

Dawlish Primary School

Inspection report

Unique reference number	103073
Local authority	Waltham Forest
Inspection number	376811
Inspection dates	8–9 February 2012
Lead inspector	David Wynford Jones

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Matthew Perry
Headteacher	Michael Reader
Date of previous school inspection	13 October 2008
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Age group	3–11
Inspection date(s)	8–9 February 2012
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Introduction

Inspection team

David Wynford Jones	Additional inspector
Melanie Clapton	Additional inspector
Elizabeth Kissane	Additional inspector

This inspection was carried out with two days' notice. Inspectors visited an assembly and 18 lessons, observing nine teachers. They held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection; they observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 86 questionnaires completed by parents and carers, together with those from staff and pupils.

Information about the school

Dawlish Primary is similar in size to most schools of its type. Many nationalities are represented in the school. Most pupils come from minority ethnic backgrounds. The largest groups are of Pakistani, Black African and Caribbean heritage. Just over two thirds of the pupils speak English as an additional language. A few are at the early stages of learning English. There are more girls than boys in nearly all year groups. Proportionally, there are more boys than girls with special educational needs. Overall, the proportions of disabled pupils and those with special educational needs are above the national average. The proportion of pupils known to be eligible for free school meals is also above average for primary schools. Considerably more pupils than average join or leave the school at other than the usual starting and finishing times. The school holds National Healthy School status and the Basic Skills Quality mark. The school met the government's current floor standards (national minimum standards) in 2011.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils are happy and well cared for. Relationships are good. Parents and carers would recommend it to others.
- Pupils make good progress, if slightly variable in different year groups. Their achievement by the end of Year 6 is good. Attainment in Year 6 in English and mathematics is broadly average. Pupils’ skills in writing and mathematics are not as well developed as those in reading.
- Most teaching is good, and occasionally outstanding. Sometimes the quality of teaching slips and pupils do not make good progress. This is because assessment information has not been used effectively to plan work that challenges all groups of pupils. Informative marking is evident in some classes but it is inconsistent across the school.
- Opportunities to promote pupils’ writing skills, undertake mathematical investigations and develop their understanding of mathematical terminology are sometimes missed. Not all teachers are entirely confident in the teaching of phonics (the sounds that letters make).
- Good support for pupils with disabilities and those with special educational needs, including those whose circumstances could make them potentially vulnerable, and for pupils at the early stages of learning to speak English as an additional language, enables them to make progress similar to that of their peers.
- Pupils behave well, show respect for each other and are keen to take responsibility. They have a good understanding of keeping themselves and others safe.
- The senior leadership team is working well with the governing body to drive improvements and to ensure that this is an inclusive school. Middle leaders are effective. They are keen to develop their skills in supporting colleagues but have yet to refine their skills in critically monitoring and evaluating the quality of teaching and its impact on pupils’ learning.

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What does the school need to do to improve further?

- By July 2012, accelerate the rate of pupils' progress in writing and mathematics throughout the school by:
 - ensuring that effective and consistent use is made of assessment information to plan work that challenges all groups of pupils
 - ensuring that teachers' marking regularly provides pupils with clear guidance on how to improve their work
 - developing pupils' understanding of mathematical terminology and providing them with more opportunities to develop their skills in undertaking investigations and problem solving
 - updating teachers' knowledge and skills in the teaching of phonics and in promoting pupils' writing skills across the curriculum.
- Ensure that middle leaders make a greater contribution to school improvement by:
 - refining their skills in analysing and using assessment data to raise expectations and to challenge their colleagues
 - rigorously monitoring and evaluating the quality of teaching and its impact on pupils' progress.

Main report

Achievement of pupils

Most children enter the Early Years Foundation Stage with skills and knowledge well below those expected for their age. They settle quickly and form good relationships with their peers and the adults. Children are keen to learn and make good progress. Standards in reading in Year 2 are broadly average and securely in line with expectations in Year 6. Throughout the school, standards in reading are consistently higher than those in writing and in mathematics. Pupils in the current Year 6 are on track to reach the expected levels in writing and mathematics by the end of the year.

