

# Dines Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	116751
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	379296
<b>Inspection dates</b>	5–6 December 2011
<b>Reporting inspector</b>	Michael Farrell

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>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angie Clay
<b>Headteacher</b>	Stephen Gough
<b>Date of previous school inspection</b>	27 April 2009
<b>School address</b>	Tudor Way Worcester WR2 5QH
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<b>Email address</b>	office@dinesgreen.worcs.sch.uk

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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by nine teachers. They held meetings with parents and carers, groups of pupils, the Chair of the Governing Body, staff, and partners to the school such as the headteacher of another local school and an educational psychologist. They observed the school's work, and looked at a range of documents including school development planning, safeguarding documentation, lesson planning and records of pupils' progress. Inspectors scrutinised 76 parental questionnaires, 28 staff questionnaires and 74 pupil questionnaires.

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

- Inspectors studied pupils' progress in mathematics and English to determine whether teaching is challenging enough and whether the curriculum is making its fullest contribution.
- The extent to which the school has kept a forward momentum and embedded ambition given long-term senior staff absences was examined.
- Inspectors considered the validity of the school's identification of pupils with special educational needs and/or disabilities, the provision for these pupils and their progress.

## Information about the school

Dines Green is an average-sized primary school. Nearly all pupils are of White British background. The proportion of pupils the school has identified as having special educational needs and/or disabilities is double the national average. The proportion of pupils known to be eligible for free school meals is above the national average. The number of pupils joining or leaving the school annually is above average. Recent awards include an Effective Practice Award for pastoral care. A children's centre on the school site is managed privately and is the subject of a separate inspection. In the year prior to the inspection, the headteacher and the assistant headteacher had been absent from school for long periods.

**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

This is a good school. Parents typically say, 'Dines Green has become a lovely school' and 'I would not consider sending my child to another'. Pupils make good progress and achieve well because of the good teaching, curriculum and care they receive. The well led Early Years Foundation Stage offers good provision in which children thrive. The headteacher is held in the highest esteem by parents, carers and staff, and the deeply committed Chair of the Governing Body is a regular and welcome presence in the school. During the extended senior staff absences, the governing body and staff ensured that the school continued to run smoothly. Existing staff stepped into acting headship and acting assistant headship roles and discharged these duties very well. Deeply embedded structures also help the school run smoothly. As a result, the forward momentum of the school has been maintained.

Pupils' progress is good because knowledgeable teachers work closely with skilled teaching assistants and because the curriculum fully meets pupils' needs and provides exciting activities. Teaching is enthusiastic, so lessons are enjoyable and pupils arrive punctually and ready to work hard. Good questioning and thorough marking helps pupils to know how they are progressing. Sometimes, lesson pace is not brisk enough and not all pupils are fully challenged, for example by some doing harder tasks or being set time limits for tasks. Several parents and carers expressed appreciation about the school's work with pupils with special educational needs and/or disabilities. These pupils are conscientiously identified and suitable provision, such as intensive reading programmes, role play or speech and language therapy, is carefully shaped to help their progress and well-being. In the school as a whole, pupils develop well, for example in their healthy lifestyles and economic well-being because the curriculum and the way pupils are cared for promote these effectively.

Pupils contribute a great deal to the local community but do not develop their understanding of the beliefs and values of other cultures as effectively as they might. This is because the school's planning and evaluation of this aspect is not as deeply embedded as it should be. The school knows its strengths and weaknesses in detail because it has effective systems for monitoring pupils' progress and intervening as necessary. Teaching is monitored regularly and thoroughly. Since the previous inspection, the school has improved care, guidance and support from satisfactory to good. It has raised attendance year on year from average to above average. This, coupled with strong leadership and highly motivated staff, gives the school good capacity to improve further.

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

- Ensure lessons always offer elements of challenge for every pupil, including by keeping a brisk enough pace and, where appropriate, setting time limits for tasks.
- Improve pupils' understanding of other cultures by widening opportunities to develop this knowledge and by systematically planning and evaluating the promotion of community cohesion.

