

# Dawley Brook Primary School

## Inspection report

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<b>Unique Reference Number</b>	103781
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	355457
<b>Inspection dates</b>	10–11 May 2011
<b>Reporting inspector</b>	Helen Morrison

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Kendall
<b>Headteacher</b>	Angela Allen
<b>Date of previous school inspection</b>	6 November 2007
<b>School address</b>	Dubarry Avenue Valley Fields, Kingswinford DY6 9BP
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## Introduction

This inspection was carried out by three additional inspectors. A total of 23 lessons taught by 11 teachers were seen. Meetings were held with groups of pupils, school leaders and other staff and representatives of the governing body. Inspectors observed the school's work, and looked at curriculum planning, data on pupils' achievement including their current progress, documents relating to safeguarding, plans for improvement, pupils' work and records of the school's monitoring of its performance. They also analysed 116 questionnaires that were returned by parents and carers, together with 136 from pupils and 23 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do all pupils attain and how much progress are they making, particularly in writing in Key Stage 1 and in Year 3?
- How well does teaching ensure that all pupils make good progress, particularly for more able pupils and those with special educational needs and/or disabilities?
- Have leaders and managers successfully tackled the issues from the previous inspection?

## Information about the school

Dawley Brook is a larger than average primary school where most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average as is that of pupils identified as having special educational needs and/or disabilities. The Early Years Foundation Stage comprises a Nursery class, which provides part-time education, and a full-time Reception class.

There have been significant changes to the leadership team since the previous inspection with the appointment of a new deputy headteacher and two strategic leaders. The leader of the Early Years Foundation Stage was absent at the time of the inspection.

The school has gained a number of awards including the Basic Skills Quality Mark and the Eco-School Award. It has National Healthy Schools Status.

The school operates a breakfast club. Independently managed after-school care for pupils aged from four to 11 operates each day. This is subject to a separate inspection and report.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Dawley Brook Primary is a good school. The curriculum is exciting and engaging so that pupils enjoy school and their behaviour is exemplary. Pupils are well cared for and achieve well. Senior leaders and governors lead the school well, ensuring that all staff share their understanding of the needs of pupils and the progress they make.

The curriculum is adapted well to meet the needs and interests of pupils, as one pupil said: 'We do fun things here.' The school has ensured all pupils, including those with special educational needs and/or disabilities, enjoy learning and make good progress by providing a good range of practical experiences. For example, pupils in Year 2 learn to write descriptive poetry based on their first-hand experience of using all their senses when searching for mini-beasts in the school's wild area. Year 3 pupils' accounts of their recent visit to Warwick Castle show their good progress in writing and they demonstrate good information and communication technology skills when adding illustrations. However more-able pupils across the school are not always given sufficiently challenging work.

The school is caring and welcoming and pupils' personal development is promoted well. Pupils know they will be listened to if they approach an adult with a concern. They have an excellent understanding about how to be safe and to look after themselves, particularly when using the internet and in relation to road safety, consequently pupils say they feel very safe in school. Pupils learn to work well together by negotiating their activities in groups and by sharing resources. They happily take on responsibilities, such as acting as prefects and playground pals or as members of the school council. This, together with pupils' increasing awareness of the world of work and their strong understanding of conservation and sustainability, results in their being well prepared for the next stage of their education and later life. Pupils consider the experiences of others in their local community and in the United Kingdom, but the school recognises that it provides only limited opportunities for them to learn about the lives of people in other parts of the world. Plans have already been drawn up to improve this area.

The headteacher, senior leaders and members of the governing body have a good understanding of the needs of pupils and their families as well as a clear vision for the future improvement of the school, to which all staff are committed. Good leadership has been effective in ensuring that challenging targets for pupils' attainment have been met and this underpins the school's good capacity for sustained further improvement. Accurate school self-evaluation is based on detailed analysis of data about pupils' performance, which is shared with all staff so that any underachievement is identified promptly and interventions put in place to address it. As a result, the attainment of all pupils, including those with special educational needs and/or disabilities, has risen particularly in Key Stage 1. Senior staff regularly monitor teaching, which has led to well-targeted professional development, although examples of good and outstanding practice are not always shared

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sufficiently to ensure that a high enough proportion of satisfactory teaching is improved to good. Pupils' work is marked regularly but this does not always tell pupils what they need to do to improve their work.

