



Dallimore Primary School

Inspection Report

Unique Reference Number 112675
LEA DERBYSHIRE LEA
Inspection number 278988
Inspection dates 23 March 2006 to 24 March 2006
Reporting inspector Mr. David Speakman LI

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

Type of school	Primary	School address	Dallimore Road
School category	Community		DE7 4GZ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	0115 9320741
Number on roll	343	Fax number	0115 9440292
Appropriate authority	The governing body	Chair of governors	Mr. Andrew Jowett
Date of previous inspection	3 April 2000	Headteacher	Mr. Glyn Julian

Age group 4 to 11	Inspection dates 23 March 2006 - 24 March 2006	Inspection number 278988
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized primary school. Almost all pupils are of a White British background. There are no pupils at an early stage of English acquisition. The proportion of pupils entitled to claim free school meals is above average and the proportion of pupils with learning difficulties and disabilities is average. Attainment on entry to the Nursery is well below that nationally expected for children of this age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The inspection team agrees with the school that its effectiveness is satisfactory. It provides satisfactory value for money. The quality of teaching and learning in the Foundation Stage and for the pupils in Years 5 and 6 is good and achievement in these years is good as a result. It is satisfactory in other year groups. However, in a few classes lengthy introductions reduce the time pupils have to actively learn and teaching assistants are not always used to best effect. Standards at the end of Year 2 are below average in reading, writing and mathematics. By the end of Year 6 standards are average overall but below average in writing. Although provision in the Foundation Stage is good, standards are below those children are expected to reach by the end of Reception. Most pupils are positive about school but, despite the efforts of the school to improve it, attendance is unsatisfactory. The school shows good personal care for pupils. Procedures for target setting and tracking pupils' achievement have recently been introduced and they form a good basis for further development. Along with the marking of pupils work, assessment information is not yet used consistently enough to let pupils know how well they are doing and what they need to improve. Leadership and management are satisfactory overall. Although the school has correctly identified its priorities, the school improvement plan does not define its targets clearly enough or reflect a long-term vision. Some issues from the previous inspection are still outstanding but the headteacher and deputy headteacher, both new since the previous inspection and working in partnership for the last two years, are getting to grips with these and have introduced a number of sound strategies for improvement. The school's capacity to improve is satisfactory.

What the school should do to improve further

- Improve the rate of progress in Years 1 and 2, in order to raise standards by the end of Year 2, by informing pupils more clearly of what they need to improve and about how much progress they are making.
- Improve the quality of writing throughout the school by giving pupils opportunities to practise writing skills in a range of subjects.
- Revise the school improvement plan to define targets for improvement more clearly and how they will be achieved in both the long and short term.
- Improve teaching so that the best practice is reflected in all lessons, especially through making better use of teaching assistants and providing more time in lessons for pupils to actively learn.
- Work closely with parents to improve the attendance of their children.

Achievement and standards

Grade: 3

Children enter school with standards that are well below those normally expected for children of this age, particularly in language and personal development. They progress well, especially in their personal, social and emotional development, but overall standards are below those nationally expected by the end of Reception. Progress in Years 1 and 2 is satisfactory and standards in reading, writing and mathematics remain

below average by the end of Year 2. Work seen during the inspection confirms the results in national tests. Standards at the end of Year 2 have been falling for the past few years but school assessment data indicates an upward trend for the next two years. Progress is satisfactory overall in Years 3 to 6, but good in Years 5 and 6, where teaching is more effective. Assessment data shows progress between Years 3 and 6 is satisfactory in mathematics, good in science, but unsatisfactory in English. This is reflected in standards, which are average in mathematics, science and reading but below average in writing at the end of Year 6. The school did not meet the challenging overall targets set for the end of Year 6 in 2005, but higher attaining pupils met those set for them. Pupils with learning difficulties and disabilities make satisfactory progress. The below average standards in information and communication technology (ICT) noted at the time of the previous inspection have improved and standards are now in line with those expected nationally.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. The Nursery and Reception children behave very well. In the rest of the school the number of exclusions is high and the school has yet to find effective strategies to improve the behaviour of the small number of pupils concerned. The attitudes and behaviour of most other pupils are satisfactory and often better in lessons. Relationships are sound and older pupils develop an adequate sense of responsibility through caring for younger ones. Pupils generally enjoy school but a few pupils show a lack of enthusiasm. Attendance is below average and unauthorised absence is high. Absence, particularly in Years 1 and 2, has a detrimental effect on standards and those pupils with poor attendance records make too little progress. Spiritual, moral, social and cultural development is satisfactory overall. Events, such as 'Star of the Week' assemblies, promote a strong sense of community. Pupils gain awareness of other cultures when guests such as Indian dancers visit the school. Pupils make a valuable contribution to the life of the school through fund raising activities and the school council provides an effective means for pupils to influence what happens. Pupils have a satisfactory understanding of the importance of healthy lifestyles and know how to stay safe in and around school. Pupils generally develop adequate skills for future life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Teaching is good in the Foundation Stage enabling children to achieve well through an exciting range of well-structured activities. Progress slows to satisfactory in Years 1 to 4 because some teachers do not have high enough expectations of pupils, including those in mixed age classes. Tasks do not always meet all pupils' learning needs, are too easy for some pupils and are too difficult for others. As a result, some pupils do not make enough progress. Teaching

