

Dovedale Primary School

Dovedale Avenue, Long Eaton, Nottingham, NG10 3HU

Inspection dates

20–21 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- The headteacher, her senior leadership team and the governing body have brought about significant improvements in the quality of teaching and in pupils' achievement since the last inspection.
- There has been a successful drive to improve standards in English and mathematics and pupils' attainment in these areas is above average.
- Pupils' achievement in reading is outstanding. Achievement in writing and mathematics is good and rising quickly.
- This is a caring school and the support given to those pupils who need extra help is exemplary.
- Teaching has improved from satisfactory to good, with much that is outstanding.
- Teachers plan interesting and exciting activities that inspire pupils and widen their interests.
- Pupils' attitudes to learning and their behaviour are outstanding.
- In the Early Years Foundation Stage children excel in their learning because of well-organised and imaginative teaching.
- The school is well placed to make the next steps to 'outstanding'.
- Parental confidence in the school has improved and pupil numbers are rising.

It is not yet an outstanding school because

- Just occasionally, there is not enough challenge because pupils spend too long revisiting previous learning.
- Not enough pupils make better-than-expected progress in writing and mathematics.
- Pupils in Year 5 do not make the same good progress in writing as in other year groups.

Information about this inspection

- Inspectors observed 16 lessons, seven of which were joint observations with the senior leadership team. A number of small-group activities were also observed.
- Inspectors talked to pupils in lessons, looked at their books, listened to them read and talked separately to a group of six pupils from Key Stage 2.
- The inspectors had meetings with the senior leadership team, assessment coordinator, subject leaders and special-educational-needs coordinator. Meetings were also held with three members of the governing body and a local authority representative.
- Inspectors took account of a recently conducted parental questionnaire and of 43 opinions on the online questionnaire (Parent View). The team also analysed 17 questionnaires completed by school staff.
- Inspectors observed the school at work and looked at a range of documentation, including school development plans, internal and external progress information, pupils' books and the school's evaluation of its own performance.
- The team also looked at performance management information, reports produced by the local authority and records relating to behaviour and attendance, safeguarding and child protection.

Inspection team

Alan Giles, Lead inspector

Additional Inspector

Janet Bird

Additional Inspector

Malcolm Johnstone

Additional Inspector

Full report

Information about this school

- Dovedale is a slightly larger-than-average primary school. In the 2012-2013 school year pupil numbers rose significantly, increasing the number of classes from nine to eleven.
- 'Sawley', a before-and after-school club shares the school site. It is not administered by the school's governing body and, therefore, receives a separate inspection. The report is available on the Ofsted website.
- Nearly all pupils are White British and there is a much lower-than-average proportion of pupils from minority ethnic groups. A very small number speak English as an additional language.
- The proportions of disabled pupils and those who have special education needs supported through school action and at school action plus are below the national average. The proportion which has a statement of special educational needs is increasing but is presently still below the national average.
- The proportion of pupils known to be eligible to the pupil premium is well-below average. The funding is based on the number of looked-after children, those from service families and those known to be eligible for free school meals.
- The school has accredited awards for International School, Sing-Up and Eco-Friendly.
- The new headteacher started in September 2010.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - adapting tasks in some lessons to improve the pace and challenge for certain pupils so that they do not spend too much time revisiting previous learning.

- Improve pupils' achievement in Key Stage 2 by:
 - building on the work to increase the proportion of pupils who make better-than-expected progress in writing and mathematics
 - raising expectations and improving presentation for some pupils in Year 5 so that they are able to make more consistent progress in writing.

Inspection judgements

The achievement of pupils is good

- The school has significantly raised attainment and progress in English and mathematics since the last inspection. The most recently published test results in 2012 show attainment in these subjects to be significantly above average.
- Pupils' present attainment in Year 6 in English and mathematics continues this momentum, with more pupils now performing at the higher levels.
- The achievement of all pupils is good, with some outstanding. The sustained levels of good progress in every year group are a significant improvement since the last inspection.
- Senior leaders have introduced creative interventions to speed up progress to enable an even greater number of pupils to make better-than-expected progress across Key Stage 2.
- The majority of pupils who enter the Early Years Foundation Stage have social and language skills lower than expected for their age. They make good progress in all areas of learning.
- Many opportunities are taken across different subjects to inspire and challenge most pupils to produce extended writing. This has improved boys' attainment in writing so that it is now in line with that of girls.
- The most recent reading check indicates that Year 1 reading skills are above those expected nationally. The teaching of phonics (letters and their associated sounds) is having a significant impact and pupils' achievement in reading is outstanding throughout the school.
- Staff are passionate about giving all pupils, irrespective of their abilities, equal opportunities to succeed. Effective small-group interventions enable disabled pupils and those who have special education needs to achieve as well as their peers. There is a higher proportion of pupils with a statement of special educational needs in Year 3. They make outstanding progress because of dedicated and knowledgeable support.
- The school is using pupil-premium funding to provide similar interventions for pupils who are eligible for free school meals. These pupils make the same levels of good progress as their classmates so that there are no gaps in attainment between them by the end of Key Stage 2. Very small numbers of looked-after children mean that their standards cannot be discussed without identifying them. There are no pupils from service families.

