

Dormers Wells Junior School

Dormers Wells Lane, Southall, Middlesex, UB1 3HX

Inspection dates 13–14 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistent progress as they move through the school. Consequently, achievement is not good, particularly in writing where attainment is not high enough.
- Teaching requires improvement. It is not consistently good throughout the school.
- Teachers do not always make the best use of assessment information to plan activities to ensure all pupils make consistently good progress.
- The work set does not always provide more able pupils with the right level of challenge. Some pupils are not sufficiently encouraged to work independently of adult support.
- Marking does not always tell pupils how they can improve their work. Teachers do not always give pupils enough time to respond to marking.

The school has the following strengths

- The senior leaders offer strong clear leadership and are highly committed to improving both achievement and the quality of teaching and learning, to ensure rapid improvement.
- Pupils who are at an early stage of learning English as an additional language are supported well, enabling them to make good gains in their speaking and writing skills.
- The curriculum is well managed and provides a range of activities in response to the pupils' needs and interests.
- Senior leaders and the governing body now monitor effectively to identify weaknesses in teaching and take actions to bring about and promote improvement.
- Pupils enjoy being at school. It is a very caring, harmonious community and pupils say they feel safe.
- Pupils are polite, behave well and can talk confidently about how they keep themselves safe.
- Attendance has improved and is now above average.

Information about this inspection

- Inspectors observed 21 lessons and 18 teachers and teaching assistants. In addition, the inspection team made a number of other short visits to lessons and small group work delivered by teaching assistants.
- Inspectors heard some pupils read from both Year 4 and Year 6 and meetings were held with two groups of pupils.
- Inspectors spoke to members of the governing body, members of the school management team and a representative of the local authority. Inspectors also met with some parents at the start and end of the school day.
- Inspectors took account of the 19 responses to the on-line questionnaire (Parent View).
- Questionnaires were analysed from 21 staff.
- Inspectors observed the school's work, looked at a range of documents, including school improvement plans, achievement data, schools data on pupils' current progress and documents relating to safeguarding.

Inspection team

Sarah Jones , Lead inspector

Additional Inspector

Karen Giles

Additional Inspector

Howard Dodd

Additional Inspector

Full report

Information about this school

- Dormers Wells is a larger than average junior school situated in an area of deprivation. Nearly all pupils come from the local community.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is above average.
- Most pupils are from a wide range of minority ethnic groups, and a large proportion speaks English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision.
- The school has a number of recent awards including Healthy Schools, Sustainable Travel (silver award), ICT accredited mark, Sports Activemark and Young Enterprise 'Learning by Doing'.
- The school has won the overall Southall Athletic Championships for the last 10 years.
- The headteacher was appointed in April 2012.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring teachers and teaching assistants make good use of assessment information to match tasks closely to pupils' abilities
 - adapting the pace and activities of the learning, as necessary, to ensure all pupils understand their learning
 - providing regular opportunities for pupils to learn independently and be responsible for their own learning
 - ensuring written feedback tells pupils what they need to do to improve and time is given for pupils to respond to this so they can improve their learning further.
- Raise the achievement of pupils reading, writing and mathematics by:
 - ensuring effective teaching of communication and writing
 - providing more opportunities for pupils to apply their number skills in problem-solving activities
 - having high expectations of the quality and quantity of pupils' written work.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement over time is inconsistent and requires improvement. Nevertheless, actions taken by the headteacher and senior leaders to improve progress are raising expectations and beginning to bring about change. These have not been in place long enough to have a full impact.
- The gap in achievement between mathematics and English has narrowed considerably, but has not yet been eradicated. Progress has been more rapid since September 2012 in writing, reading and mathematics, and the level at which pupils should be working is beginning to improve. As a result, considerably more pupils in Years 3, 5, and 6 are on track to achieve their targets.
- The progress in Year 4 is slower because pupils made inadequate progress last year, although they are now beginning to catch up.
- More-able pupils are not achieving well enough because the tasks they are set are not difficult enough and do not extend their thinking sufficiently.
- Pupils read regularly and enjoy reading. They are taught how to use their knowledge of the sounds that letters make to read difficult words. Pupils are not given sufficient help to develop their comprehension skills.
- Pupils who are at an early stage of learning English as an additional language make good progress in their acquisition of early language skills. This is because they are well supported both in class and in smaller groups where there is a good emphasis on speaking and listening. They have plenty of opportunities to practise their communication skills, and there is clear evidence of improvement in their writing since September 2012.
- Disabled pupils and those who have special educational needs make progress similar to other pupils. Pupils eligible for pupil premium funding also make progress in line with their peers, although their attainment is a little below that of other pupils nationally. Sensitive, well-organised support from teachers usually enables these pupils to gain confidence in their own ability and promotes their learning well.

