

# Ham Dingle Primary School

Old Ham Lane, Pedmore, Stourbridge DY9 0UN

**Inspection dates** 10–11 November 2015

**Overall effectiveness** **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders do not have the capacity to improve because of the broken relationship between the headteacher and the governing body.
- There is no collective view on the future direction for the school. Staff and parents are sharply divided in their views of the leadership of the school. Relationships between the headteacher and some staff are poor.
- Safeguarding is ineffective, including in the early years. Leaders do not carry out their statutory duties to ensure the safety and welfare of the pupils. Not all staff are sufficiently trained and a culture of safeguarding throughout the school is not securely established. Policies do not comply with the latest guidance and legislation and record keeping is disorganised.
- Governors do not sufficiently hold leaders to account nor check that leaders are carrying out all their statutory responsibilities. Roles and lines of responsibility for leaders and governors are not clear enough.
- Leaders do not sufficiently analyse and report on outcomes for different groups of pupils.
- Not enough pupils in the school are making as much progress as they should from their starting points, especially the most-able pupils.
- Monitoring of teaching has not led to sufficient improvements in the quality of teaching and marking.
- Teaching over time is not challenging enough, especially for the most-able pupils. Some teachers have gaps in their subject knowledge.

### The school has the following strengths

- Pupils behave well in lessons and around the school. They are courteous and polite and thrive from taking on additional responsibilities.
- All parents who responded to the Parent View survey, and almost all spoken to, said their children were happy in school.
- The curriculum is broadly balanced; sporting opportunities for pupils are particularly well developed.
- Leaders promote pupils' spiritual, moral, social and cultural development well.

## 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.

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

- Leaders and governors should ensure that safeguarding is effective, including in early years, by:
  - meeting all statutory duties related to recruitment, policies and procedures
  - maintaining systematic and organised records related to the safeguarding and welfare of pupils
  - developing a culture of safeguarding throughout the school so that pupils' welfare and safety are paramount
  - providing up-to-date training so that all staff and governors are aware of the latest safeguarding guidance, including that related to tackling extremism and preventing radicalisation
  - governors checking that leaders fulfil all their statutory responsibilities and that policies for behaviour, safeguarding and child protection meet requirements.
  
- Improve leadership and management by making sure that:
  - there is a shared view of the future direction of the school among leaders, governors and the wider school community
  - roles and responsibilities of leaders and governors are clear and understood
  - governors hold leaders to account more effectively for the performance of the school
  - monitoring of teaching is effective in tackling weak teaching and leads to improvements
  - outcomes for pupils in the full range of subjects are analysed in a way that identifies quickly and clearly where intervention is required to stop pupils falling further behind.
  
- Improve teaching, learning and assessment and accelerate pupils' progress so that this is consistently good by making sure that:
  - expectations are high for all pupils, including the most able
  - teachers' subject knowledge in literacy and numeracy is always good
  - teachers' feedback to pupils, including marking, gives them a clear idea of how they are doing and how they could improve their work.