in Years 5 and 6 is good and pupils achieve well, making up much lost ground. With extra support, pupils with additional learning needs achieve as well as others of the same age. Pupils are mostly managed well and, in the best lessons, good relationships and a lively and enthusiastic approach to teaching inspire pupils to be keen and effective learners. There is some difference in the learning styles teachers promote. In more effective lessons, pupils are actively engaged in learning but there are times when pupils sit passively while teachers do most of the work. Teachers do not always make effective use of good quality support staff, who are not always fully involved during lengthy introductions. There is some inconsistency in the feedback given through the marking of pupils' work and not all pupils get sufficient guidance about how to improve.

Curriculum and other activities

Grade: 3

All subjects are taught as required and work is planned to ensure smooth progress from year to year, particularly for mixed age classes. Provision for children in the Foundation Stage is good, giving them a wide variety of well-chosen activities with a strong emphasis on developing language skills. Satisfactory provision is made for pupils' personal, social and health education, although not all pupils receive the recommended amount of physical education each week. Planning for the use of ICT in lessons makes this a regular part of pupils' day-to-day learning and provides additional opportunities for them to develop computer skills. Curriculum provision for pupils with learning difficulties and disabilities is good. The curriculum is supported by a satisfactory range of after-school clubs and activities, many of which are sport based, but the take-up of these is limited. Visitors to school and visits to places such as to local museums and outdoor centres successfully enrich pupils' learning.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. The school takes good care of its pupils' safety and well-being. There are secure arrangements for child protection and staff know what to do if concerned. Risk assessments are carried out on activities to ensure pupils' safety. The school has taken a positive approach to incidents of bullying, which the pupils say are handled effectively and are decreasing in number. Pupils are encouraged to confide in a trusted adult when in need of support. The 'friendship bench' in the playground is successful and has helped eliminate some inappropriate behaviour. Arrangements for supporting pupils' academic development are satisfactory but the school does not use information about pupils' progress in a consistent or effective enough way. Current initiatives for improving this are in their early stages of implementation and do not yet give pupils a clear understanding about what they need to do to improve or whether they are making enough progress.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. The headteacher and deputy work well together and have established a shared commitment amongst staff to raise standards and provide for pupils' personal development. The work of the subject leaders is satisfactory overall. The Foundation Stage is well led and managed, as is provision for pupils with learning difficulties and disabilities. Governance is satisfactory. Those governors spoken to show commitment, know the school well and are supportive of its work. There is an accurate view of what needs to be done and school self-evaluation is satisfactory. It takes adequate account of assessment data and of staff, governors', parents' and pupils' views. It results in clearly identified areas for development that are relevant to current school improvement. The school improvement plan is based on these outcomes. However, it is not structured well and not easy to follow in terms of guiding school improvement. It focuses on the current year only and, as there is no indication of future development targets, it does not provide a clear enough view of the school's long term goals. Although there has been limited improvement since the previous inspection in standards overall, the headteacher, deputy and subject leaders are getting to grips with addressing these weaknesses, giving the school a satisfactory capacity to improve. This has resulted in early indications of a more optimistic trend in achievement in Years 1 and 2. There has been a good level of improvement in ICT standards and provision.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us welcome when we visited your school recently and for talking to us about your school and the work you have done. We particularly liked the lessons we saw in the Foundation Unit and in classes for older pupils in Years 5 and 6. We saw some exciting teaching and learning in these classes. We did feel that standards could be better by the end of Year 2 and in writing throughout the school. Most of you behave well but a few pupils let the school down. Too many of you take too much time off school and are not making as much progress as you could as a result. The school cares well for all of you. The headteacher, deputy headteacher, staff and governors are all trying hard to improve what the school does and what it achieves. To help them do this we have suggested that they: - help pupils in Years 1 and 2 to do better so that standards in reading, writing and mathematics improve, - help you all to improve the quality of your writing, - make the written plans that the staff and governors have for the school easier to understand, - make sure that every lesson helps all pupils to do their best, - work with those parents whose children miss school to improve their attendance. Thank you once again and good luck in the future.