

Dosthill Primary School

High Street, Dosthill, Tamworth, B77 1LQ

Inspection dates 19–20 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- This school is a beacon of excellent practice and demonstrates education at its best.
- Teaching is outstanding. Pupils make excellent progress and reach above average standards in English and mathematics. Teachers have a very deep understanding of how pupils learn and use it to great effect.
- Teachers challenge pupils at an individual level. They constantly provide pupils with choices including the level of difficulty of their own work.
- Consequently, pupils are always fully motivated and completely immersed in their own learning although they do not always present their work as well as they could.
- Pupils feel safe and enjoy coming to school. Their behaviour and attitudes to learning are exemplary, as is their spiritual, moral, social and cultural development. Pupils demonstrate a very mature attitude for their age.
- The headteacher is an inspirational leader. The 'lead learning team' has had a strong impact on improvements in the quality of teaching and in raising achievement throughout the school.
- A new innovative curriculum and a complete update in the style of teaching to 'state of the art' learning methods have rapidly increased the rate of progress of pupils especially at Key Stage 2.
- The governing body knows the school well. It is supportive, highly challenging and robust.

Information about this inspection

- Inspectors observed teaching in all classes including two joint observations with the headteacher and two with the deputy headteacher. A total of 28 lessons were observed including two support sessions. In addition, short classroom visits were made to observe pupils at work.
- Inspectors had discussions with the Chair of the Governing Body and three other governors, a representative from the local authority, the headteacher, the deputy headteacher, other members of the school leadership team, teachers, teaching assistants and two groups of pupils.
- Inspectors looked at a range of documents including the school’s tracking of pupils’ progress, documents relating to safeguarding and special educational needs, case studies of pupils, also the school’s self-evaluation document and improvement priorities.
- A wide range of pupils’ work was scrutinised across all subjects and inspectors heard pupils of different ages read.
- Inspectors took account of the views of 85 parents recorded on the online questionnaire (Parent View), and met informally with a number of parents at the start of the school day. Inspectors also took into account 207 responses to the school’s own recent comprehensive survey of parents’ views.

Inspection team

Kathryn Skan, Lead inspector	Additional Inspector
Patrick Finegan	Additional Inspector
Karen Davies	Additional Inspector
Edgar Hastings	Additional Inspector

Full report

Information about this school

- The school is much larger than the average primary school.
- The very large majority of pupils are White British. There are no other significant groups.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils known to be eligible for free school meals and for whom the school is receiving additional income (the pupil premium) is lower than most schools and includes 9 children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus or a statement of special educational needs is below average.
- A before and after-school club takes place on the school site every day run by a private company from the children's centre, which is governed independently of the school and inspected separately. A breakfast club is run by the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is a 'local leader of education'. He supports other schools including those who are in difficulty.
- The school is part of a 'co-operative trust' of six schools within the local authority, each with its own headteacher and governing body.

What does the school need to do to improve further?

- Improve the level of presentation within the school by making sure:
 - pupils take pride in the presentation of their work where appropriate to the task
 - pupils' learning is celebrated within eye-catching displays in communal areas of the school.

