

Dudley Wood Primary School

Inspection report

Unique Reference Number	103773
Local Authority	Dudley
Inspection number	355455
Inspection dates	17–18 February 2011
Reporting inspector	Terry Elston

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	446
Appropriate authority	The governing body
Chair	John Thompson
Headteacher	Carol Sibley
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed all 15 teachers and visited 24 lessons. They held meetings with the governing body, staff and groups of pupils. They observed the school's work, and looked at the tracking of pupils' progress, curricular planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations and information from questionnaires completed by pupils, staff and 175 parents and carers.

The inspection team looked in detail at a number of key areas.

- To what extent does the teaching and curricular provision promote good progress in mathematics?
- How well does the provision support pupils with special educational needs and/or disabilities and enable them to make sufficient progress?
- How effectively do the leaders at all levels provide teachers with guidance on how to improve learning in their classes?
- To what extent do the systems to improve attendance reduce unnecessary absences?

Information about the school

This is a larger than average primary school where the vast majority of pupils are of White British heritage and speak English as their first language. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is higher than in most schools. An above average proportion of pupils are known to be eligible for free school meals. The school has 25 pupils from Fairground Traveller families. The school has recently gained the Activemark Award, Healthy Schools status and the ICT Quality Mark.

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: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

The school provides pupils with a satisfactory education. Parents and carers feel strongly that this is a caring school where their children feel safe and valued. They rightly feel that the Early Years Foundation Stage gives their children a good start to school and, as one said, 'makes learning so much fun.' The school keeps parents and carers well-informed about their children's progress and gives clear guidance on how to help them learn at home, particularly in reading.

Pupils of all abilities make satisfactory progress from their starting points and attainment is improving after a dip in 2009. By the end of Key Stage 1, attainment is average in reading and writing but below average in mathematics. At the end of Key Stage 2, attainment is above average in reading, average in writing and a little below average in mathematics. Reading is improving well because of the effective work done by school leaders to improve the teaching and learning of reading skills. In mathematics, many pupils struggle when asked to work out calculations quickly in their head because they have too little practice. Pupils with special educational needs and/or disabilities make satisfactory progress. They do well overall in their reading because of the good teaching of word-building skills by teachers and teaching assistants.

Pupils enjoy school and behave well, both in school and in the local community. Attendance is broadly average and improving as a result of rigorous efforts by the school to reduce unnecessary absences. Pupils appreciate the good care, support and guidance provided by all adults and always know who to approach if they have problems. They think deeply about people less fortunate than themselves as was seen when they considered the plight of evacuees in the Second World War. One pupil wrote in the role of an evacuee, 'I'll never put out of my mind the memory of saying goodbye to you at the station.' Pupils' cultural awareness is satisfactory, but few have a deep awareness of the diversity of faiths and social backgrounds in the wider world and school leaders have no systems to check on how much they know.

Pupils appreciate the way teachers make learning fun and help them when they find work difficult. Their learning is at least satisfactory in the vast majority of lessons but not enough of the teaching is good enough to ensure good progress. Learning is slower when teachers' planning does too little to meet the learning needs of the most able group in the class or when the pace is too slow to maintain pupils' interest. Teachers have few opportunities to learn from the best practice in school.

The teachers have developed an interesting curriculum that links subjects together and provides good opportunities for pupils to practise their reading and writing skills in all subjects. However, opportunities for pupils to enhance their mathematical skills in subjects such as history and geography are limited.

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The headteacher leads with a clear vision for the school's future. Her commitment to developing pupils' personal as well as their academic skills is a key reason why the school is so popular with parents and carers. School leaders evaluate the quality of teaching and learning regularly but are much better at telling teachers what they are good at than saying how lessons could be improved. The school has made satisfactory improvements since the last inspection and, with the exception of mathematics, attainment is higher. Its self-evaluation systems are mostly accurate and based clearly on the performance of all groups of pupils compared with local and national figures. The school has a satisfactory capacity to sustain its improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- By July 2011 raise attainment in mathematics to the levels reached in English by:
 - giving pupils more practice in making quick mental calculations
 - providing more opportunities for pupils to use their skills in mathematics in other subjects.
- Raise the quality of teaching and learning so that the large majority is good or better, by:
 - increasing the pace of lessons so that pupils move swiftly from one task to the next
 - ensuring that work is sufficiently challenging for the highest attaining pupils in the class
 - providing teachers with clear guidance on how their lessons could be improved
 - giving teachers more opportunities to learn from the best practice in school.
- Enhance provision for community cohesion by:
 - providing more opportunities for pupils to learn about the diversity of faiths and cultures in the United Kingdom and across the world
 - evaluating the impact of this work on pupils' cultural development.