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

- Increase the proportion of high quality teaching so that, by the end of the 2011/12 school year, 80% of lessons are good or better through:
  - sharing current good and outstanding practice regarding the expectations and engagement of pupils and the pace at which they progress
  - consistently providing work that is well matched to the needs of more- able pupils so that they reach the high standards of which they are capable
  - ensuring that teachers' marking provides pupils with good advice on what they need to do to improve their work.
- Improve the effectiveness with which the school promotes community cohesion by implementing existing plans to extend pupils' understanding of the diverse communities beyond the United Kingdom.

## Outcomes for individuals and groups of pupils

2

Children enter the school with skills that are typical for their age, and make good progress in the Nursery and Reception classes. Outcomes in Key Stage 1 have been well below average for several years, but current work in pupils' books shows that attainment has risen and is now average. Pupils make good progress, including in writing. Pupils' learning and progress are promoted well in lessons that engage pupils and ensure they maintain concentration. For example, in Year 2 pupils show keen interest in using magnifiers to examine the stems of flowers and listen carefully to the teacher's explanation about how seeds grow. More pupils are now attaining the higher Level 3, although inspectors' observations in lessons show that, throughout the school, some more able pupils do not always achieve as well as they could. Pupils at risk of underachieving are supported well and those with special educational needs and/or disabilities make good progress because the school is quick to identify their individual needs and to provide personalised support in lessons, often from highly skilled teaching assistants.

The learning and progress of all groups of pupils in Key Stage 2 is good. Additional support for pupils in Year 3, such as one-to-one teaching, has ensured that those who underachieved at the end of Year 2 have made good progress so that they are now attaining levels typical for their age. The attainment of pupils at the end of Year 6 has been above the national average for the last two years and current pupils' work confirms that these standards are being maintained.

Pupils have a good understanding of the importance of taking regular exercise and having a healthy diet. For example, the tuck shop sells toast and fruit and the 'get cooking' club teaches them how to prepare healthy food. Pupils know the difference between right and wrong and their spiritual, moral, social and cultural development is good, although they are not given enough opportunities to learn about people in other countries. There is a strong sense of working together to help one another in school and pupils make a good

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contribution to the wider community through collections for local and national charities. Attendance is above average and is an indication of how much pupils enjoy school.

*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

In the best lessons teachers use good subject knowledge to teach inspiring and exciting lessons. Teaching assistants and teachers work well together as a team. Where lessons are satisfactory teachers' explanations are sometimes too long and time is not always used effectively so that pupils do not make as much progress as they could.

High-quality planning of termly curriculum themes, the use of information and communication technology and effective questioning all cleverly relate learning to everyday experiences. This enthuses pupils and captures their interest and, together with their good understanding of their targets, ensures that pupils make good progress. A wide range of stimulating opportunities such as clubs, visitors and visits enrich the curriculum.

The school looks after pupils well. They and their families are well known to staff. Pupils who attend the breakfast club enjoy stimulating activities and their needs are well met. Staff work effectively with a range of agencies to support pupils whose circumstances make them vulnerable, so that they are helped achieve well.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

There has been good improvement since the last inspection. Progress in mathematics is good, monitoring of teaching and pupils' progress is now rigorous, and assessment information is used well. This improvement is based on leaders' good understanding of the school's strengths and areas for development, which is shared by all staff. The school is committed to equality of opportunity and tackling any discrimination. It identifies quickly the needs of pupils with special educational needs and/or disabilities pupils so that they are given appropriate support. Termly pupils' progress meetings are based on the school's rigorous analysis of the progress of different groups of pupils and ensure that any differences in achievement are addressed promptly.

The governing body holds the school to account well and fulfils its statutory duties effectively. Members of the governing body are very well informed about the life of the school and its performance and visit the school regularly to gain first-hand information. They work well with senior leaders in developing and monitoring strategic planning.