Inspection judgements

The achievement of pupils is outstanding

- Children enter Nursery with attainment that is broadly in line with age-related expectations and leave the Reception class having made substantial gains in all areas of learning within the Early Years Foundation Stage. Pupils then continue to make excellent progress throughout the school.
- Pupils at Key Stage 1 reach standards that are significantly above average in reading, writing and mathematics. Pupils at Key Stage 2 also reach standards that are significantly above average in English and attainment in writing is exceptionally high. School information from rigorous teacher assessment shows that pupils at Key Stage 2 have made at least good and sometimes outstanding progress in mathematics.
- Currently, pupils are making outstanding progress in all subjects. Based on robust evidence, pupils at Key Stage 2 are expected to reach standards that are significantly above average in English and mathematics this year. Most pupils are expected to reach the higher level and a notable number are expected to reach the new even higher level in mathematics.
- The number of pupils making expected progress is above average throughout Key Stage 2 in all subjects and the number exceeding expected progress is rising exceptionally fast. This year, the proportion of pupils likely to make better than expected progress by the end of Year 6 is double the national average.
- Pupils read widely and often throughout the day, in a variety of learning situations. The school makes sure they develop and apply a range of skills in reading, writing, communication and mathematics so they are exceptionally well prepared for their secondary school education. Preparation extends beyond the standards they reach in English and mathematics to include communication skills.
- Pupils do well whatever their level of ability. Disabled pupils and those who have special educational needs achieve exceptionally well. This is consistent with their classmates because teachers plan for their learning precisely and the school makes sure their specific needs are met.
- In 2012, the few Year 6 pupils known to be eligible for free school meals made outstanding progress and reached higher standards than their classmates in English and mathematics and well above similar pupils nationally. Funding was used to provide one-to-one support for these pupils and emotional support was also available within school if necessary. These measures helped pupils to close the gap in attainment with their classmates. Expectations are that pupils for whom the school receives the pupil premium will achieve similarly well this year. There were no looked-after children in Year 6 last year. Looked after pupils throughout the school are making progress that is consistent with their classmates.

The quality of teaching is outstanding

- Teaching is outstanding. Teachers have been highly trained in how to guide pupils' learning and use this knowledge to excellent effect in lessons.
- Teachers make sure pupils have plenty of choices in their learning including the level of difficulty of their work. Pupils choose to start at bronze, silver, gold or torch level and are supported and guided by the teacher over whether they have under-challenged or over-extended themselves or where they may need support. Pupils move on to the next level as soon as they think they are

ready within the lesson. This means pupils are always challenged at their own personal level and never waste any time. They are, consequently, always fully motivated and completely wrapped-up in their own learning and make rapid progress.

- Teachers use a range of ways of interesting pupils. They use various resources very well to ensure variety, making sure that thinking levels remain high. The use of computer conferencing means communication is enhanced and a 'virtual learning platform' is accessible from both home and school. Pupils can, therefore, complete tasks at home and work on in-depth projects seamlessly. This ensures that the links between home and school learning are strong.
- Teaching assistants are very effectively used and are skilled at supporting learners at all ability levels to improve, including disabled pupils and those who have special educational needs and those who receive pupil premium funding.
- Teachers have high expectations of pupils and they, in turn, rise to the challenge. Lessons take place at a substantial pace and pupils' work is constantly checked and supported by their teachers. They use questioning very effectively to check that pupils understand what they are meant to do and to help them reach deeper levels of understanding. Pupils learn through real-life examples wherever possible and regularly solve problems.
- Teachers provide pupils with substantial opportunities to communicate with one another. In lessons in all subjects, pupils use a familiar 'response partner' to work alongside them to improve and share their learning. Discussion in response to teachers' questions is a frequent feature of every lesson and this supports and focuses pupils' learning as well as giving them the opportunity to practise their speaking and listening skills.
- Teachers use targets and marking well to make sure pupils know the next steps in their learning. This means pupils are left in no doubt what they need to do to improve. Pupils have excellent relationships with their teachers and are given time to read the teacher's comments in their books before they move on. Pupils also use each other to check their work on a regular basis which means they have to understand what they are looking for and this improves their own work as a consequence.
- Pupils record their learning in topic books or mathematics books. These show pupils are making excellent progress over time. However, sometimes pupils' recording of their learning is not presented carefully enough on occasions when it would have been appropriate to do so. In addition, although classroom displays are colourful and interactive, learning is not celebrated as effectively in communal areas of the school through eye-catching displays of pupils' work.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour and attitudes to learning are exemplary. They enjoy coming to school because it is a welcoming place to be and they know their teachers care about them as individuals and their progress as learners. The school is a happy, harmonious community and pupils have a genuine willingness to try to understand each other's views and ideas.
- Parents believe that behaviour is excellent and that their children are kept exceptionally safe. Staff also praise the level of pupils' behaviour. The school makes sure that correct procedures are in place to keep everyone safe at all times. If anyone needs help with their behaviour, they receive highly skilled support to enable them to meet the school's expectations. Pupils regulate their own behaviour and co-operate extremely well despite large numbers in small classrooms.

