

# Dale Community Primary School

Porter Road, Derby, DE23 6NL

**Inspection dates** 17 - 18 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards in reading, writing and mathematics are consistently below average because the progress pupils make requires improvement.
- The quality of teaching is not consistently good enough to ensure that all pupils achieve well. In lessons, teachers do not always build upon what the pupils can already do, giving them work that is too easy, especially the more able.
- Leaders and managers do not use information on pupils' progress well enough to check on the quality of teaching and ensure that all pupils are achieving well.
- Plans for improvement do not have regular checks so that the school's leaders and the governing body can see if the actions taken are raising pupils' achievement.
- The governing body does not receive enough information from the school's leaders about pupils' achievement to be able to effectively hold the school to account.

### The school has the following strengths

- Pupils' behaviour is good and they are keen to learn. Pupils of all backgrounds work and play together well.
- The teaching of phonics (letters and the sounds they make) is good and is helping to improve pupils' early literacy skills.
- The school has strong links with parents and carers, and the wider community.
- Pastoral care is a strength of the school. Very effective links with external agencies ensure that the potentially most vulnerable pupils are cared for exceptionally well.
- Improvements since the last inspection are beginning to raise pupils' achievement, especially in literacy.

## Information about this inspection

- Inspectors observed 23 lessons, many of which were observed jointly with the headteacher and assistant headteachers.
- Inspectors heard pupils reading and looked closely at their workbooks.
- Inspectors held meetings with the staff, groups of pupils, representatives of the local authority, an external consultant, the Chair of the Governing Body and three other governors.
- Inspectors looked at plans for improvement, information on pupils' progress, lesson plans, the school's monitoring information and school policies.
- There were no responses to Ofsted's online questionnaire Parent View at the time of the inspection. Inspectors held informal discussions with some parents and carers, and looked at the results of the school's own parent and carer survey.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of the local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Roy Bowers, Lead inspector

Her Majesty's Inspector

Christine Young

Additional Inspector

Colin Lower

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average. (Pupil premium is an additional funding given to schools for pupils who are known to be eligible for free-school meals, those who are looked-after and those from families in the Armed Forces).
- Most pupils are from minority ethnic backgrounds, the largest group being of Pakistani origin.
- The proportion of pupils who speak English as an additional language is high. During recent years there has been a significant number of new arrivals who speak no or very little English.
- There is a higher than average proportion of pupils who join or leave the school at other than the usual times at the start and end of the school year.
- The proportion of pupils who need extra help with their learning (school action and school action plus) is above average.
- The proportion of pupils with a statement of special educational needs is average.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the teaching by ensuring that, in all lessons, teachers build upon what pupils can already do, have high expectations of pupils' achievement and give work to pupils, especially the more able, which is not too easy or too hard.
- Improve leadership and management by ensuring that:
  - all leaders and managers use the information on pupils' achievement to check on the quality of teaching and make certain that all pupils, especially the more able, are achieving well
  - the governing body is provided with sufficient information about pupils' achievement so that it can effectively hold the school's leaders to account
  - all plans for improvement have regular measurable checks to enable the school's leaders and governing body to be sure that the actions taken by the school are raising pupils' achievement.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils' achievement requires improvement because many pupils, especially the more able, are not making good progress.
- Children enter the Reception classes with skills that are exceptionally low. Currently, because of recent improvements to the quality of teaching, children are making good progress. However, these improvements have not yet had a significant impact on raising children's attainment. By the time children enter Year 1, their skills in all areas are typically below average and remain so throughout the school.
- In Key Stage 2, although pupils' progress has shown some improvement since the last inspection, it is not yet good and therefore still requires improvement in all subjects. Most pupils now make nationally expected progress, but only a small proportion exceeds this rate of progress. This is the main reason why pupils' attainment remains below average and very few pupils exceed the levels expected for their age.
- Since the last inspection, the school has made significant improvements to the way in which it teaches phonics (letters and the sounds they make). As a result, children in the Reception classes and pupils in Key Stage 1 are making rapid progress in developing their early literacy skills, especially reading. Last year's Year 1 phonic assessments showed that a higher proportion of pupils than average met national expectations.
- In some classes throughout the school, pupils' achieve well. However, there are too many classes where pupils do not make good progress and this is stopping the school raising pupils' attainment more rapidly.
- During recent years, the school has admitted an increasingly higher proportion of pupils who enter at other than the start of the school year. Many of these pupils have a very low level of English language skills, often because they are new to the country. Because of the additional support in school and through the use of external services, these pupils make similar progress to others. However, their attainment is low, and adversely affects the overall end of Key Stage attainment levels.
- The progress made by disabled pupils, those who have special educational needs, including those who are supported through school action and school action-plus, and those who are supported through pupil premium funding, also requires improvement.

