

# Dover Park Primary School

## Inspection report

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<b>Unique reference number</b>	118179
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	379558
<b>Inspection dates</b>	25–26 April 2012
<b>Lead inspector</b>	Michael Pye

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

<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>	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Joliffe
<b>Headteacher</b>	Anita Wilcox
<b>Date of previous school inspection</b>	14–15 October 2008
<b>School address</b>	Dover Street Ryde PO33 2BN
<b>Telephone number</b>	01983 562617
<b>Fax number</b>	01983 615205
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	25–26 April 2012
<b>Inspection number</b>	379558



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## Introduction

Inspection team

Michael Pye	Additional inspector
Laura Dickson	Additional inspector
Frances Hurd	Additional inspector

This inspection was carried out with two days notice. The inspectors observed 15 lessons. Of these, two were joint observations with school leaders. A total of 10 teachers were seen. The inspectors looked at pupils' work and heard pupils read. They held meetings with members of the governing body, pupils and staff. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation and policies and procedures, particularly those relating to the health, safety and safeguarding of pupils, were scrutinised. The inspectors also looked at 103 questionnaires completed by parents and carers as well as those returned by staff and pupils.

## Information about the school

Pupils in this larger-than-average-sized primary school come from a predominantly White British background. The proportion of disabled pupils and those with special educational needs is above average. The proportion of pupils at school action plus or with a statement of special educational needs is average. The main group consists of pupils with behavioural, emotional and social difficulties. The school has an above average number of pupils joining or leaving the school at other than the usual times. The proportion of pupils known to be eligible for free school meals is well above average. The Early Years Foundation Stage provision consists of the Nursery and Reception classes. A breakfast club, overseen by the governing body, is run on the school site and was included in the inspection. The school has Healthy Schools Status.

Following school reorganisation on the island, the school now has its first Year 6 class. Consequently, there is no current national published data by which the school's performance can be compared against national floor standards at the end of Year 6. The school experienced a degree of staffing turmoil during the reorganisation and there was no substantive headteacher for one year prior to the current incumbent taking up the post in September 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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. There are notable improvements, but it is not yet good because inconsistencies in the quality of teaching slow pupils' progress, including in the Early Years Foundation Stage. There are weaknesses in the curriculum and in the contribution of middle leaders to the drive for improvement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory, but some good progress is evident in some year groups. Pupils' attainment is in line with expectations for their age by Year 6, including in reading. Standards in reading are also average by the end of Year 2.
- Teaching is satisfactory. As a consequence of monitoring there are increasing numbers of good lessons where pupils' progress accelerates. Not all teachers are sufficiently adept at using the information they have about pupils' progress to plan work that challenges pupils of different abilities. Similar inconsistencies exist in the quality of teachers' written marking and in their use of learning targets.
- The behaviour and safety of pupils are satisfactory. Pupils are often keen to learn, but some are not sufficiently encouraged to learn independently and maintain thorough engagement in their lessons.
- Leadership and management are satisfactory. The experienced headteacher is very committed to improvement and is well supported by the active governing body. Consequently, behaviour has improved, attendance rates stabilised and persistent absenteeism reduced. There are growing strengths in senior and middle leadership, but middle leaders are not fully involved in checking standards and progress, limiting their effectiveness in driving improvement. The curriculum provides some good opportunities to reinforce pupils' spiritual, moral, social and spiritual development, but it is insufficiently focused on building up skills systematically or supporting pupils' basic skills in a range of different subjects.

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

- Review the curriculum so as to further encourage pupils' engagement in their learning and meet their individual needs through:
  - clearly identifying in planning where skills and knowledge improve most across the school
  - ensuring that all subjects give sufficient support for the development of basic skills
  - ensuring that there are more opportunities for independent and small group learning, including in the Early Years Foundation Stage.
- Improve pupils' attainment and progress through eradicating the inconsistencies in teaching by:
  - ensuring that all teachers have high expectations of pupils' abilities
  - making full use of assessment information to plan work that challenges pupils of all abilities
  - using pupils' targets in lessons and improving written marking, to guide pupils to improve their work.
- Maximise the impact of leaders and managers by:
  - ensuring all have a clear and secure knowledge of levels of progress and attainment throughout the school in their area of responsibility
  - providing more opportunities for the literacy and numeracy coordinators to gain a better overview of their subject throughout the school.