The quality of teaching

requires improvement

- Senior and middle leaders strongly focus on the quality of teaching and there is evidence of good improvement. However, there remain some inconsistencies such as the pace of lessons and opportunities to extend learning. While the leadership team is aware of these inconsistencies and are working to eradicate them there is still work to do.
- Where teaching is good, assessment information is used well to ensure that tasks are well matched the pupils' abilities. However, this is not consistent across the school.
- Teachers mark pupils' work regularly, but do not always provide clear guidance on why pupils have done well and how they can improve their work even further. In addition, they do not always give pupils sufficient time to respond to marking at the start of lessons.
- There is a high proportion of teaching assistants who are well deployed, providing good support for groups of pupils both in and out of the classroom and this is helping to improve their learning.
- The support for disabled pupils and those with special educational needs is well matched to their specific needs. There is a good balance between pupils working outside the classroom in small groups and the provision of additional adult support in class. Their progress is carefully and regularly checked so that work planned builds on what the pupils already know.
- Pupils at an early stage of learning English as an additional language are provided with good support and tasks are well matched to their developing communication skills.
- Homework is regularly provided and there is evidence of it strengthening pupils' knowledge and embedding understanding.
- Teachers demonstrate secure subject knowledge and use a wide range of teaching methods effectively, for example talk partners help pupils explore and express their understanding.

- Teachers' questioning is often searching to make pupils explain their thinking accurately and carefully.
- Parents and carers who responded to the on-line questionnaire (Parent View) feel their children are taught well at the school.

The behaviour and safety of pupils are good

- The school has a welcoming atmosphere, where all pupils are made to feel valued and safe.
- Pupils behave very well around the school, showing respect and courtesy to visitors, staff and one another.
- In lessons, pupils have positive attitudes to their work, settling down to work quickly. Relationships between pupils and adults are good; pupils work cooperatively and are respectful of each other's ideas.
- Pupils' behaviour at playtime is good with pupil prefects and 'red caps' there to support and help solve any disputes.
- All parents agreed the school deals effectively with bullying. Pupils have a good understanding of the different kinds of bullying, such as cyber bullying and name calling, and say that bullying is unusual. They feel confident that if anything did worry them teachers would sort it out quickly.
- Behaviour logs provided by the school indicate that there are very few incidents and when incidents do occur the school follows through procedures with care, involving parents where this is appropriate.
- Attendance is improving and is now above national averages, this is as a result of the school's successful strategies to encourage pupils to attend school and to avoid taking time off during term time.
- The well-being of pupils is a high priority. Nurture groups have a positive impact on the behaviour and self-esteem of pupils who require additional support.
- The behaviour and safety of pupils are not outstanding because some pupils do not always remain focused on their tasks in class which means they do not make enough progress with their learning.

The leadership and management are good

- The leadership team and governors have a clear vision of how they want the school to be, with good achievement and high quality of teaching at its heart. Actions they have taken are beginning to have a good impact on improving the quality of teaching and learning, and thus achievement. However, these changes have not yet been full consolidated.
- The effects of robust monitoring and action planning are reflected in the school's tracking data which show the improvements being made in the progress pupils are making.
- Links with the local authority are strong and they have been instrumental in supporting the school with a programme of professional development to improve teaching.
- The curriculum is well managed and provides a range of activities in response to the pupils' needs and interests; this includes some effective nurture groups, as well as links with the high school which provides mathematics support for the higher attaining pupils.
- Good behaviour, tolerance and understanding of other people's values and beliefs are well embedded in learning, and promote pupils' spiritual, moral, social and cultural development well. This is further supported with the school's engagement with enterprise projects, Southall Athletic Championships, celebration of festivals when parents are invited into school and personal and social education that includes health awareness with swimming and cycling opportunities. Senior leaders work hard to ensure there is no discrimination and that all pupils have equal opportunity.
- Parents are pleased with the school, they say the school is well led and staff are approachable.
- To support families the school has employed a Parent Support Advisor and a Family Support

Worker, who liaises with parents on a range of areas of their child's education and well-being, including health, such as encouraging parents to walk to school with their children.

- The performance management process is well structured, with good links to the overall school targets. It is liked well to teachers' progression through the salary scales. Teachers find the process supportive, with effective opportunities in place for professional development.
- The school leaders, senior leaders, subject coordinators and year leads have a clear strategy for the support allocated to pupils eligible for the pupil premium. Progress is carefully monitored to ensure pupils receive the right support.
- Partnerships are a strong feature of the school's work to ensure the very specific needs of pupils are met.
- Self-evaluation by senior leaders is accurate and reflected in the priorities for improvement in the school's development plan. School improvement is mainly led by the headteacher and deputy headteacher, with support from year group leaders. The year group leader role is clearly defined and structured with a clear focus on pupil progress and developing teaching and learning.
- Teaching is improving, pupils' attainment is on the increase, and attendance has improved. The school demonstrates the capacity to continue to improve.

■ **The governance of the school:**

- Governors are experienced and have a clear understanding of the strengths and weaknesses of the school, the community it serves and the needs of the pupils, in relation to similar schools. They provide a high level of challenge as well as support to the senior staff at the school. They have an understanding of the school including performance management, the implementation of Teachers' Standards and how they impact on salary progression. The governors carefully monitor the school's finances, including the use of the pupil premium which includes in-class support to target pupils not reaching age-related expectations in reading, writing and mathematics. They are beginning to monitor more effectively the progress of these pupils to ensure the pupil premium is having a positive impact on their learning. Governors are aware of their changing role and the importance of training and development which have included an update on the school's tracking and monitoring of achievement. The governing body ensures that procedures for safeguarding are robust. It checks that all requirements are fully met, and that the processes for appointing staff are secure.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101937
Local authority	Ealing
Inspection number	400516

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair	Mr A Osman
Headteacher	Miss N K Patti
Date of previous school inspection	1–2 December 2009
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