

# Dogsthorpe Junior School

Central Avenue, Dogsthorpe, Peterborough, Cambridgeshire PE1 4LH

**Inspection dates** 20–21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Standards attained by all groups of pupils are too low, especially in mathematics.
- Leaders have not done enough to improve teaching or achievement.
- Leaders do not assess the quality of teaching sharply enough to give teachers the guidance they need to improve their performance.
- Leaders do not use the information they have about how well pupils are doing to bring about improvements.
- Too much teaching is inadequate or requires improvement. Consequently, over time, pupils do not make the progress they should. The teaching of mathematics is weak.
- Teachers do not tell pupils clearly what they have to do to succeed with their work. Books are not marked in a way that helps all pupils to improve their work quickly.
- Too many pupils do not make progress when they are working on their own, without an adult because they do not concentrate and teachers do not check their progress regularly.
- Teachers do not use information about pupils' progress in lessons sufficiently well to plan future work at the right level.
- Teachers have not had the opportunity to learn from good and better teaching in other schools.
- Links between the infant and junior schools are not good enough to make sure that there is continuity in learning and good support when pupils move into Year 3.
- Governors have not challenged the school as much as they should about pupils' slow progress.

### The school has the following strengths

- Pupils are well cared for in a safe and secure environment.
- Pupils behave well most of the time. They are happy and get on very well with each other and their teachers.
- The curriculum includes a range of interesting experiences and pupils enjoy the wide range of clubs and other opportunities this provides.
- Leaders have successfully improved attendance and it is now average.

## Information about this inspection

- Inspectors visited 23 lessons, of which six were joint observations with the headteacher, and observed groups of pupils working with teaching assistants. They also made short visits to observe the teaching of phonics (the links between letters and the sounds they make).
- Inspectors took account of the 11 responses to the online questionnaire (Parent View) and letters from parents. Inspectors also noted the 50 responses from the inspection questionnaire for school staff.
- Meetings took place with staff, pupils, the Chair of the Governing Body and a representative from the local authority.
- A variety of documents were examined, including the school's data on pupils' current progress. Records relating to behaviour, attendance, safeguarding children, the monitoring records of teaching and governing body meetings were also scrutinised.

## Inspection team

Joan Beale, Lead inspector

Additional Inspector

Veronica McGill

Additional Inspector

Martin Bertulis

Additional Inspector

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### Information about this school

- Dogsthorpe Junior School is larger than the average-sized junior school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is higher than the national average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for support under the pupil premium is higher than the national average. The pupil premium is additional government funding for pupils known to be eligible for free school meals, those in local authority care, and those with a parent in the armed services.
- The proportion of pupils from minority ethnic backgrounds and the proportion learning English as an additional language are both much higher than the national average.
- There is an adjacent infant school and pupils from both schools use the onsite breakfast and after-school club, which is managed by the school.
- The school has experienced extreme turbulence in staffing in recent years. There have been difficulties recruiting teachers.
- The school does not meet the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching, so that none is inadequate and a high proportion is good or better, by ensuring that teachers:
  - plan work that is at the right level for all pupils
  - tell pupils how long they have to work on tasks and what they have to do to succeed
  - explain ideas clearly, check pupils' understanding and address misconceptions early
  - regularly check pupils' progress in lessons, making sure they are getting on quickly
  - mark work in a way that tells pupils what they need to do to improve it and how to get to the next level.
- Improve liaison between the infant and junior schools so that work planned for Year 3 pupils builds appropriately on their learning in Year 2.
- Improve the leadership of teaching by:
  - ensuring that judgements on the quality of teaching are checked against how well pupils are learning
  - giving teachers more guidance on how to improve and follow up these points rigorously
  - making sure that all staff have access to appropriate training, including the opportunity to observe good and outstanding practice in other schools
  - providing teachers with specific training to improve their skills in the teaching of mathematics.