A wide range of partnerships with local schools and community groups provide exciting learning opportunities for pupils. Relationships with parents and carers are very positive and they receive good information to help them support their children's education. Parents and carers particularly enjoy the 'parents to school' sessions when they work alongside their children.

The school has a good understanding of the needs of its own and neighbouring communities, based on a thorough analysis of its context and evaluation of its provision. As a result, pupils from different backgrounds get on well together. Dawley Brook has links with a school in a contrasting neighbourhood in the United Kingdom but provides limited opportunities for pupils to learn about people overseas.

Safeguarding procedures are regularly monitored and evaluated by senior leaders and members of the governing body, and well-established risk assessment systems and teaching about safety ensure that pupils are safe in school.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

As a result of good teaching children make good progress in both Nursery and Reception. Carefully structured activities, particularly to promote children's personal development, ensure children enjoy learning and achieve well. In reading and writing, however, progress is slower although children reach standards which are broadly average.

The curriculum captures the children's interest and imagination and activities are well-chosen and engaging. For example, Reception children enjoy making patterns using fruit and searching both indoors and outdoors for hidden pictures of fruit, which they record on a chart. There is a good balance of adult-led activities and those the children choose for themselves, which provide good opportunities for children to follow their own initiative.

The acting leader of the Early Years Foundation Stage is maintaining good systems to record and monitor children's progress. Children are well cared for and procedures are in place to ensure that children are safeguarded well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

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## **Views of parents and carers**

Parents and carers are very supportive of the school, with all saying their child is kept safe at school and almost all stating that they are happy with their child's experience at Dawley Brook. The overwhelming majority that responded to the inspection questionnaire say their children enjoy school and that teaching is good. Responses to all questions indicate that a higher proportion than that found nationally hold positive views about the school. A very small number of parents and carers believe their children could make faster progress. Although all pupils make good progress, inspectors found that more-able pupils are not always sufficiently challenged in all lessons.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dawley Brook Primary 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 294 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	63	39	34	4	3	0	0
The school keeps my child safe	70	60	46	40	0	0	0	0
My school informs me about my child's progress	50	43	62	53	4	3	0	0
My child is making enough progress at this school	48	41	60	52	6	5	0	0
The teaching is good at this school	58	50	56	48	0	0	0	0
The school helps me to support my child's learning	49	42	59	51	6	5	0	0
The school helps my child to have a healthy lifestyle	54	47	54	47	7	6	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)	51	44	53	46	1	1	0	0
The school meets my child's particular needs	58	50	52	45	4	3	0	0
The school deals effectively with unacceptable behaviour	49	42	56	48	6	5	0	0
The school takes account of my suggestions and concerns	40	34	63	54	7	6	0	0
The school is led and managed effectively	50	43	60	52	4	3	0	0
Overall, I am happy with my child's experience at this school	60	52	53	46	1	1	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



12 May 2011

Dear Pupils

**Inspection of Dawley Brook Primary School, Kingswinford, DY6 9BP**

Thank you for welcoming us to your school and for showing us what you are learning. We really enjoyed talking to you, sharing your lessons and reading your questionnaires. We agree with you that Dawley Brook is a good school. Here are some of the reasons why.

Your teachers care for you and look after you well so that you feel very safe.

You behave extremely well around school and get on really well together.

You enjoy exciting activities and your teachers make learning fun for you, so you are actively involved.

You make good progress.

Those of you who find work difficult are given lots of support so you can keep up with your classmates.

In order that your school gets even better we have asked your headteacher, staff and governors to do the following.

Make the teaching even better by ensuring that those of you who are capable of reaching high standards always have challenging work to do and by helping you all to know what you need to do next to improve your work.

Make sure that you learn more about the different cultures of people who live in other countries around the world.

All the adults in your school want you to do well. You can all help them by making sure you come to school every day when you are well and by always doing your best.

I wish you lots of success in the future.

Yours sincerely

Helen Morrison

Lead Inspector

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