

# Dorney School

Harcourt Close, Dorney Reach, Maidenhead, Berkshire, SL6 0DY

**Inspection dates** 17–18 June 2015

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

## Summary of key findings for parents and pupils

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

- There has been a lack of clear direction and leadership for the school since the last inspection. The effectiveness of the school has declined. Leaders have not taken sufficient measures to ensure that all pupils receive consistently good teaching.
- Leaders and managers, including the governing body, have not been effective in monitoring the success of all aspects of the school's work. They have not taken strong action to improve performance. Pupils' achievement is inadequate as a result.
- Pupils' progress in Key Stage 2 is inadequate. The progress that they have made, particularly in writing, has been significantly below average for two of the last three years.
- There has been insufficient capacity in leadership across all levels to bring about much needed improvement. Recent improvements have relied on external support.
- Teachers' expectations of what pupils can and should achieve are too low. As a result the work set for pupils is insufficiently challenging, particularly for the most able pupils.
- Teachers' marking does not contribute well enough to helping pupils to improve their work.
- Opportunities for pupils to apply their writing skills in longer pieces of work are not sufficiently well developed.
- Pupils do not have enough opportunities to use their mathematical knowledge in solving problems.
- Pupils' attitudes to learning vary considerably and are not consistently positive. They do not take sufficient care with the quality of their work. As a result they make limited progress.
- The governing body has not been robust in holding school leaders to account.

### The school has the following strengths

- The support provided by the consultant leader and the local authority has helped to arrest the decline in performance and has provided clear guidance on how the school can improve.
- Pupils feel safe in school and have a good understanding of how to keep themselves safe in a range of situations. They behave well at breaktimes and show care and consideration for each other.
- Provision and teaching in the early years are good and the children make good progress.
- Recent appointments have strengthened the governing body. Governors are becoming more knowledgeable about pupils' achievement and the quality of teaching.

## Information about this inspection

- The inspectors observed pupils' learning in 13 lessons or parts of lessons. A number of lessons were observed jointly with the interim consultant leader and the headteacher designate.
- During the inspection the Year 6 class were on a residential visit and therefore were not observed.
- The inspectors looked at work in pupils' books and listened to pupils read. They met a group of pupils to gain their views of the school. The inspectors observed pupils' behaviour at breaktime, lunchtime and at the end of the school day, as well as in lessons. The inspectors attended two assemblies.
- The inspectors looked at a range of documentation, including: assessments and records of pupils' progress; the school's checks and records relating to safeguarding, child protection and attendance; records of how teaching is managed; and the school improvement plans.
- Meetings were held with the interim consultant leader, the headteacher designate and two middle leaders. The lead inspector met with three governors, including the newly appointed Chair of the Governing Body. He met with two representatives of the local authority.
- The inspectors took account of the 94 responses to the online questionnaire, Parent View, talked to parents at the end of the school day and considered letters from parents. They also looked at the 16 responses to the staff questionnaire.

## Inspection team

Adam Hewett, Lead inspector

Additional Inspector

Kim Rogers

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

- The school is smaller than the average-sized primary school.
- Children in the Reception class attend full time.
- The proportion of disadvantaged pupils – those who are supported by pupil premium funding – is below average. The pupil premium provides additional funding for pupils eligible for free school meals and those who are looked after.
- Most pupils are of White British background. The proportion of pupils from minority ethnic backgrounds is below that in most schools.
- The proportion of disabled pupils and those who have special educational needs is below average compared to similar schools nationally.
- The school runs a breakfast club and an after-school club for its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since the previous inspection the school has experienced significant changes in leadership and teaching staff. The current headteacher was appointed in January 2014 but has been away from school since January 2015. She was not in school during the inspection and did not take part in any of the inspection activities. The deputy headteacher left in March 2015.
- Two members of the teaching staff undertook temporary leadership of the school as acting deputy headteachers for the first part of the summer term. An experienced consultant leader has been providing leadership support for three days a week since April 2015 and was involved in the inspection activities. A new headteacher has been appointed and will take up the post on a permanent basis in September 2015. He was in school during the inspection.
- There have been a large number of changes of teaching staff since the last inspection. During this school year all the classes in Key Stage 2 have experienced at least one change of teacher.
- The governing body has experienced a number of changes. The Chair of the Governing Body is new and took up the post at the beginning of the week of the inspection.