Pupils respond well to challenge and to imaginative teaching. For example, in a Year 5 lesson, pupils eagerly engaged each other in conversation as they discussed characters and locations in Shakespeare's play 'The Comedy of Errors'. Pupils focused their conversations on developing ideas by highlighting the five senses – what they might see, hear, smell, touch and taste – to describe Ephesus. They confidently talked about the different characters and the possible scenes they might encounter.

Progress data confirm that all pupils, including those with disabilities or special educational needs and those speaking English as an additional language, are making good progress relative to their starting points and needs. There is firm evidence to show that pupils in Year 6, especially those who have attended this school for their entire schooling, have made good progress. Pupils joining the school part way through their schooling are also making good progress. Ethnic heritage and economic background make no significant difference to the rate of progress that pupils make.

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Senior leaders have undertaken a detailed analysis of the assessment information to identify individuals and groups of pupils needing extra support. The data shows that in some years, boys' attainment is not as high as that of the girls. However, on closer scrutiny, this can be attributed to an imbalance of numbers between boys and girls and to a higher proportion of boys with special educational needs.

Since the last inspection, outcomes for children in the Early Years Foundation Stage have risen steadily in all areas of learning. Their skills in reading and writing remain the weaker strands. Overall standards at the end Key Stages 1 and 2 are also higher. The most noticeable improvements have been in reading and writing. Standards in mathematics at the end of Year 2 are similar to the current levels, whilst in Year 6 they have risen slightly.

The majority of parents and carers consider that their children are making good progress. A similar proportion considers that the school helps their children develop skills in communication, reading, writing and mathematics. Inspectors endorse their views.

Quality of teaching

Teachers act as good role models to promote the pupils' spiritual, moral, social and cultural development. Throughout the school, the relationships between teachers, support staff and pupils are good. This ensures that the pupils feel confident and secure. This is a particular strength in the Early Years Foundation Stage and helps the children settle quickly into school routines. The school's inclusive ethos and the celebrations of the different cultures promote pupils' cultural development effectively.

Teachers make good use of the cramped and limited space to display pupils' work and to create a stimulating learning environment. They ensure all aspects of the national curriculum are covered in the theme-based topics the school has developed. Pupils respond well. For example, during the recent design and technology theme week, they created a range of models, successfully combining their learning in science, history and mathematics. During the inspection in a Year 1 lesson, pupils re-told the story of Goldilocks in different ways – some wrote the story while others approached the task through drama, music and art.

In most lessons, teachers make effective use of assessment information to plan work that builds on previous learning and is well matched to the pupils' needs and abilities. Teachers ensure that pupils know the purpose of each lesson and use information and communication technology (ICT) effectively to enhance learning. They use questioning skills well to probe the pupils' understanding and to challenge their thinking. Any misconceptions are addressed effectively and lessons proceed at a brisk pace. Pupils take an active part and make a good contribution to their learning.

However, in a small minority of lessons, pupils do not make the same accelerated progress as in the best lessons because the work is not always well matched to their

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needs. This is because assessment information is not used effectively. Some pupils say they find the work too easy, whilst others find it difficult. Not all teachers are as confident and skilled as others in teaching phonics and ensuring pupils use their knowledge to improve their reading and writing. Opportunities to consolidate pupils' writing, promote their understanding and use of mathematical technical vocabulary and develop their skills in undertaking problem solving through practical investigations are sometimes missed.

In most lessons, good use is made of opportunities for pupils to evaluate their own work. Teachers mark pupils' work regularly. However, the quality of marking varies. It does not consistently provide pupils with clear next steps guidance towards improving their work and reaching their individual learning targets, particularly in their mathematics books.

All parents and carers who responded to the questionnaire either agreed or strongly agreed that their children are well taught at this school. Inspectors generally endorse this view, but found that not all lessons are taught as effectively as others.

