

Dersingham Primary School

Inspection report

Unique Reference Number	102716
Local Authority	Newham
Inspection number	376754
Inspection dates	14–15 September 2011
Reporting inspector	Brian Netto

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	490
Appropriate authority	The governing body
Chair	Gill Gordon
Headteacher	Joanne Bezer
Date of previous school inspection	17–18 March 2009
School address	Dersingham Avenue Manor Park E12 5QP
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. They visited 27 lessons or part lessons, and observed 17 teachers. They met with the headteacher, senior and middle leaders, the Chair of the Governing Body and pupils. They observed the school's work and looked at school development plans, records of pupils' progress, policies, minutes of meetings and self-evaluation documents. They received and analysed 53 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of current pupils, including pupils with special educational needs and/or disabilities and those who speak English as an additional language.
- The effectiveness of middle and senior leaders in ensuring good progress for all pupils.
- The effectiveness of the strategies used by the school to improve attendance.

Information about the school

From September 2010, Dersingham became a full-age-range primary school, having previously been an infant school, and at the time of the inspection had pupils up to Year 4. It is part of a soft federation with a number of local schools. The school is now larger than average. The large majority of pupils speak English as an additional language. The number of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils with special educational needs and/or disabilities is also above the national average. The school has received a number of awards, including the Healthy Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Dersingham is a good school where pupils make good progress. Attainment is broadly average, and from below-expected starting points, all groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, achieve well. Improvements have been made in writing, reading and mathematics since the last inspection, so that by the time they reach Year 4, pupils' attainment is at national average.

The change to an all-through primary school has been managed well thanks to the effective leadership of the headteacher, her able leadership team, other key staff and the governing body. The school has a clear overview of its strengths and areas for development. As a result, the school demonstrates a good capacity for sustained improvement.

The quality of teaching has improved since the last inspection and is well supported by a rigorous range of monitoring activities, which helps to support and challenge teachers to improve their practice. This has been led by the senior team, who model effective practice to middle leaders. Although most teaching is at least good, there remains a small minority that is no better than satisfactory, and the school is now working to improve this.

Pupils' behaviour in class and around the school is good, and they treat each other with respect and care. They have a good awareness of healthy eating and regular exercise; this shows in the vigorous exercise they all engage in at break times and is reflected in the Healthy Schools award. Pupils make a positive contribution to their local community, especially through fund-raising activities. They feel extremely safe within the school and have an excellent awareness of how to stay safe. The Early Years Foundation Stage provides children with a sound start to school, although recent improvements to provision and management in this area have not yet had an impact on children's outcomes, which are satisfactory overall.

The governing body carries out its statutory duties and contributes to the strategic development of the school, for example through its role in the federation. Parents and carers are very happy with the school, in particular with the leadership of the head and her leadership team, and the safety and security provided for the pupils. Effective systems have helped to raise attendance to the national average and the school is now working to improve this further.

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What does the school need to do to improve further?

- Build upon the improved rates of attainment and progress for all pupils by:
 - developing the leadership skills of middle leaders so that they are able to take greater responsibility for improving standards and progress
 - strengthening the quality of teaching so that it is all at least good.
- Further improve attendance by working collaboratively with parents and carers, so that whole-school attendance reaches the target of 95 % by May 2012.

Outcomes for individuals and groups of pupils

2

Children make satisfactory progress in the Early Years Foundation Stage and their attainment on entry to Year 1 is below average in literacy and numeracy. In consideration of this, by the time they reach Year 4, all groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, attain levels consistent with national averages. This is because in the majority of lessons observed, pupils demonstrated very positive attitudes towards learning. In writing and mathematics, progress over the last two years has been good. Pupils treat each other with respect and work effectively together, for example in paired discussions. This behaviour contributes positively to their learning. Pupils make effective use of a wide range of skills in different contexts and have opportunities to develop their personal qualities by working in pairs and small groups.

Spiritual, moral, social and cultural development is good overall, with lots of opportunities for the pupils to engage with the rich mix of cultures represented in the school and local community. They are keen to take on responsibilities, and this is evident in the various fund-raising activities in which they engage.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum is well designed to motivate and engage all pupils from the school's diverse community. An example of this exciting curriculum was the imaginary island project, where pupils were able to create a range of locations around the school that reflected contrasting geographical global areas. This stimulating environment enabled pupils to develop an appreciation for diversity and economic awareness, and helped develop their social skills in working together. It inspired one pupil to tell inspectors, 'We're lucky to come to this school.' There is also a wide range of activities on offer after school, including sporting and creative options.