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

- Raise achievement, particularly in writing and mathematics for the most able pupils, by ensuring all teaching is good or better by:
  - ensuring all teachers have sufficiently high expectations of what all pupils can and should achieve and how quickly they should work and learn
  - setting suitably challenging tasks for all pupils, especially the most able, based on accurate assessments of their abilities and what they need to learn next
  - ensuring tasks capture pupils' interest and engage them throughout lessons
  - ensuring teachers' marking helps pupils to improve their work
  - providing more opportunities for pupils to apply their writing skills in extended pieces of work
  - providing opportunities for pupils to use their mathematical knowledge and skills to solve problems.
- Support pupils to develop more positive attitudes to learning by ensuring that they are encouraged to work harder and take pride and care in their work.
- Improve the effectiveness of leadership and management by:
  - establishing a clear direction and ethos for the school that encourages excellence in all areas

- ensuring that all leaders and managers receive support to be effective in their roles
- using the information gathered through systematic monitoring and evaluation to identify clear steps for improving provision and outcomes
- managing teachers' performance robustly and setting challenging, but realistic, targets for improvement in the quality of teaching
- further developing the skills and knowledge of all governors so that they hold the school to account for all areas of its work.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management are inadequate

- Leadership and management are inadequate because there has been a marked decline in the quality of education provided over a period of time. A lack of strong and established leadership with a breadth of expertise and drive has resulted in a lack of consistency in teaching. Leaders have not set a clear direction and ethos for the school which is understood and shared by all members of the school community.
- Teachers have not been given clear guidance to improve their skills and this has led to frequent changes of staff. Consequently, standards are too low. Pupils have made inadequate progress by the end of Year 6 because the quality of teaching is too variable and leaders are unable to make the rapid improvements needed.
- Middle leadership roles are not firmly established. Responsibilities for leadership of key subjects are not all in place. There has not been a clear understanding of what needs to improve in subjects including mathematics and English. Subject leaders have not been involved in monitoring and evaluating the effectiveness of teaching and achievement within their areas of responsibility.
- The leadership of teaching is inadequate. School leaders have not systematically monitored and evaluated the quality of teaching across the school. Neither have they ensured that teachers understand the progress that pupils are making and where individuals or groups are falling behind. There has not always been sufficient emphasis placed on improving the quality of work in books or challenge for all pupils, including the most able.
- Procedures for setting targets for teachers' performance and linking them to pay progression do not clearly indicate where or how teaching needs to improve. They have not been accurately monitored over time.
- The school's performance has been causing the local authority concern because of pupils' rates of progress and the quality of teaching. Carefully considered and focused support for leadership and management to improve teaching and raise standards has been provided by the adviser allocated to the school. However, this support has not as yet been in place long enough to have the necessary impact on pupils' achievement.
- The school is striving to ensure that there is equality of opportunity for all. However, not all groups of pupils achieve as well as they should. There is no evidence of discrimination in any form.
- Parents do not believe the school is well led or managed. A much larger than typical proportion expressed this on Parent View. This view was also supported by the majority of parents spoken to during the inspection.
- The school has put in place actions to implement a revised curriculum that meets statutory requirements and has established how it will introduce a new assessment system. This has been achieved through the support and guidance of the consultant leader. In the short period of time that she has worked with the school, she has accurately identified gaps in the school's organisation and provision, and has started to establish more effective systems of measuring pupils' progress. This has not been in place long enough to have a full impact and has only been achieved through external support.
- Pupils' spiritual, moral, social and cultural development is generally promoted effectively. Good opportunities are provided for pupils to learn about other cultures and religions and to extend their understanding of the key British values of tolerance and respect. This helps them to be prepared for life in modern Britain.
- The primary school sports funding has been used effectively to increase the range of sporting opportunities available to pupils. This includes involvement in competitive competitions with other schools and the introduction of additional sports, such as tennis. Pupils have developed a greater understanding of the positive impact that physical activity can have on their health and well-being.
- Funding for disadvantaged pupils is not as effective as it needs to be. It is used to provide one-to-one and small-group tuition in English and mathematics. It has also been used to ensure that all pupils are able to take part in any after-school clubs and educational trips and visits. There is no gap in attainment between disadvantaged pupils and other pupils in school.
- Arrangements to safeguard the pupils meet statutory requirements.
- Newly qualified teachers may not be appointed.
- **The governance of the school:**
  - Until recently governors have not been sufficiently aware of the strengths and the weaknesses of the school, and have not taken strong enough action to hold leaders and managers to account.