## Main report

### Achievement of pupils

Inspectors judged progress to be satisfactory overall. The vast majority of parents or carers who returned the questionnaire believe that their child makes good progress, but there are several reasons why inspectors judged it to be less secure. Children enter the school with below the expected levels of skills and knowledge and literacy aspects are weak. The majority achieve satisfactorily and most meet or exceed the early learning goals by the time they enter Year 1, but writing remains the weakest element. From Nursery onwards, the school's commitment to delivering a linking sounds-to-letters programme (phonics) brings success and this leads to the average standards in reading evident in Year 2 and in Year 6. For example, readers in Year 2 can dismantle words into sounds and pronounce words accurately. However, pupils' understanding of their reading is not as strong. In adult-led sessions, children in the Reception are increasing their range of vocabulary and knowledge of phonics satisfactorily. One child said, 'Sounds help us to learn letters and read books when we are older.' Year 2 pupils work with a range of books and enjoy the challenge of writing tongue twisters, using the same sound to start different words. Year 6 pupils are motivated when working in groups using spelling rules to identify plurals. They demonstrate a secure understanding of punctuation, including speech marks. The curriculum provides satisfactory opportunities for pupils to write for different purposes. They write persuasive letters, diary entries and instructions such as for

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operating a time machine in Year 6. Similar satisfactory progress is seen in mathematics, where pupils demonstrate a secure knowledge of numbers, in line with their abilities, and work with confidence with shapes and when measuring.

All groups make satisfactory progress including those who are known to be entitled to free school meals. Whilst girls, disabled pupils and those with special educational needs do not do as well as their peers, the gap is closing steadily. In current work there was no observed difference in the progress of these pupil groups. Those pupils who remain in the school from the start of their education make noticeably better progress than others who join later.

### Quality of teaching

Inspectors, whilst acknowledging that there are increasing numbers of good lessons, judged teaching to be satisfactory. The overwhelming majority of parents or carers returning the questionnaire judged teaching to be good, but teaching is satisfactory because of inconsistencies between teachers' practice. In good lessons, for instance, in a mathematics lesson observed, pupils worked well individually and in groups, such as when measuring angles. However, in other lessons opportunities are missed to encourage paired and group work. High-quality relationships and mutual respect ensure that pupils are well prepared to answer questions and listen to their peers. In most lessons good use is made of assessment information to offer challenge to match pupils' different abilities. In the Early Years Foundation Stage opportunities to challenge children and develop their curiosity in child-initiated sessions are missed. For example, during one activity session the children, after a good visit to the local road repairs, copied what they had observed, using the school sand-pit. However, opportunities were lost to encourage the boys to access writing through building activities, and for adults to intervene, to question, and to move learning forward. This slowed progress for this group. In a Year 2 lesson, pupils' speaking and listening skills developed well when the teacher used technology to spark off interest, but in other lessons, such opportunities are missed. Teachers mark work regularly but there are inconsistencies in the degree to which they make clear the next steps in the pupil's learning, and in their reference to learning targets.

The needs of disabled pupils and those with special educational needs are identified quickly. They are supported well in class so that they make the same progress, from their different starting points, as others in the class.

The curriculum sometimes engages the pupils through cross-curricular themes but this is inconsistent. Worksheets, especially in mathematics, are used too frequently. This discourages pupils' engagement and does not provide appropriate challenge for individuals. Teaching satisfactorily supports the pupils' spiritual, moral, social and cultural development. For instance, in science lessons, pupils reflect upon the life cycles and appearance of various fruits and, in assembly they consider, for example, the life of St George.

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## **Behaviour and safety of pupils**

The school's vigilant attention to security has contributed to pupils feeling safe. Almost all parents and carers who returned the questionnaire believe their children are safe. Pupils have a clear understanding of recently devised behaviour routines and speak positively about behaviour, however, they say that, 'sometimes their friends make mistakes!'. Pupils are able to talk accurately and at length about cyber-bullying and know about the risks associated with the internet. They are taught about different kinds of bullying and know how the school deals with it. They are confident that they can turn to adults in the school for help, and that problems will be dealt with promptly, if they occur. Behaviour now and over time is satisfactory. Where inconsistencies in teaching exist the pupils are not as motivated or engaged in their learning as they might be.