### The quality of teaching requires improvement

- Although there is some good teaching, there is not enough to raise pupils' achievement rapidly. Teaching requires improvement mainly because, in many lessons, the teacher's expectations of pupils are too low and the work they give to pupils is too easy, especially for the more able. As a result, teachers do not build upon what pupils can already do.
- Staff changes, support for teachers from the school's leaders and work undertaken with a teaching consultant are resulting in better teaching throughout the school. Most of the teaching in the Reception classes is now good.
- Relationships between all adults and pupils are warm and caring. Pupils are eager to learn and respond with enthusiasm to the activities given to them by the teachers. In all lessons, teachers work hard with the pupils, helping and supporting where necessary.
- Recent improvements to the policy for teaching literacy skills are beginning to have a positive impact on raising pupils' achievement, especially in reading. Some Year 6 pupils are trained to help Year 2 pupils develop their reading skills. As a result, the progress of Year 2 pupils in reading is accelerating and pupils' attainment is rising. Dedicated lessons for grammar and spelling have been introduced but these are too recent to have a noticeable impact on raising

pupils' achievement.

- Pupils have access to a wide range of books which broaden their reading experiences and help them enjoy their reading. Reading journals encourage pupils to read at home, with rewards given for regular home reading.
- Pupils who enter the school at times other than the start of the year, and those who have a low level of English language skills, are given additional support in lessons, usually from teaching assistants. Work with external agencies helps these pupils settle into the local community. Disabled pupils and those who have special educational needs are also provided with additional classroom support. Although the support they receive is mostly good, the work given is sometimes too easy or too hard and slows their progress.
- The additional pupil premium funding is used mainly to provide learning support from class assistants and additional teachers, extra resources and visits out of school to widen pupils' experiences.

### **The behaviour and safety of pupils are good**

- Pastoral care of all pupils, especially those who are potentially more vulnerable, is a strength of the school. Every pupil is known and cared for as an individual.
- The school works successfully with a variety of external agencies, such as educational psychologists, speech and language therapists and the welfare service to ensure that pupils and their families receive the best possible support and guidance. This results in pupils who are happy, content, enjoy coming to school and attend well.
- Parents, carers and pupils agree with the inspection findings that pupils' behaviour is good in lessons and around school, including playtimes, and pupils feel safe. Pupils willingly take on extra responsibilities, such as becoming reading buddies or members of the school council. Pupils are polite and respectful towards each other and adults. However, on a few occasions their attention wanders when work is too easy or too hard.
- Pupils have a good understanding of different forms of bullying, including cyber-bullying and racial-bullying, and say that adults deal with rare incidents quickly and effectively so that they are not repeated. Pupils say that most incidents are through name-calling, and violence of any kind is not tolerated. They know generally how to keep themselves safe and understand why internet safety rules are important.

### **The leadership and management requires improvement**

- The rate of improvement since the last inspection has not been fast enough to ensure that the quality of teaching is consistently good or better and all groups of pupils achieve well. However, where teaching was previously identified as inadequate, senior leaders have taken decisive action to eradicate this. Senior leaders are now focusing on ensuring that teaching is consistently good or outstanding in all classes.
- Senior leaders hold regular meetings with teachers to discuss pupils' achievement and organise additional support for those pupils who are not making expected progress. Performance management outcomes are linked with staff training, promotion and increases in pay. Careful attention is given to checking whether pupils are making the nationally expected rate of progress.
- However, senior leaders do not use the achievement information well enough to check on the numbers of pupils who are exceeding these progress expectations and making certain that all pupils are achieving well. As a result, leaders do not have a complete picture of how well pupils are achieving, or use it rigorously enough to identify aspects of teaching that could be improved.
- Plans for improvement show what the school is intending to do to improve. However, they do

not have details of any predicted improvements to pupils' progress. As a result, senior leaders and the governing body have no way of checking if the actions of the plan are having an impact on raising pupils' achievement.

- The school has strong links with parents, carers and the local community. Parents come into school and booklets are sent home to help parents support their child's learning. Homework is set that involves parents working with their children. Visits to places of interest, use of the school's facilities by local groups, and a variety of pupils' work stemming from links with local businesses are examples of the school's efforts to involve parents and the local community in the work of the school.
- The wide range of knowledge and skills that pupils learn supports their spiritual, moral, social and cultural development well. Assemblies provide time for pupils to reflect on their own beliefs and attitudes, and visits to places of worship encourage pupils to understand and be tolerant of each other's beliefs. There are many opportunities for pupils to take part in sport, including before-school activities. Pupils and staff are proud of the school's sporting successes.
- The local authority has not been aware that many aspects of the school require improvement. Consequently, visits to the school have been infrequent and support has been minimal. Nearly all of the improvements to the school since the last inspection have been due to initiatives instigated by the school's leaders. The governing body reports that the local authority training provided for governors is of good quality and has helped them improve their skills.

■ **The governance of the school:**

- The governing body is highly committed and is diligent in its management of finances and resources. Several governors have attended training on aspects of governance, such as allocation of the pupil premium funding and how to ask challenging questions of the school's leadership. The governing body and school leaders make decisions about linking pay to teachers' performance, and how to allocate funding such as the Pupil Premium.
  - The governing body has a good general understanding of pupils' attainment by the end of Year 2 and Year 6 and of pupils' progress in Key Stage 2. However, because school leaders do not analyse the information on pupils' progress well enough, the governing body does not have a sufficiently accurate picture of pupils' achievement and, therefore, cannot hold the school's leaders effectively to account. Consequently, this area of governance requires improvement.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	112720
<b>Local authority</b>	Derby
<b>Inspection number</b>	401297

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	565
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Adams
<b>Headteacher</b>	Linda Sullivan
<b>Date of previous school inspection</b>	21 February 2012
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