## Outcomes for individuals and groups of pupils

2

Children join the Early Years Foundation Stage with attainment well below the levels expected for their age. Pupils, including those from all groups, make good progress, achieve well and enjoy their work considerably as they pass through the school. Pupils joining the school at different times and pupils known to be eligible for free school meals make good progress. By the time they are ready to leave, pupils' attainment is in line with the national average. In Key Stage 1, progress in reading and mathematics is better than that in writing. In Key Stage 2, progress is stronger than in Key Stage 1 and mathematics progress exceeds English. In a literacy lesson for younger pupils, pupils made good progress in recognising, reading and writing 'tricky' words because the teacher's enthusiasm engaged their interest and they tried hard and behaved well. The teaching assistant worked with a small group encouraging and questioning pupils effectively. In a numeracy lesson for older pupils, they made good progress in using multiplication methods to work out division problems. The knowledgeable teacher maintained a brisk pace and the teaching assistant helped pupils and recorded their progress throughout the lesson. Behaviour was excellent because it was managed very well indeed and relationships were warm.

A significant minority of pupils who completed a questionnaire said they did not feel safe but inspectors saw no further evidence supporting this. On the contrary, in meetings pupils said they feel safe and parents and carers are very confident of their child's safety. In questionnaires, a significant minority of pupils disagreed that behaviour was good. Parents and carers are very confident behaviour is good, however, and inspectors endorse this. Pupils behave well in lessons and around school and are thoughtful towards others. Sometimes, behaviour in lessons is excellent. Pupils are aware of the importance of healthy eating and regular exercise, and they try hard to act accordingly. They recognise they can turn to adults and other pupils in the school for support. Attendance is above average because of the school's unremitting effort and the support of parents and carers. Good economic well-being is supported by pupils' above-average attendance and good punctuality. There are also many opportunities for pupils to experience the world of work, such as 'Young Entrepreneurs Week', running the healthy food shop and keeping balance sheets on transactions. Pupils are proud of their school and support it fully through

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the school council. They make a valued contribution to the local community, offering concerts and singing at a local home for elderly residents. Their contribution to the national and international community is less well developed. Moral and social development is strong, as reflected in pupils’ good behaviour, but cultural aspects are not as well developed.

*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>	3
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>2</b>
<b>Pupils’ behaviour</b>	<b>2</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>3</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>3</b>

## How effective is the provision?

Among strengths of teaching are good management of pupils’ behaviour, and good relationships between pupils and adults. Skilled teaching assistants make a valued and positive contribution. Pupils’ independence and thinking skills are promoted effectively. Teachers use questions to carefully check what pupils do and do not know and marking is up to date and constructive. Because teachers enjoy teaching and know the subjects well, children are engaged in lessons and enjoy them too.

A parent states of the school, ‘It offers so many opportunities.’ The well-organised curriculum provides pupils with a wide range of interesting experiences, including topics which they greatly enjoy. It successfully aims to give pupils life experiences they might not otherwise experience and includes good provision for personal, health and citizenship education. The curriculum is modified and developed as necessary and ensures well-tailored provision for pupils with special educational needs and/or disabilities. Links across the curriculum are well developed, for example in information and communications technology. Older pupils were very enthusiastic about their Second World War topic which included building shelters in the forest

<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

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school. Sport and music considerably enrich the curriculum and popular after-school clubs, such as the gardening club, provide further opportunities for learning and pleasure.

Care, guidance and support is underpinned by good systems for safeguarding pupils' safety and well-being. The ethos is warm and welcoming so that parents and carers feel they can approach staff with concerns or things to celebrate. Individual pupils make dramatic improvements because of the tightly knit support the school coordinates with others, such as the health services for pupils whose circumstances make them and their families vulnerable. The nurture group for a small number of younger pupils makes a valuable contribution to this. The school has very clear arrangements for pupils to catch up work if they have been absent and takes great care to ensure periods of transition, such as starting school or moving on to secondary school, go smoothly. Provision for pupils who join the school at other than the usual times is well considered and effective in helping them settle into school life. The school recognises that pupils with special educational needs and/or disabilities are not always removed from the special education needs register as promptly as they could be and is keen to rectify this.

*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?