The quality of teaching is good

- Teaching has improved significantly since the last inspection, because teachers now use extensive information available on pupils' progress to plan challenging lessons for all levels of ability.
- Pupils who are identified as falling behind are quickly identified and high quality teaching support is used to get pupils back on track.

- The marking in pupils' books gives clear instructions on how to improve or achieve the next targets. When giving tasks teachers very skilfully build in guidance on what makes successful learning, which helps pupils understand what is expected of them.
- Teachers make effective use of questioning to check pupils' understanding and to challenge them to extend their thinking and reflect on their learning.
- There is a good balance of play and teacher-directed activities in the Reception class. Many activities have 'story' themes which form the basis of play and at the same time develop children's language skills very well.
- Teachers work exceptionally hard to make lessons fun and to involve all pupils in learning. In literacy lessons, interactive whiteboards were used to inspire pupils to discuss and write about a tsunami (large tidal wave), mountain formations and 'deadly' creatures.
- Leaders have identified that to become more consistently outstanding, teachers need to increase the pace of learning for some pupils by adapting tasks to increase levels of challenge rather than revisiting previous learning too much.
- A small number of pupils in the Year 5 class do not consistently make good or outstanding progress in writing tasks. This is because teaching does not always have the high expectations for pupils' writing standards, including the presentation of work, found in other year groups.

The behaviour and safety of pupils are outstanding

- Pupils welcome the additional responsibilities they are given. Excellent behaviour and personal initiative and responsibility are highly regarded and celebrated by the school.
- There is a very strong ethos for caring for each other throughout the school. Pupils remark how 'teachers always know when we need extra help' and 'they make sure we reach our targets'.
- The learning atmosphere in all classrooms is exemplary and pupils consistently collaborate well in their learning. They have been involved in creating school rules and reward systems and therefore value outstanding behaviour and understand that their actions affect other pupils' learning.
- Pupils comment on how their teachers 'make us work hard.' They are resilient in their response to these challenges and have the confidence and enthusiasm to think deeply about their work. They aspire to the school motto they were involved in creating, to 'aim higher' in all their work.
- No disruptive behaviour was observed in lessons and school records show this is typical for all classes. There have been no serious incidents of unacceptable behaviour in recent times. Pupils know that discrimination of any kind is not tolerated.
- Pupils have an excellent understanding of the actions and effects of bullying, including e-bullying, and say that there is no bullying behaviour in the school.
- On a number of occasions pupils talked excitedly to inspectors about their achievements and their enjoyment of coming to school. This pride is shown in their above-average attendance.

- The vast majority of parents who completed the Parent View questionnaire or the school's own questionnaire believe that their children feel safe at school and behave well.

The leadership and management are outstanding

- The school has improved significantly since the last inspection. The new headteacher provides inspirational leadership and has successfully brought about a strong whole-school commitment to assessing how well it is doing.
- Processes to use information about pupils' progress are consistently applied throughout the school and enable the vast majority of pupils to achieve their challenging targets.
- The school has an effective school improvement plan which is sustaining the momentum of recent improvements and accurately identifies what needs to happen for it to become outstanding.
- Staff morale is high because school improvement initiatives are jointly developed and trialled, with a clear overall objective to improve pupils' achievement.
- Leadership at all levels is successful. All subject leaders are checking how well measures are working in their areas to achieve very high standards in literacy and numeracy.
- Arrangements to manage teaching performances are rigorous and have successfully improved teaching standards. Targets are linked to the school development plan, pupils' progress and to the professional development of staff. They reflect teacher responsibilities and pay awards.
- Pupils develop good learning skills across a range of subjects and topics. This is having a positive impact on their enthusiasm for learning and is developing their basic skills well. These were displayed well in a topic on India when some pupils planned tourist holidays and gave a whole-class presentation, whilst another class scientifically analysed Indian soil samples.
- There are many additional clubs and planned enrichment activities on offer at the school that enable pupils to experience and develop skills and understanding in a wide range of spiritual, moral, social and cultural contexts.
- The local authority is aware of the level of improvement since the last inspection and now provides light-touch support for this good school. It is supportive of the school's initiatives to share its best practices within the local cluster of schools.

■ **The governance of the school:**

- The governing body is led very effectively by a newly appointed Chair of Governors. All members have subject and class responsibilities linked to their own strengths and they visit the school regularly.
- They receive detailed information from leaders which has enabled them to develop a good understanding of how the school has improved. They know about the quality of teaching and the achievement of pupils and how this compares with all schools nationally.
- They professionally challenge school leaders when appropriate. Governors know about the targets that are set for teachers to improve their teaching. They know what the school is doing to reward good teaching and to tackle any underperformance.

- The governing body oversees the arrangements for the spending of the pupil premium and is very aware of the positive impact of this, and other spending, on pupils' achievement.
- Governors make sure that all safeguarding arrangements are secure to keep pupils safe.

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	112700
Local authority	Derbyshire
Inspection number	401293

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	295
Appropriate authority	The governing body
Chair	David Farmer
Headteacher	Jeannie Haigh
Date of previous school inspection	14 January 2010
Telephone number	0115 9735984
Fax number	0115 9736701
Email address	headteacher@dovedale.derbyshire.sch.uk

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