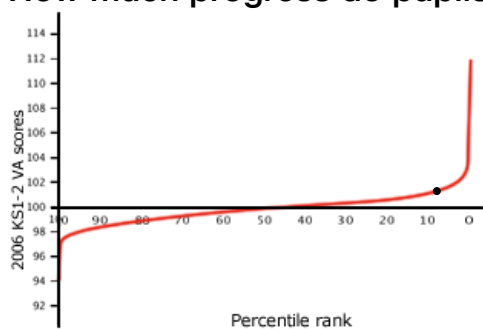
### 4. Consistent approach to planning

Literacy and numeracy planning has been modified to meet the individual needs of the children in our school. A consistent approach has been adopted for both literacy and numeracy plans to ensure that differentiation, daily evaluations and next steps are recorded. Medium term planning is to be updated.

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

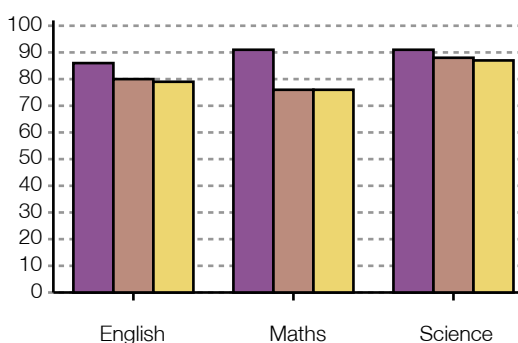


The chart shows our school's value added (VA) score relative to that of other primary schools. VA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The percentile rank shows the percentage of schools with a score equal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

- Our school

Due to the change in primary status we are unable to make a detailed analysis of the progress children make between 7 and 11. However, we will make a detailed judgement on this once the Key Stage 2 test results for the current Year 6 come in.

## 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)

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

### Key Stage 2 SATs results 2006

The cohort of 22 children that took the national tests in May 2006 had all joined the school in the previous year when the school took on primary status, their Year 5 results did cause some concern but it was agreed that the turbulence of a whole new year starting at different points in the year were unsettling. The National Tests results from these children at the end of Year 6 were very encouraging and show that they were above the national average point score in all areas. They were particularly high in the level 5 results, for example in Science the national average was 47% whereas the school achieved 73%, this was also shown in writing in which the national average was 15% and the school achieved 45%. There was also a marked difference between the national average for mathematics and writing level 4 and above in comparison to the schools results. The average point score were fairly similar between gender groups. Children who received free school meals performed on average 1.3 points lower than those who did not. Of this cohort of children, 1 child received a statement at the end of year 6 and two children were on school action plus.

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## **How have our results changed over time?**

The results over the last five years in Key Stage 1 show that the results are in line with the national average. Although there was a dip in 2005, the results began to increase again in 2006.

It is difficult to comment on the similar trend to Key Stage 2 as since the change of status to primary, the last two years have consisted only of a cohort of 5 and 22 children. As these children had not been with the school since they began their education, it is difficult to report how results have changed over time. We will be able to comment on this once the SAT results for the current year 6 are received by the school.

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

Every child is treated as an individual and this is reflected in their achievements, both academically and socially. Every child is assessed on entry to the school so we can identify their individual needs. From this point, the progress of every child is monitored closely and additional support is given if necessary. We recognise that some of these needs are for children who are very able or have particular gifts and talents.

In Key Stage 2 children work in ability sets across their year group in order for their work to be closely tailored to their individual needs, this is the same for literacy in year groups 4-6. Within other year groups, children work in ability groups within their own class, although children are also grouped within their sets.

For children with a special educational need, careful planning takes place to make sure they have the relevant support necessary. Learning Support Assistants are targeted to work with specific children and also with groups. The Inclusion Manager meets regularly with teachers to monitor these children.

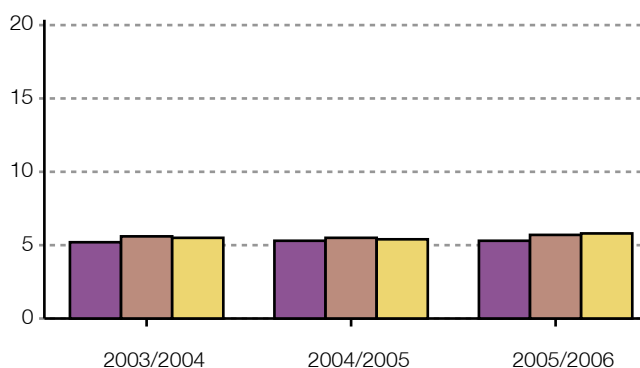
Children who have statements of educational needs have them reviewed each year at a meeting with parents, teachers, inclusion co-ordinator and specialist agencies.

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

We ensure our pupils are healthy, safe and well-supported by providing:

- strong pastoral care
- a positive behaviour policy
- a focus on attendance
- PSHE lessons to strengthen emotional development
- an active Schools Council
- a Child protection Officer with regular training for all staff in child protection
- regular Healthy and Safety inspections
- first aid and games training for all Middays
- homework and an extensive list of after school activities
- safe security systems
- a number of highly qualified teaching assistants developed throughout the school
- a range of intervention programmes such as Lexia and FLS to support learning
- inviting a range of visitors into school assemblies to talk to the children about fire safety, various religions, charities..etc

## 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?

Our school provides a broad and balanced range of activities both during the school day and after school.