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

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- The relationship between the headteacher and members of the governing body is broken. There is disharmony among members of staff, including within the senior leadership team. This is distracting leaders from bringing about improvements to the school and has contributed to leaders not fulfilling all of their statutory duties.
- There is a lack of a shared understanding among the staff about the direction the headteacher is taking. A significant minority of those spoken to or who completed surveys are in disagreement with the leadership of the headteacher and the way that changes have been introduced. They confirmed that for them morale is low. Others are upbeat about the changes and excited to be a member of the school. At the heart of this disagreement is that staff support either the headteacher or the deputy headteacher and this has led to deep divisions. The majority of the staff surveyed support the actions that the headteacher is taking.
- Leaders do not have a clear enough view of their roles and responsibilities, which means there are gaps in following procedures, for example over exclusion. There is a culture within the school of blaming someone else when a task has not been completed.
- The arrangements for safeguarding are ineffective. The school's policies and procedures do not meet requirements. Incidents are not always correctly recorded. The behaviour and physical intervention policies are out of date and give no regard to recent government guidance on the use of reasonable force. Safeguarding and child protection policies are also not effective. Although the child protection policy is dated June 2015, the content does not reflect current expectations and good practice to keep children safe. Parents are not always kept sufficiently informed on issues relating to their children. There has been no structured training to ensure that staff are sufficiently aware of the risks to pupils of extremism and radicalisation. It is not clear from the school's records whether all required recruitment checks have been carried out, and there are gaps in record keeping.
- Leaders' views of the strengths and weaknesses of the school are over-generous and do not take sufficient account of the impact the divisions are having on the school. Leaders can identify strengths and weaknesses in individual lessons but this has not led to improvements over time. There is an over-reliance on putting additional resources in the end of each Key Stage in Years 2 and 6.
- The school is not doing enough to promote equality of opportunity. Analysis of outcomes and uptake of extra activities for different groups of pupils is not rigorous enough to ensure that any trends are identified quickly enough to ensure that pupils do not fall behind.
- Leaders have not ensured that the most-able pupils are challenged sufficiently. Leaders have not identified why so few of the most-able pupils achieved the higher levels in the most recent spelling, punctuation and grammar test in Year 6.
- Parents have very mixed views about the school. Some fully support the headteacher's drive to bring about improvements and say that communication has significantly improved. Others think the school has got worse as a result of the headteacher's leadership style. Of those who expressed an opinion through Parent View, just over half thought the school was well-led and managed. A third of respondents said they would not recommend the school to another parent.
- The local authority has been slow to provide support and challenge for the school and, in particular, the headteacher, during the last two years. It has very recently begun to take effective action and it has an accurate view of the leadership and management of the school. Other external support and challenge has not picked up shortcomings in the school's policies and procedures to ensure the welfare and safety of pupils.
- The curriculum is broad and balanced and offers pupils a wide range of subjects. There has been a strong focus on reading, writing and mathematics to raise standards but not at the expense of other subjects. There are also a wealth of additional activities with a strong emphasis on sport.
- Many of the newer leaders appointed have started to take steps to bring about improvements in their areas of responsibility but have not been in post long enough to demonstrate more impact.
- Leaders have provided well for pupils' spiritual, moral, social and cultural development. Pupils have a wide understanding of different faiths and beliefs. They give regularly to charities such as 'Children in Need' and have opportunities through the curriculum to be amazed at astronomical features such as the moon and to be creative through cookery and through clubs such as drama and orchestra.
- Leaders have ensured that the school is a calm, orderly environment where pupils behave well in and

around the building and where they are happy to come to school. The school promotes British values well so that pupils develop tolerance and respect for each other and are well prepared for life in modern Britain. They understand democracy and have voted for the school council.

- Leaders know the learning needs of disabled pupils and those with special educational needs well. This enables the planning of appropriate support for these pupils. However, there are gaps in leaders' knowledge about recent guidance concerning the use of reasonable force.
- The use of additional funding such as the sports premium is a strength of the school. Well-qualified staff are successful in motivating pupils to increase their uptake in sport. They challenge stereotypes so that more girls play football and more boys play netball. There are good links with the local football club, West Bromwich Albion.
- Leaders have effectively evaluated the impact of the pupil premium for the last academic year, which was successful in narrowing the attainment gap for disadvantaged pupils by the end of Year 6. They have not yet considered what changes they will make for this academic year, however.
- **The governance of the school:**
  - is ineffective. Governors have a very over-generous view of their effectiveness and blame the headteacher and the local authority for their own lack of initiative. They have not taken the necessary action to create a culture of unity in the school and address the weaknesses identified.
  - does not have a clear enough understanding of its roles and responsibilities.
  - is not holding leaders to account to ensure that all safeguarding checks have been carried out and that records are complete. Governors have not checked whether safeguarding and child protection arrangements and policies meet requirements. They have not ensured that guidance on restraining pupils is included in the behaviour policy, which is out of date.
  - ensures that it meets its responsibilities for the performance management of teachers.