Most lessons proceed at a brisk pace and are characterised by skilful teacher questioning and good support from teaching assistants and other adults. For example, in an excellent lesson on letters and the sounds they make, pupils were able to make rapid progress in understanding subtle differences in words, and in a lesson on poetry, pupils made creative use of rhyme to construct their own poems. However, in a small minority of lessons, the pace of learning is slow, and work is not always matched to the abilities of the pupils, which limits their progress.

Care, guidance and support are good. The welcoming and safe environment is appreciated by parents, and in partnership with other agencies, pupils and families needing extra help are well supported.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, ably supported by an effective leadership team, has set out a clear vision for improvement that is effectively shared with staff. Since the last inspection, the school has implemented a wide range of monitoring and evaluation systems which have helped to support this vision. Middle leaders are now included in this

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process, although the school is aware of the potential to further develop their skills so that they are able to take a more active role in further improving attainment and progress. Robust systems have helped the school to tackle weaknesses arising from the last inspection and address inconsistencies within the middle leadership team. This has been enhanced by effective partnership working with a range of other agencies, including local schools within the federation.

Governors ensure that all statutory duties are met, including requirements for safeguarding. The school is a harmonious community and it makes a positive contribution towards community cohesion. The promotion of equal opportunities is good and there is no evidence of discrimination as pupils are taught the importance of tolerance and respect. This is reflected in the fact that all groups of pupils achieve well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

From starting points that are generally below typical expectations, most children make sound progress towards achieving the early learning goals. The quality of provision in the Early Years Foundation Stage has recently undergone significant improvement. Learning activities are carefully planned to meet the varying developmental and learning needs, within the well-resourced provision. There are good systems for tracking and recording children’s learning. There is a good balance between teacher-directed activities and those chosen by the children. This is because the teachers and other adults work well as a team to plan interesting and engaging activities. Positive relationships with adults and clear procedures ensure the safety and well-being of the children. It is to the credit of the staff that improvements have been maintained during the current building work, including children’s continued

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access to outdoor learning, although it is too early for the impact of these recent improvements to impact upon children’s outcomes.

Leadership and management of the Early Years Foundation Stage have also improved recently and are now good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very small minority of parents and carers returned the questionnaire. Those who returned them were very positive in their responses. All parents and carers are happy with their children’s experience at the school. They are particularly pleased with how the school keeps their children safe and healthy, how well the school is led and managed, how the school helps them to support their children’s learning, and the quality of the teaching. These positive views reflect the findings of the inspection.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dersingham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 490 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	70	16	30	0	0	0	0
The school keeps my child safe	37	70	16	30	0	0	0	0
The school informs me about my child’s progress	24	45	26	49	1	2	0	0
My child is making enough progress at this school	23	43	24	45	4	7	0	0
The teaching is good at this school	26	49	25	47	1	2	0	0
The school helps me to support my child’s learning	19	36	32	60	0	0	0	0
The school helps my child to have a healthy lifestyle	20	38	31	58	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	36	28	53	0	0	0	0
The school meets my child’s particular needs	17	32	30	57	2	4	0	0
The school deals effectively with unacceptable behaviour	19	36	28	53	3	7	0	0
The school takes account of my suggestions and concerns	17	32	29	55	1	2	1	2
The school is led and managed effectively	22	41	26	49	4	7	0	0
Overall, I am happy with my child’s experience at this school	29	55	23	43	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



16 September 2011

Dear Pupils

Inspection of Dersingham Primary School, Manor Park E12 5QP

Thank you for your warm welcome when we visited your school recently. We very much enjoyed our visit, and were particularly impressed by the care and respect you show towards each other, both in the classroom and at break times. This is what we found out about your school.

We think Dersingham is a good school, and that you make good progress because you enjoy your lessons and your teachers teach you well. They plan interesting lessons which help you to learn many different things. You feel very safe in the school because teachers and other adults look after you and help you to understand how to keep safe. You make valuable contributions to the local community. We think that when one of you said, 'We're lucky to come to this school', this reflects the views of all the pupils.

We have asked the headteacher and her staff to make things even better by ensuring that even more of your lessons help you to make good progress, and to work with your parents to ensure that more of you attend school more regularly. You can help with this.

We know that you will enjoy the new buildings once they have been completed, and wish you the very best for the future.

Yours sincerely

Brian Netto
Lead inspector

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