- During the course of this school year they have recognised that many pupils were not making sufficient progress and that not enough teaching was good or better. They have reviewed their own organisation and have taken positive steps to develop their effectiveness. This has included the appointment of a number of new governors, including the very recently appointed Chair of Governors, who bring with them a wide range of valuable knowledge and skills from their involvement in other successful schools. These arrangements have not been in place long enough to impact sufficiently on the achievement of pupils.
- Governors are developing a system of focused visits to school and have used the data that are available to them to analyse pupil performance.
- Governors have ensured that they understand how the additional funding for disadvantaged pupils is being used, and have monitored the performance of these pupils, comparing their performance to their peers.
- They know how teachers' pay is linked to their performance. They are beginning to take steps to ensure that good performance is rewarded and underachievement is tackled.

### The behaviour and safety of pupils

### require improvement

#### Behaviour

- The behaviour of pupils requires improvement. While some pupils have positive attitudes to learning, others show less commitment in lessons. This results in some pupils not engaging fully in the tasks they are given and not taking sufficient pride or care in the presentation of their work. This contributes to a slowing in their pace of learning.
- A minority of pupils continue talking while teachers are explaining an activity and this is not always picked up by the adults. The majority are well behaved in lessons and listen carefully to their teachers and other adults.
- Outside of the classrooms at breaktimes and lunchtimes pupils' behaviour is better. They play well with each other and older pupils enjoy the responsibilities they are given, including looking after younger pupils in the canteen. Pupils are polite and look after the school environment well, including ensuring there is no litter around the school site.
- The school has effective systems to promote regular attendance. Attendance has risen and in the current school year is slightly above the national average.

#### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe around the school site. There are good measures in place to ensure that the site is secure with thorough checks made on visitors to school. Pupils have a good understanding of how to keep themselves safe in a range of situations, including when crossing the road or when using the internet.
- Assemblies are used well to further develop pupils' understanding of the need to consider their own and other people's safety. The local police community support officers are regular visitors and provide effective guidance to pupils on aspects of safety such as stranger-danger.
- Pupils have a good understanding of the different types of bullying, including cyber-bullying or homophobic bullying. They understand the impact that bullying can have on other people. While a very small minority of parents who responded to the Parent View survey expressed the view that bullying was not always dealt with effectively, pupils felt there was very little bullying in school. They believed that were it to occur it would be dealt with well by adults. Evidence gathered during the inspection supported their views.

### The quality of teaching

### is inadequate

- Teaching is inadequate because teachers do not have high enough expectations of what pupils can and should achieve. Tasks do not provide sufficient challenge to accelerate the progress of all pupils. The quality of teaching, particularly in Year 1 and across most of Key Stage 2, does not build on pupils' previous learning well enough. As a result progress has declined steadily since the school was last inspected.
- Teachers do not mark pupils' work in a way that helps pupils to know how to improve. A large number of books seen during the inspection included too much work that had not been marked and pupils had no indication of how well they had achieved. In the majority of books, although work had been marked,

teachers' comments gave no indication of how pupils could improve their work.