Behaviour and safety of pupils

In lessons and around the school, pupils behave well. They show respect and consideration for each other. For example, they moved around and played sensibly on the snow-covered playground, ensuring that all were kept safe. Pupils are welcoming, polite and courteous. They demonstrate a positive attitude towards learning. They are keen to celebrate the customs and cultures of the many different nationalities within the school and in the local community. Incidents of racist or poor behaviour are rare. Pupils say they enjoy school and feel safe. They are certain that there is no bullying of any kind whatsoever in the school and that if there were it would be dealt with immediately and effectively. They are confident that if they have any concerns, these are dealt with promptly and fairly by adults. Older pupils enjoy taking care of younger children and willingly take on responsibilities as buddies, helping them to learn to read. Pupils are proud of their school and take good care of its resources and the environment. They are able to explain clearly the issues relating to personal safety and have a good awareness of internet safety matters. Their spiritual, moral, social and cultural development contributes significantly to their good behaviour.

Nearly all parents and carers who responded to the inspection questionnaire are convinced that behaviour is good and their children feel safe. A few parents and carers disagreed with the statement that lessons were not interrupted by bad behaviour. Inspectors agree with the vast majority of parents and carers that behaviour is good but also found that, very occasionally, pupils' behaviour slips. This tends to be very low-level disruption rather than bad behaviour.

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Leadership and management

The school has moved forward since the last inspection. It has demonstrated the capacity for further improvement, and is continuing to work to raise attainment by the end of Year 6. The senior leadership team have the confidence of staff, pupils and parents and carers. They provide drive and direction to the school and are supported effectively by the middle leaders. Together they have accurately identified the school's strengths and weaknesses. As a result, the school development plan is focused on raising attainment and improving pupils' progress. The roles and responsibilities of middle leaders are currently under review. They are approaching the changes with enthusiasm and have a clear action plan. Currently, their skills in analysing and using assessment data and in critically monitoring and evaluating the impact of teaching on learning are not sufficiently well developed. As a result, inconsistencies in teaching remain. Staff have responded positively to leaders' initiatives to drive their professional development forward and have attended a series of in-service training sessions. External and internal support is offered to teachers new to the school.

The governing body performs its duties well. Systems and structures are in place to ensure that pupils are well cared for and the school fully meets the latest government requirements on safeguarding. The Chair of Governors has a good overview of the school's strengths and areas for development. The governing body is not complacent. Changes have been made to the remit of the committees and new ones formed. The headteacher provides the governing body with a detailed analysis of attainment and progress. Through the close monitoring of outcomes, the governing body ensures that the school promotes equality and that any extremely rare incidents of discrimination are investigated thoroughly.

The curriculum is broad and balanced and meets statutory requirements. Considerable and successful emphasis is placed on ensuring that the curriculum promotes a love of learning and offers a wide range of experiences which promote pupils' spiritual, moral, social and cultural development well. The curriculum is supported effectively by a range of extra-curricular activities, visits and visitors to the school.

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Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2012

Dear Pupils

Inspection of Dawlish Primary School, London E10 6NN

Thank you for making us so welcome when we visited your school and for completing the questionnaire. We enjoyed our visit and talking to you.

Your school provides you with a good education. By the end of Year 6, your attainment is broadly average in reading, writing and mathematics. Your progress and achievement are good. In our discussions, you told us that you enjoy school and feel safe because the staff look after you well. You know that you can turn to them if you are worried. We saw that you behave well and show respect for each other. It was very noticeable how well you behaved out in the playground and took care of each other in the snow. The way that you all get on so well together and your knowledge of other faiths and customs helped us come to the judgement that your cultural development is good.

We have asked the school to do these things to help you make better progress and reach higher standards.

- Make sure that teachers use assessment information to plan work that is just right for you and that marking includes regular comments that will help you improve your work.
- Give you more help to understand and use mathematical terminology and make sure that you are given more opportunities to undertake mathematical investigations and solve problems.
- Ensure that all teachers are skilled in teaching phonics and that you use phonics to help you improve your reading and writing.
- Improve the skills of subject leaders in checking on the quality of teaching and its impact on your progress.

Please remember that to make your school better, you must always try your best.

Yours sincerely

David Wynford-Jones
Lead inspector

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