Outcomes for individuals and groups of pupils

3

In Key Stage 1, pupils enjoy reading and use their word-building skills effectively to work out unfamiliar words. Their writing is mostly presented well and they take care with spelling and punctuation. The majority of pupils count accurately and have a sound grasp of shapes. However, many find mental arithmetic hard and have to use their fingers to answer questions such as, 'What do I have to add to 12 to make 20?'

In Key Stage 2, pupils make good progress as they are asked to skim texts quickly to gain information and sort through a number of books to research their topic. Their writing is enhanced by their use of exciting descriptive words, as was seen when one group wrote an excellent newspaper article about how Daddy Bear felt about his missing porridge. Pupils make satisfactory progress in mathematics, but they are often slow working out

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sums involving multiplication and division and this affects the amount of work completed in a lesson.

Pupils with special educational needs and/or disabilities make satisfactory progress, and many do well in their reading. They are supported well in class, but have limited opportunities to work on their own and develop their independent learning skills. Pupils from Traveller families make satisfactory progress. They enjoy school and work hard to improve their skills.

Pupils have a good awareness of right and wrong. They concentrate hard in lessons and behave well in lessons and around the school. Pupils learn much about healthy living and enjoy regular and vigorous exercise. However, they do not always apply their learning about healthy eating in everyday life. For example, less than a quarter have the healthy school lunches apart from on Friday when the pizza and chips on the menu attract large numbers of enthusiastic pupils. They take responsibility well for their school and local community. For example, older pupils act maturely as 'buddies' for younger ones and school councillors have helped make some good improvements to the play facilities. Those in the choir enjoy singing to audiences and residents in the local home for the elderly say how much they are entertained by the choir at Christmas.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

In most lessons, teachers use questions well to make pupils think carefully and give them confidence by valuing all of their contributions. The teaching of reading skills is a strength because teachers make sure that pupils learn the basics of how to build sounds into words; this gives them confidence when tackling unfamiliar texts. The recent focus on improving writing has yielded good results and pupils write interesting stories as well as accurate factual reports. In mathematics, not all teachers pay sufficient attention to developing pupils' quick recall of number and this affects their progress in all aspects of number work.

The teachers make satisfactory assessments of pupils' progress but do not always use the information gained to provide work to extend the more able pupils in the class. They mark pupils' books diligently and give good guidance on the next steps in their learning.

The curriculum includes well-planned personal, social and health education provision that gives pupils a good awareness of health and safety issues. For example, pupils know much about road safety and the need to take care when using the internet. A wide range of visits and visitors enhance the curriculum and make topics, such as the Second World War, come to life. However, apart from the good opportunities for pupils to learn about the history and culture of the Traveller community, there are too few first hand opportunities to develop stronger awareness of different faiths and cultures. Pupils enjoy a wide range of clubs after school that hone their sporting and creative talents.

Parents and carers appreciate the way all adults know their children so well and are always there if any individual needs help. Pupils whose circumstances make them vulnerable benefit from sensitive care from the school and from outside professionals. The school does much to encourage good behaviour, and bullying is rare. Pupils, parents and carers confirm that, when it does occur, bullying is generally managed well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has helped to create a team of staff who work well together towards ambitious targets. School leaders use data well to identify areas of weakness and track the progress of pupils by different groups such as gender, eligibility for free school meals and ethnicity. These systems support the school's good promotion of equal opportunities and have helped to raise attainment in both writing and reading, by boys in particular, over the last two years. This has not been the case so much in mathematics where improvements by all groups of pupils have been modest.