Ambition is deeply embedded in the school, and staff form a cohesive and committed team. A staff member says, 'I have never worked in a school that puts so much effort into supporting children and their families.' Senior staff regularly observe lessons and provide constructive comments to enable teachers to do better. The governing body is always seeking ways to improve, for example rearranging its subcommittees to focus more strategically on standards. It balances support and challenge well. Parents and carers are deeply appreciative of what the school offers, including clear communications about their child's progress. Other partners value highly their links with the school and offer skills and support the school could not provide as well on its own. Where any differences in progress arise among different groups in the school, this is quickly noticed and suitable steps are taken. The rare instances of bullying or discrimination are dealt with fairly and promptly according to clear policies. There are good procedures to assure pupils' safeguarding, and parents and carers feel very confident in their child's safety. The school takes great care in 'vetting' staff and has clear policies which are scrupulously followed. Assessments of risk are carefully undertaken and pupils are made acutely aware of these. Staff

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training is well focused and up to date. The school promotes local aspects of community cohesion strongly but the international perspective is not as well developed.

*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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

In this well-led provision, staff work as a team and take great care to ensure children are safe. Comprehensive data enable managers to plot children’s progress effectively and intervene as necessary. One parent typically states, ‘Staff are always keen to listen to parents.’ Children progress well in the Early Years Foundation Stage and achieve well. Among the strongest aspects of progress is physical development and among the less well developed is writing. Children enjoy learning, and a wide range of interesting and engaging activities and opportunities underpins this. Relationships are good and children play harmoniously together, showing consideration for others and sharing well. Well-deployed staff enable children to choose activities with growing confidence. Relationships are good and children’s behaviour is managed well. Staff have a good understanding of the Early Years Foundation Stage requirements and work well together as a cohesive team. Activities are well planned. For example, a session built on a recent visit by ‘Father Christmas’ to examine the different shapes of ‘presents’ secured children’s enjoyment. Observations and assessment are thorough and link smoothly into subsequent planning. The environment is well equipped and welcoming and the outside area has benefited from refurbishment, with further improvements planned.

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

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

In questionnaires, parents and carers expressed very positive views about all aspects of the school. One parent spoke for many in stating, 'I am kept well informed about my child: any concerns are dealt with.' Individually and in a group meeting, parents and carers expressed vividly how much they valued the headteacher and staff and appreciated all the school does. A comment widely reflected is: 'I am proud to say my child is in Dines Green School.'

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

Ofsted invited all the registered parents and carers of pupils registered at Dines Green 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	74	18	24	2	3	0	0
The school keeps my child safe	56	74	20	26	0	0	0	0
The school informs me about my child’s progress	53	70	20	26	1	1	2	3
My child is making enough progress at this school	52	68	21	28	0	0	2	3
The teaching is good at this school	57	75	16	21	1	1	2	3
The school helps me to support my child’s learning	55	72	18	24	2	3	1	1
The school helps my child to have a healthy lifestyle	54	71	22	29	0	0	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)	53	70	19	25	2	3	0	0
The school meets my child’s particular needs	55	72	17	22	1	1	3	4
The school deals effectively with unacceptable behaviour	52	68	20	26	4	5	0	0
The school takes account of my suggestions and concerns	48	63	24	32	2	3	2	3
The school is led and managed effectively	56	74	17	22	1	1	2	3
Overall, I am happy with my child’s experience at this school	57	75	16	21	2	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 8 April 2011 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.**



7 December 2011

Dear Pupils

### **Inspection of Dines Green Primary School, Worcester, WR2 5QH**

It was good to meet you when my colleagues and I inspected your school recently. Thank you for making us so welcome. You told us what you thought about the school in your questionnaires and in a meeting. You also told us how much you enjoy lessons. Dines Green is a good school. It is well led and managed. The teaching, the activities you do and the way the school cares for you are all good. You enjoy school and make good progress. Although some of you said you thought behaviour was not good, we found that it was and that you try very hard in your lessons.

There are two things the school could do better so I have asked staff to:

- make sure lessons always move along at the right pace and that all of you are set very challenging tasks
- help you understand more about other cultures and ways of life.

You can help with this by continuing to work hard and making the best of the new opportunities you will be offered.

Best wishes for your future.

Yours sincerely

Michael Farrell  
Lead inspector

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