## Quality of teaching, learning and assessment **requires improvement**

- There is too much inconsistency in the quality of teaching over time and this has led to variable rates of pupil progress from one year group to another. While some pupils are making good progress, not enough of the most-able pupils (including those who are disadvantaged) are challenged enough to ensure they do as well as they can from their starting points.
- The quality of written feedback to pupils is highly variable. At its best, pupils are clear about how they are doing and what they need to improve. However, there are instances of mistakes by pupils left uncorrected or in some cases wrongly ticked as right by teachers.
- Teachers are generally well qualified to teach a range of subjects, but there are examples of gaps in teachers' subject knowledge. This leads to pupils developing misconceptions in mathematics and literacy. Pupils' mistakes are then not picked up and dealt with.
- Pupils usually get down to their work promptly but there are occasions when it takes too long for pupils to get started with their written work. This is because too long is spent by teachers explaining each activity to every pupil group one at a time while others sit waiting and unoccupied. This means opportunities for more extended writing are sometimes limited.
- Teachers manage classes well to ensure that the rare instances of misbehaviour do not disrupt the flow of lessons.
- Teachers plan lessons and activities that engage and motivate pupils for most of the time. Pupils are enthusiastic and thrive when they are given opportunities to make choices or develop their own ideas.
- Support for disabled pupils and those with special educational needs is well planned to ensure that these pupils are making similar progress to their peers.
- Links between mathematics and other subjects are well developed, for example studying climate in different parts of the world in Year 6 through a numeracy lesson on graphs.
- Homework is set regularly and is useful in supporting pupils' learning, as confirmed by work in books and pupils spoken to.
- Pupils have wide opportunities to read at home and at school and are taught phonics skills (the sounds that letters represent) well to decode new or difficult words.

## **Personal development, behaviour and welfare** is inadequate

### **Personal development and welfare**

- The school's work to promote pupil's personal development and welfare is inadequate.
- Leaders do not ensure the welfare and safety of pupils in school as they have not carried out all required statutory responsibilities for safeguarding, including staff checks and training.
- The very large majority of pupils spoken to said that they feel safe in school. They confirmed that there are rare instances of bullying, which, when reported, are sorted. They know about the different forms that bullying can take and how to respond if it happens. However, a very small number of pupils said they had been bullied but were reluctant to report it.
- The overwhelming majority of parents who expressed an opinion said they thought that their children were safe in school and well looked after.
- Pupils know how to keep themselves safe and those spoken to referred to a recent safety day that raised the profile of keeping safe. The large majority of pupils reported that adults are helpful if they have concerns or if there is an incident of bullying. There is a high level of supervision in and around the school.

### **Behaviour**

- The behaviour of pupils is good. Around the school they move in an orderly fashion to classrooms and to and from assembly. In class, almost all are engaged in their learning, even where lessons are not challenging enough.
- Pupils take on individual responsibilities. They made suggestions through the school council, for example for a girls' school football team, which has now been established. Older pupils act as play leaders for younger ones at lunchtime.
- They are courteous and polite to visitors. They listen to each other and to teachers well during class discussions, most of the time.
- They are punctual to lessons and are smartly dressed.
- They are sensitive towards others and show respect for events such as the two-minute silence for Remembrance Day.
- Pupils work well together in lessons to support each other's learning.
- There were no recorded exclusions in 2014 or 2015, although inspectors were aware of an exclusion in the last academic year that was not properly recorded.
- Leaders analyse behaviour logs weekly to look for any trends so they can intervene quickly to address issues.
- All parents who responded to Parent View said that their children were happy in school.
- Pupils attend school regularly and the proportion of pupils who are persistently absent is low. Monitoring of attendance is thorough and well organised. Attendance is analysed by pupil group and there are no significant variations between groups. Parents are kept fully informed of any attendance concerns. Where appropriate, the school challenges parents with the support of outside agencies.
- In lessons, there were a few isolated incidents of low level disruption, usually linked to where pupils had become bored by the slow pace of learning.

## **Outcomes for pupils** require improvement

- Not enough pupils currently in school are making sufficient progress from their starting points. Although pupils make more rapid progress in their reading, writing and mathematics in Year 2 and Year 6, it is uneven in other year groups.
- Work in pupils' books demonstrates this variability. There are some instances where pupils are repeating work on features of literacy that they have done successfully earlier in the term.
- Leaders are at an early stage in measuring the progress pupils make in other subjects. Information about

the progress pupils have made so far this term in reading, writing and mathematics was not available.