A caring ethos exists in the school and pupils show respect for each other and adults. Adults reinforce messages about good behaviour through their own conduct. Records show that the school uses expertise from a good range of external agencies on behalf of children whose circumstances may make them vulnerable, and their families. The school is increasingly successful in lowering and removing barriers to learning.

## **Leadership and management**

Despite the staffing and organisational upheavals, improvement since the last inspection is evident. In the Early Years Foundation Stage, children's levels of communication and phonics skills have improved. In the rest of the school, for instance in mathematics, there are improved opportunities for pupils to engage in problem solving, although this is not fully developed, particularly in Key Stage 1. More recently, the pace of improvement has quickened, with the current headteacher having established a stable, senior leadership team who are driving change. A new assessment and tracking system gives clear direction about levels of pupils' performance and next steps. These features contribute to the satisfactory approaches to ensuring equality of opportunity for all pupils. Discrimination is not tolerated, and the curriculum is accessible to all groups.

The school has a satisfactory curriculum which has some strengths. The work to achieve Healthy Schools Status has contributed to pupils having a secure understanding about healthy foods and the benefits of exercise. Curriculum planning does not provide sufficient guidance on how skills in literacy and numeracy build up through the school, nor does it exploit all opportunities to use and apply these basic skills in other subjects. The curriculum enhances pupils' spiritual, moral, social and cultural development satisfactorily. Their cultural awareness is extended well by, for example, pupils' study of other countries such as Mexico, and there are varied opportunities for pupils to discuss moral issues during citizenship lessons.

The school's accurate self-evaluation, and senior leaders' checks on teaching and learning lead to highly appropriate development priorities. The management

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experience of leaders and managers is mixed. Some less experienced managers are insufficiently involved in checking the quality of work in their area of responsibility and this limits their effectiveness in the drive for improvement. In literacy and numeracy, insufficient analysis of the information the school holds about pupils' progress and attainment means that action to deal with any pupil who may be falling behind may be delayed. However, additional training for adults is well linked to the development needs of the school and individuals. There are already some noticeable improvements and successes, for example in the mentoring and coaching of teaching which is increasing the number of good lessons. Progress levels are improving and the smooth introduction of the older year groups belies the staffing turmoil of recent times. Consequently, the capacity to sustain improvement is satisfactory.

The governing body monitors the school's work satisfactorily, including safeguarding, child protection and health and safety matters. As a result, safeguarding meets statutory requirements. Governors act as critical friends but their understanding of assessment data is insufficiently developed for them to fully hold the school to account concerning progress and attainment levels.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](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.

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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.**

27 April 2012

Dear Pupils



**Inspection of Dover Park Primary School, Ryde PO33 2BN**

Thank you for your help on our recent visit. Thank you also for your responses to the questionnaire. You were eager to tell us about your school and we listened carefully to what you told us. Yours is a satisfactory school. This means that the school does some things well but in other areas it could do better.

The teaching you receive helps you to make satisfactory progress in your work. We particularly liked the way you show respect for others in lessons – listening well when others present their work. However, to help you make faster progress we have asked for lessons to include more challenging work, sometimes working on your own, and sometimes in groups, working together. We have asked that teachers check on your targets more often and make sure that marking gives you guidance as to how to improve your work. You can help them by telling your teachers when you are finding the work too easy or too hard.

You told us that you enjoy school. Whilst your work in reading, writing and mathematics is about the same standard as most other children of your age, to make it even better we have asked the school to make sure you have lots of practice in these skills in your work in the other subjects that you learn.

Your headteacher and the other teachers know how to make the school better. The school makes good plans for the future. We have asked that all those teachers with special responsibility for your learning be more involved in checking what you are learning and how well you are learning, across the school.

Thank you again and we wish you all the best for the future.

Yours sincerely

Michael Pye  
Lead inspector

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