In the school day:

- French from Reception to Year 6
- Swimming lessons for all year groups with a qualified instructor. Children are taught in small focused groups
- Outdoor classrooms such as a pond and woodland area for science work
- Dance, Music and Games coaching from specialised teachers
- Transition activities for new Reception children and Year 6
- Residential visit in Year 6
- Interactive lessons using Smartboards that are located in each classroom.
- Bodycare and Tag Rugby lessons from a qualified sports coach
- Breakfast Club for Year 6 children taking their Key Stage 2 SATs

Outside school hours we offer twenty eight clubs available to different age groups offering an extensive range of activities; these are taken by school staff and specialists from outside and include cheerleading, chess, art and craft, school newspaper and tag rugby.

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## **How are we working with parents and the community?**

We work closely with parents ensuring that they are fully informed of school events and pupil progress through regular newsletters such as the Friday Flyer, parent teacher meetings, written reports (half yearly and end of year) and informal discussions. Each Tuesday, 'Open Door' gives children the opportunity to show their parents their work. We openly welcome parents to come into school to discuss any issues or concerns as they arise.

There is an active Friends Association who provide many fun fundraising activities such as Christmas shopping evening, family barbeque and quiz nights.

The school has lettings which provide the local community with activities including karate, jazzercise and a football school.

There are very close links with the local church and one minister regularly leads assemblies. A Christmas Carol Service is held in the church each year.

The school choir visits retirement homes to sing to the Old Age Pensioners at Christmas time and we have recently held a commemorative service with war veterans

We have close links with the local feeder high school where we take part in sporting events and visit their drama productions.

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

The School Council meets regularly to bring ideas from the class council, and discusses ways to improve the school. The Leadership Program Consultants also interviewed a sample of children and listened to their opinions. The following have been acted upon:

- Lunchtimes were reorganised as the children were queueing for long periods of time and they were unhappy that they were missing out on their recreation time. Year 5 and 6 children were unhappy that they had to have their lunch boxes checked before they were allowed out to play, this has since been changed.

- Increased shade is to be organised in the playground area.
  - Football timetable has been implemented to ensure equal access to the football field.
  - Reorganisation of celebration assembly to cut down on the length of time it takes.
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## **What do our pupils do after leaving this school?**

On leaving Great Dunmow Primary School, the majority of our pupils transfer to Helena Romanes School in Great Dunmow.

Three children have gained places to the King Edwards Grammar School in Chelmsford through passing the 11 plus exam.

One child has gained a place at Great Baddow Sports College through an day observation of his sporting skills.

One child will be moving to Herts and Essex High School due to other siblings attending.

During the summer term, the children spend two days at their next school taking part in sample lessons and activities. Meetings also take place between year 6 and year 7 teachers to ensure the transfer is as smooth as possible.

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## **Ofsted's view of our school**

The school's view that its effectiveness is satisfactory with strengths is confirmed by the inspection. This is a caring school where pupils are well looked after and enjoy good relationships with each other and adults. They enjoy school and behave well. The school has an extremely strong partnership with parents, who value highly the work of the school and in particular the effective headteacher. This very strong sense of teamwork between pupils, staff and parents is a key factor in the school's good capacity to improve.

Children in Reception receive a really good start because teaching is good. This ensures that they achieve well and reach standards above the level expected for their age. Whilst achievement, teaching and the curriculum are satisfactory in Years 1 to 6, variations in the quality of provision affect pupils' progress. A key factor has been the school's recent changes in status and building. As a result it has yet to fully embed the curriculum, particularly for the oldest pupils, improve teaching in its growing staff to be consistently good or better and fully use the recently introduced systems for assessing and tracking pupils' progress. Strengths in teaching and support staff have ensured standards are average and rising.

Leadership and management are satisfactory overall. The headteacher has steered the school extremely well through the recent changes and is giving a good lead in helping key staff to build skills in checking how well things are going. This is important because, given the growing nature of the school, many procedures are developing and there is a need to ensure that practice is consistent throughout the school. Governors give the school good support. There has been satisfactory improvement since the previous inspection. Value for money is satisfactory.

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Date of last inspection: 23-Mar-2006

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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## What have we done in response to Ofsted?

Issue 1: Make better use of assessment

- Level descriptors given to staff to enable independent writing to be levelled
- Target Tracker Training booked for the summer term
- Monitoring timetable drawn up and actioned
- New Assessment Policy

Issue 2: Develop the expertise of the School's leaders

- Regular Leadership Team meetings have been held; action plan drawn up
- Leadership Team Members worked with Primary Strategy Leaders (Advisors) on Subject Leaders Files and subsequent responsibilities, information disseminated to staff and subject files formed
- Health and Safety Risk Assessment/policies completed
- Leadership Team attended courses to promote their professional development
- School Development Plan drawn up

Issue 3: Raise standards by improving the quality and consistency of teaching and learning

- INSET training on what makes a good lesson. Monitoring by Headteacher, all lessons were graded good or above
- Curriculum planning changed in literacy
- Curriculum mapping drawn up making cross curricular links
- Teaching and Learning Policy

Issue 4: Ensure all learners achieve

- Assessment details given to Governors
  - Every Child Matters Agenda highlighted
  - Gifted and Talented Policy drawn up
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## 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 01371 873184

Our website

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