- Incidents of bullying are very rare. Pupils understand about different types of bullying and say they know who to go to if they have a concern. Pupils play very well together in the playground. They report that they feel safe and enjoy playtimes. Any incidents that do occur are well recorded and followed up. Pupils' outstanding attitude to learning means behaviour in lessons is exemplary.
- Attendance is average. Persistent absence has been drastically reduced this year to minimal levels. Pupils are rarely late. There have been no permanent exclusions and temporary exclusions are extremely rare. The school's breakfast club is run well. It provides breakfast in the school hall.
- Pupils demonstrate enthusiasm, respect and good manners towards each other and adults. They show that they have learned the basic courtesies of life and say 'please' and 'thank you'. Pupils were also observed to wait patiently in the corridor when their passage through was temporarily congested. Pupils say they enjoy their learning immensely and that activities are interesting and enjoyable. They say that the list of what makes the school a special place is 'endless'.

The leadership and management are outstanding

- The headteacher is an inspiration and is highly regarded throughout the school. All leaders are highly effective, both individually and together and continually strive for excellence. They check and evaluate the learning and progress of pupils very effectively and use the information gathered to make sure the needs of all pupils are met extremely well regardless of their starting points.
- Performance management is highly robust. All teachers have stretching targets that focus on pupils' progress and include a personal target which enables teachers to develop according to their individual needs and whole school priorities. Teachers report that they feel highly supported by the school's appraisal system. Effective leadership development training and coaching have enabled leaders at all levels to flourish. There is, therefore, a very strong capacity for improvement within the school.
- An innovative new learning programme has been developed specifically to meet the school's needs. The teaching of topics and subjects in the new way started in September 2011. English and mathematics are taught separately, though also incorporated into topics where possible. The subjects and topics meet pupils' needs very effectively and the school's approach in developing a programme specifically for its own pupils has been highly effective in contributing to rapidly rising standards.
- Leaders and governors make sure that all pupils have equal opportunities. Discrimination of any kind is not tolerated, ensuring the full inclusion of all pupils. The school has a specific school policy of being a 'rights-respecting' school.
- The school works well with parents. Most parents say that the school keeps them well informed and responds well to any concerns they raise. Parents who spoke with inspectors were very enthusiastic about their children's experience at the school and identified safety and friendliness as strengths.
- The local authority regards the school as requiring only 'light-touch' support. It has made termly visits to evaluate the school through data analysis and also previously checked the accuracy of the school's judgements about the quality of teaching. It gives support if requested and has provided a small amount of subject support for mathematics.

■ The governance of the school:

- The governing body is highly effective in providing support and challenge to the leadership team. Governors have a clear understanding of the quality of teaching and pupils' achievement compared with all pupils nationally, and they know what the school has done to improve its performance. Governors make sure finances are used in a way that supports pupils' learning effectively, know how the pupil premium is being spent and how the pupils entitled to it are doing. The governing body uses its knowledge to make decisions about staffing and to make sure pay is linked to teachers' performance. Governors know what is done to tackle any underperformance if it should arise. They use the strengths of individual members well. Link governors report back to the governing body including on health and safety. They ensure statutory duties are met and that arrangements for safeguarding pupils meet current requirements. They are now actively pursuing the accolade of 'Governor Mark'.

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	124154
Local authority	Staffordshire
Inspection number	403547

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	655
Appropriate authority	The governing body
Chair	Terry Dix
Headteacher	Tony Hand
Date of previous school inspection	16 October 2007
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