- As the school has moved to a new system for tracking pupils' progress, it can identify how well individuals are doing but so far has not collated any trends for pupil groups, other than for disabled pupils and those with special educational needs.
- The school has been slow to complete initial assessments for the small proportion of pupils who are learning English as an additional language as they are reliant on outside help to do this. Leaders could not say whether these pupils are making as much progress as they should from their starting points.
- In the most recent tests at the end of Year 6, pupils did well, including those who are disadvantaged. The proportions reaching the expected level for their age in reading, writing and mathematics were higher than national figures. Progress was good from pupils' starting points at the end of Year 2.
- Not as many of the most-able pupils achieved the higher levels in the most recent spelling, punctuation and grammar tests in Year 6, compared to national figures. Leaders were not able to explain this when the same pupils did well in their reading, writing and mathematics.
- Disadvantaged pupils did well in closing the attainment gap by the end of Year 6, but the proportion gaining the highest possible levels in the spelling, punctuation and grammar test was very low.
- Boys did better than girls in tests in Year 6 and assessments in Year 2, but leaders could not explain the reasons for this.
- The proportion of pupils who reached the expected standard in phonics in Years 1 and 2 in 2015 was higher than in most schools because of the effective teaching of phonics.
- A very large majority of parents who expressed an opinion said that they thought their children were making good progress. In fact this is more variable.

## Early years provision

## is inadequate

- Safeguarding is ineffective in line with the rest of the school as not all policies and procedures are correctly followed and recorded. Information about safeguarding and training records is kept in a disorganised fashion and, as a result, information is poorly communicated.
- The provision for the early years has otherwise significantly improved. Leaders know the strengths and areas for improvement well. The ethos and environment both inside and outside provide a good environment for learning. It is bright and colourful, well organised and there are numerous opportunities for children to investigate, cooperate, share and make decisions. There is a focus and purpose to free-flow activities.
- The quality of teaching over time in early years is good. The proportion of children reaching a good level of development improved significantly in 2015 to be above average. This represents good progress from children's broadly typical starting points and means that most children are well prepared for Year 1. Additional funding is used effectively so that disadvantaged children make similar progress to other children.
- Adults work well together to encourage children with their learning. They effectively promote good behaviour and attitudes to learning.

## School details

<b>Unique reference number</b>	103808
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10009072

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	379
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Rice
<b>Headteacher</b>	Joanne Davies
<b>Telephone number</b>	01384 818965
<b>Website</b>	<a href="http://www.hamdingleprimary.co.uk">www.hamdingleprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:info@ham-dingle.dudley.sch.uk">info@ham-dingle.dudley.sch.uk</a>
<b>Date of previous inspection</b>	22–23 March 2012

## Information about this school

- Ham Dingle is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is about one in ten, below the national average.
- The percentage of pupils from minority ethnic groups is lower than the national average. The proportion who speak English as an additional language is also below average.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals, and those looked after by the local authority) is lower than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The proportion of pupils who join or leave the school midway through a key stage is lower than the national average.
- The headteacher and Chair of the Governing Body have both taken up their posts since the last inspection. The current headteacher was appointed in 2013. There have been considerable changes to teaching and non-teaching staff, and the senior leadership team has been restructured. Both of the assistant headteachers are new to post from September 2015.
- The school is supported by a school improvement adviser who is not part of the local authority.
- The local authority is currently conducting an investigation into the leadership of the school as a result of concerns similar to those brought to Ofsted's attention.



## Information about this inspection

- The initial Section 8 monitoring visit took place as a result of concerns raised to Ofsted about the leadership and management of the school.
- Inspectors observed 15 lessons or parts of lessons, of which 14 were jointly observed with senior leaders. In addition, inspectors made a number of other short visits to lessons and other activities, for example to look at pupils' books in Years 5 and 6.
- Inspectors heard pupils read during lessons and also observed guided-reading sessions.
- Meetings were held with two groups of pupils, members of staff, including senior and middle leaders, six members of the governing body, including the Chair and former Chair, two representatives from the local authority and the school's improvement adviser.
- Inspectors spoke to 23 parents and carers at the school gate, as well as members of staff. There were 43 responses for inspectors to take account of through the online questionnaire, Parent View.
- Inspectors reviewed a staff questionnaire completed by 43 members of staff.
- Inspectors observed the school's work and scrutinised a number of documents, including the school's own self-evaluation, improvement plan, school information on pupils' recent attainment and progress, behaviour and attendance logs, policies and procedures including pupil premium, sports premium safeguarding, child protection and behaviour.
- Inspectors reviewed the minutes of the recent governing body meetings.

## Inspection team

Mark Sims, lead inspector	Her Majesty's Inspector
James McNeillie	Her Majesty's Inspector
Martin Pye	Her Majesty's Inspector
Janet Satchwell	Ofsted Inspector



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