- Improve the capacity of leaders and the governing body to drive and sustain improvement by:
  - reviewing the structure for senior and middle leaders to make sure that the headteacher has effective and direct support
  - using knowledge and expertise from outside the school to improve leadership at all levels
  - using assessments and records about pupils’ progress to identify improvements needed and check that they are working
  - undertaking an external review of governance to assess how this aspect of leadership and management may be improved
  - providing training for the governing body to make sure that governors can check the schools’ performance and hold leaders to account for how well the school is doing.

## Inspection judgements

### The achievement of pupils is inadequate

- The standards that pupils achieve in English and mathematics at the end of Key Stage 2 have been significantly below the national average for several years. Too few pupils make the progress that is expected of them from their starting points when they join the school.
- Pupils' achievement is inadequate in reading, writing and mathematics. This is true of all groups of pupils, including those of different ethnic backgrounds and those who speak English as an additional language. Where needed, pupils receive effective support to help them learn English; however, their academic progress is restricted by the same factors that slow the progress of all pupils.
- The 2012 test results show that too many Year 6 pupils did not do as well as they should. This was especially so in mathematics, where pupils were a year behind their peers nationally. Under new arrangements, mathematics lessons are planned centrally for all teaching groups. This has led to improvements for some pupils. However, because some teachers lack knowledge and skills for teaching the subject, the lesson plans are not interpreted well enough and a high proportion of centrally planned lessons are taught inadequately.
- The school's internal data show that progress this year is better in Year 3 and Year 6. More pupils are on track to meet higher levels at the end of Year 6 and some are expected to attain Level 6. However, despite this recent acceleration, the progress that the current Year 6 pupils have made throughout Key Stage 2 is inadequate. This is also the case for pupils in Years 4 and 5.
- As a whole, disabled pupils and those who have special educational needs make inadequate progress. Some individual pupils who are supported through school action, school action plus or with statements of special educational needs make better progress as a result of effective additional support. However, others do not. Pupils' progress is largely dependent on the quality of class teaching, which is too variable.
- In 2012, the results of pupils eligible for support through the pupil premium show they were about a term behind their classmates in English and mathematics. This gap was smaller than that nationally, but the standards attained by all pupils were well below average. Neither group made enough progress. Current pupils supported through the pupil premium are catching up with their classmates in reading but not in writing and mathematics, and their progress remains inadequate.

### The quality of teaching is inadequate

- Teachers' planning covers the range of attainment levels in the class, with different activities for different groups. But when pupils are left to work on their own, they do not get on with their work as quickly or efficiently as they should. This is because teachers do not check pupils' progress early or often enough to identify and address misconceptions. As a result, pupils make inadequate progress.
- Teachers focus too much on tasks pupils should carry out rather than what needs to be taught to help pupils move on in their learning. Pupils do not know what they are learning about, how to succeed, or how long they have to work on tasks, and they often do not have the resources they need to complete tasks successfully. Consequently, they do not concentrate on the

important things when completing their work.

- Pupils find the work too hard or too easy because teachers do not question pupils enough to check their understanding, especially at the end of lessons, and do not adapt their plans appropriately for the next day's lesson to make sure the work pupils get is always at the right level.
- Teachers' marking and feedback praises pupils but does not always inform them how they can improve their work or what they need to do to get to the next level.
- Teaching assistants support groups and individual pupils sensitively, but not all have the subject knowledge that they need to develop pupils' understanding well.
- Good relationships and established routines ensure that lessons are not usually disrupted by inappropriate behaviour.