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Good partnerships with parents and carers provide them with valuable information about the curriculum and their children's progress. Links with other schools and businesses in the area provide cost effective training and good opportunities to extend the gifted and talented pupils in areas such as writing.

The systems to evaluate teaching and learning give teachers fulsome praise for their expertise. However, evaluations of lessons where progress is good provide teachers with too little guidance on how it could be even better.

The governing body provides satisfactory support and challenge to the school. Its members have a sound awareness of its strengths and weaknesses and, with well-informed leadership, are not afraid to hold the leaders to account. They have good involvement in establishing rigorous safeguarding systems and ensure that staff and governors benefit from regular training to ensure pupils' well-being.

The provision for community cohesion is satisfactory. Pupils learn something about different faiths, cultures and social backgrounds through the religious education curriculum and good links with the local community. However, links with contrasting schools and communities in this country and overseas are only just beginning and do not give pupils a deep understanding of how other people in the world live and worship.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The provision is good. The attainment of children on entry to the school is below the level expected nationally for their age, and children make good progress. The good quality of teaching, with a strong emphasis on developing children's language, writing, number and social skills, ensures that all groups achieve well. The comprehensive induction procedures, positive partnerships with parents and carers and good attention to children's

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welfare mean that children settle quickly to school routines, feel safe and are ready to learn. The classrooms' resources are organised well to support different areas of learning. Children choose happily from the range of activities on offer and persevere well with their tasks. The outdoor areas are full of exciting equipment and used well to build on the learning in the classrooms. Staff observe children's learning and development carefully and the 'learning journeys' provide accurate assessments of children's work. However, opportunities are sometimes missed at the end of lessons to assess children's progress and set targets for future learning.

Children's behaviour is good and they quickly learn to play with and help each other. The provision is led and managed well. Staff have a clear understanding of how well the provision meets children's needs and what needs to be improved.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The views of parents and carers are positive and all responses commented on how much their children enjoy school. Parents and carers appreciate the way all staff take care of their children and contact them if there are problems. They feel that the teaching is often good but better in some classes than others. Inspectors judge the overall quality of teaching to be satisfactory. A small number of responses commented on the lack of information about their children's progress, school leaders' response to suggestions and the way behaviour is managed. The inspection team looked into these issues and found procedures for all are satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dudley Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 175 completed questionnaires by the end of the on-site inspection. In total, there are 446 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	106	61	65	37	4	2	0	0
The school keeps my child safe	113	65	59	34	1	1	0	0
My school informs me about my child's progress	96	55	70	40	6	3	1	1
My child is making enough progress at this school	104	59	61	35	7	4	1	1
The teaching is good at this school	104	59	67	38	3	2	1	1
The school helps me to support my child's learning	89	51	76	43	8	5	1	1
The school helps my child to have a healthy lifestyle	76	43	93	53	6	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	73	42	87	50	4	2	0	0
The school meets my child's particular needs	81	46	85	49	7	4	1	1
The school deals effectively with unacceptable behaviour	68	39	92	53	9	5	2	1
The school takes account of my suggestions and concerns	66	38	89	51	8	5	3	2
The school is led and managed effectively	82	47	89	51	3	2	0	0
Overall, I am happy with my child's experience at this school	98	56	72	41	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



21 February 2011

Dear Pupils

Inspection of Dudley Wood Primary School, Dudley, DY2 0DB

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and play so happily outside. The many of you who were kind enough to speak to us told us how much you like school. Your school is satisfactory, which means that some things are good and some could be better.

Inspectors were impressed with your good behaviour and the way you listen carefully to your teachers. You make satisfactory progress but do better in English than in mathematics. You think a lot about people who are unhappy and you try to help them. We noted how well you take responsibility and look after the younger children. There is an interesting range of activities provided for you and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun and are good at helping you when you find things difficult. All staff at the school take good care of you.

Your leaders are always looking for ways to improve your school. These are the improvements we want them to make.

Help you to make faster progress in mathematics. You can do your part by learning your multiplication tables and practising your mathematics at home.

Make sure all your lessons are as good as the best ones so that you make even faster progress.

Teach you more about how other people in the world live and worship.

Best wishes for the future. Try to come to school every day.

Yours sincerely

Terry Elston

Lead inspector

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