- The most able pupils are not challenged sufficiently in too many lessons. The work that is set for them is at a level that is not appropriately difficult. Some commented that they found the work too easy and said that at times they were bored. Additional activities have been introduced for some of them in mathematics and these engage their interest. However, this has not as yet had time to ensure that more pupils reach the higher levels.
- The quality of pupils' written work is inadequate because there are not enough opportunities for pupils to use their skills to write longer pieces of work. Errors in pupils' writing skills are not always identified and corrected.
- Pupils are not given appropriate opportunities to use their basic skills to use their own initiative. They do not usually decide for themselves what methods are needed and appropriate to solve practical problems, either within mathematics or in other subjects such as science.
- Some teaching is good. On these occasions, teachers engage the pupils' interest and imagination and set challenging tasks that are appropriate to their different levels of ability. For example, in a Reception lesson the children joined in enthusiastically in pretending to take part in a rocket launch. They used their number skills to count down from 20 and then designed and labelled their own rockets, using their writing skills to make accurate attempts at spelling complex words.
- Pupils read regularly and enjoy doing so. Guided reading and the teaching of phonics (the sounds that letters represent in words) are now better planned to enable pupils to develop both their early reading skills and their understanding of the books they read.
- Teaching assistants and other adults are now being used more effectively to support individuals and groups of pupils, particularly those who are disabled or who have special educational needs. They explain task carefully and ensure that pupils are able to participate fully in lessons.

### The achievement of pupils

### is inadequate

- Pupils' progress in their learning has declined steadily over the last three years. In both 2012 and 2014, overall progress was significantly below the level expected. School information and evidence seen during the inspection indicates that pupils currently in Year 6 will also have made inadequate progress in both mathematics and writing by the time they leave the school.
- In 2014, by the end of Year 2, pupils' attainment was broadly average. It had been above average the previous year. This shows that the school has not built effectively on pupils' above-average attainment when they enter Year 1.
- The accuracy of the school's progress records is contradicted by the work seen in books, indicating that pupils are not working at the levels that the school has identified. Evidence from the inspection indicates that while some pupils, particularly in Year 2, are now making better progress it is not consistent across all classes.
- The most-able pupils underachieve because work is often undemanding and does not give them the chance to deepen and broaden their learning. In 2014 the attainment of the most able pupils in Year 6 was broadly average in mathematics and reading. However, in writing it was below average. This year the school has introduced additional higher level support for the most-able pupils in Years 5 and 6, but as yet this has not had a clear impact on raising their attainment.
- The small number of disadvantaged pupils make the same inadequate progress as their peers in school. Their progress from their different starting points is below that of other pupils nationally. In 2014, there were too few pupils in Year 6 to compare their attainment with their classmates or with pupils nationally without risk of identifying the individuals.
- Disabled pupils and those who have special educational needs make the same inadequate progress as other pupils in school. Their needs have been more accurately identified during the latter part of the school year due to work undertaken by the temporary subject leader. Effective additional one-to-one and small group work is now being provided by teaching assistants and other adults.
- The proportions of pupils who achieved the expected level in the Year 1 phonics screening check has remained below average for the last two years. A whole-school approach to the teaching of phonics has been introduced and is now helping pupils currently in the school to make better progress.

**The early years provision****is good**

- Children enter the Reception class working at levels typical for their age. They achieve well in the early years because teaching is generally closely matched to the children's abilities. In 2014, a greater proportion of children reached a good level of development at the end of the Reception year than was the case nationally.
- Teaching is good. The teacher and teaching assistant plan effectively to cover all areas of the children's learning. They provide ample opportunities for the children to develop independence and have successfully developed the outside area as a stimulating learning resource. Relationships between staff and children are strong, with adults making their expectations clear and the children responding positively.
- Children settle quickly into the routines within the Reception class. They form good relationships with each other. They listen attentively to their teacher, enjoy their learning and are confident in expressing their own ideas and thoughts. They behave well, are kept safe and show consideration and respect for each other.
- Teachers and other staff work closely with parents and involve them in their children's learning. They contribute to the initial assessments that take place when the children start at school and this helps staff to have a good understanding of each child's individual needs and abilities. Communications between parents and the school are good and parents feel well informed about how their children are progressing.
- Leadership and management of the early years are good because assessments are thorough, work is well planned, teamwork strong and the curriculum well organised. The leader has a good understanding of the needs of the children and plans activities that are carefully matched to their developing abilities as the year progresses.

## 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>	110220
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	456191

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>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ryan Connelly
<b>Headteacher</b>	Lindsay Phillips
<b>Date of previous school inspection</b>	1 December 2011
<b>Telephone number</b>	01628 620871
<b>Fax number</b>	01628 782073
<b>Email address</b>	office@dorney.bucks.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 and 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 2014