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

### **requires improvement**

- In lessons where pupils are not inspired or do not understand what they have to do, their behaviour is not good enough. Pupils can be noisy and they do not always concentrate on their work. Where teaching is better, pupils' attitudes to learning are positive.
- Behaviour around school and in the playground is good. Pupils from different backgrounds get on well together.
- Pupils feel safe in school. They are effectively taught different ways of staying safe; for example, when using the internet or walking by busy roads.
- Pupils are cared for well. The school has good links with a range of appropriate agencies and these help to meet the needs of pupils whose circumstances may make them vulnerable, including new arrivals, effectively. The few pupils who find it hard to behave are helped by the rigorous actions of the school and their behaviour improves. The school also provides good support for families to help their children.
- Pupils know about different types of bullying, such as what is meant by racist- or cyber-bullying. Although some parents expressed concerns, pupils confirmed that incidents of bullying are rare. They are confident that should they have any worries a member of staff will help them.
- Pupils take on responsibility keenly; for example, as members of the school council and as playground pals.
- Pupils mostly cooperate well with their teachers and with each other. When they understand the task and what is expected of them, they work well in both independent and group activities.
- Leaders have been very successful in raising rates of attendance over the last two years. Attendance is now average and there are robust procedures for checking on absent pupils, including the few persistent absentees.

### **The leadership and management**

### **are inadequate**

- The school is not providing an acceptable standard of education and does not have the capacity to improve without outside help. The senior leadership team is not strong enough and the headteacher does not have anyone in the school to support her directly.
- Leaders are not accurate in their assessments of how well the school is doing. A number of initiatives have been introduced to improve standards but these have had little impact because monitoring lacks rigour and teaching is too weak.
- Leaders monitor the quality of teaching regularly, but their judgements do not take account of the impact of teaching on how well pupils are doing and so are not always accurate. Teachers are not always given enough guidance about points for improvement, and points are not followed up regularly and with rigour.
- Staff training is not focused closely on key areas for improvement, for example, the teaching of mathematics, and teachers have not had opportunities to benefit from observing good and outstanding teaching.
- The school should not appoint any newly qualified teachers.
- There is not clear or effective leadership of subjects, including English and mathematics; priorities for improvement in these subjects are not driven or monitored effectively.
- Leaders analyse in detail the progress made by most pupils, to identify differences in the progress of different groups. However, this information is not used well to identify where improvement is most needed.
- Pupil-premium funding supports eligible pupils in a variety of ways, including extra tuition in mathematics, experiences to broaden horizons and behaviour support. Although the use of this funding is monitored, the focus is not rigorous enough to find out the impact on pupils' academic progress or if gaps in pupils' learning are closing quickly enough.
- The work pupils do in Year 3 does not take sufficient account of their prior skills when they enter the school. This is because liaison between the infant and junior schools is not good enough.
- The local authority recognises that the school needs help to improve and has provided a range of appropriate support. However, this has only been partially successful, due to the high number of teachers leaving and joining the school.
- A good range of clubs and visits contributes well to pupils' enjoyment of school. There is a wide variety of cultural, artistic and sporting opportunities, including regular theatre visits, school choir and swimming. Creativity is fostered well through art and music, and pupils also benefit from high-quality specialist science teaching.
- The school successfully promotes pupils' spiritual, moral, social and cultural development. Pupils enjoy taking part in celebration assemblies and sharing one another's successes. They sing whole-heartedly and reflect on biblical stories. They show a good awareness of the needs of others by raising funds for charities, for example. The school encourages all groups of pupils to work together well and ensures equal access to resources and support.
- **The governance of the school:**
  - Governors are well intentioned but do not ask appropriately searching questions of leaders to

check that there is fast improvement in teaching and the progress of all groups of pupils. They have not ensured that performance management is rigorous or that the pupil premium is spent judiciously in order to raise the achievement of the pupils for whom it is intended. They know what the pupil-premium funding is spent on but are not aware of its impact on pupils' performance. Their view of how well the school is doing has been too generous. They are now developing a more accurate picture of how well the school performs compared to similar schools nationally and understand better the link between the quality of teaching and the learning and progress of pupils. The governing body has sought support from other local schools to strengthen the capacity of leaders. Governors manage finances appropriately. They ensure that statutory duties, including arrangements for safeguarding children, are fully met.

## 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>	110718
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	412692

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Toby Wood
<b>Headteacher</b>	Mary Foreman
<b>Date of previous school inspection</b>	21 April 2010
<b>Telephone number</b>	01733 343581
<b>Fax number</b>	01733 707030
<b>Email address</b>	office@dogsthorpe-jun.peterborough.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

