

Dudley Wood Primary School

Dudley Wood Road, Dudley, DY2 0DB

Inspection dates

25–26 April 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		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The inspiring leadership of the headteacher has empowered all teachers to make improvements so that teaching is good across the school with some examples of outstanding practice.
- Pupils' achievement across the school is good and improving strongly, because they are taught well.
- Attainment in reading, writing and mathematics has been steadily rising and is now average at the end of Year 6.
- Teachers know the needs of their pupils well and make sure that the work set enables pupils to make good progress.
- Pupils behave well and feel safe. They understand and value the school motto of 'Everyone and every day counts'.
- All leaders have been effective in making improvements in the quality of teaching. This has resulted in improving standards, particularly in mathematics and in raising expectations of what pupils can achieve so that more pupils make progress that is better than might be expected, especially in English.
- Members of the governing body have an excellent understanding of the work of the school and are skilful at asking pertinent questions of leaders that enable the school to make further improvements.

It is not yet an outstanding school because

- Written feedback does not always help pupils to know how to improve their work.
- Pupils are often not sure what National Curriculum level they are working at and so what they need to do to reach the next level.
- Sometimes teachers do not give pupils enough opportunities to work independently and take responsibility for their own learning.
- A few pupils are not always fully engaged in the questioning and discussion in whole class sessions.

Information about this inspection

- Inspectors observed 22 lessons and part-lessons. They were accompanied by the headteacher or assistant headteacher in five of the observations.
- Meetings were held with staff, members of the governing body, a representative of the local authority and with pupils from Years 4 to 6.
- The inspectors heard pupils read from Years 1 and 6.
- Inspectors looked at the school's development plans and monitoring files, the headteacher's leadership files, and arrangements for performance management of staff, and minutes of the governing body meetings. They also looked at the school's records of pupils' progress and evaluated work in pupils' books.
- There were 12 responses to the online parent questionnaire (Parent View). Inspectors held informal discussions with parents and carers at the start of the school day. Inspectors also took note of the school's survey of parent views.

Inspection team

Jenny Batelen, Lead inspector

Additional Inspector

Sandra Ewing

Additional Inspector

Robin Sidaway

Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school.
- Children in the Early Years Foundation Stage are taught in the 52-place Nursery and two Reception classes.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average. These include pupils with complex learning needs, behavioural and social emotional needs and medical needs.
- Most pupils are from White British backgrounds with a small minority from a range of other backgrounds. A small minority speak English as an additional language.
- A small minority of pupils are from Fairground Traveller Families.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is average. There are no children of service families at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher took up her post in September 2011.

What does the school need to do to improve further?

- Raise achievement in English and mathematics so that more pupils make progress that is better than might be expected by:
 - making sure that all feedback to pupils, whether from adults or classmates, consistently helps them to know how they can improve their work
 - helping pupils to know what National Curriculum level they are working at and what they need to do to reach the next level
 - providing more opportunities for pupils to work and think independently so that they are able to take responsibility for their own learning
 - making sure that all pupils are involved fully in whole-class sessions.

Inspection judgements

The achievement of pupils

is good

- Children enter Nursery with skills that are well below those typical for their age, particularly in communication, language and literacy, personal social and emotional development and mathematical development. The strong, skilled staff team in the Early Years Foundation Stage make sure that children make good progress in all areas of learning.
- All pupils, including those from a range of backgrounds, the few who speak English as an additional language and those from traveller families, make good progress throughout the school in reading, writing and mathematics. Many opportunities are taken to develop pupils' communication skills as they share back to partners, the class and whole school about their work and experiences.
- The proportion of pupils in Year 6 making rapid progress is above the national average in English, especially in reading. The skilled teaching of phonics (sounds that letters make) means that pupils have confidence in tackling unfamiliar texts and are able to use their knowledge to help them write words. Pupils enjoy a range of books and spoke enthusiastically about their favourite authors, including Shakespeare.
- Exciting starts to writing lessons encourage pupils to be creative and write at length about a range of subjects. Year 3 pupils found the dinosaur footprints in their classroom an inspiration for planning a story to include a problem and a resolution.
- The proportion making rapid progress in mathematics is below the national average but a significant improvement on previous years. Pupils' basic mathematics skills are encouraged and developed through the challenge of 'Brainy Bonds' for younger pupils and the '21' and '37 Club' for older pupils.
- Current school information indicates that the improvements in all subjects will be maintained and further improved. However, although pupils are involved in meetings with their teachers and senior leaders about how well they are doing, they are not always confident about the National Curriculum level they are working at and what they need to do to reach the next level and so be able to take responsibility for their own progress.
- Disabled pupils and those who have special educational needs make progress at least in line with their peers because their needs are clearly identified and they are able to make good progress through small-group work and one-to-one support from skilled teaching assistants. There is good evidence of some pupils making progress that is much better than would normally be expected.
- All pupils who benefit from the pupil premium make good progress. Attainment for the pupils currently at the end of Key Stage 2 means that they are one term behind their classmates in reading and mathematics and two terms behind in writing. This is a narrower gap than for the pupils who received pupil premium funding at the end of Key Stage 2 last year. The extra funding is used to provide extra staff to support smaller teaching groups and individuals, to provide resources and to ensure that these pupils are able to participate in all school activities, thus ensuring equality of opportunity for all and that there is no discrimination.

The quality of teaching is good

- Teachers have high expectations of what pupils can achieve. They plan tasks that enable them to make good and sometimes exceptional progress. This was clearly demonstrated in a Year 4 English lesson as they prepared to write about Sherwood Forest using their senses. Pupils demonstrated an excellent understanding of similes, personification, alliteration and metaphors as they discussed how to ensure their writing was of the highest standard.
- All adults, including teaching assistants, use focused questioning that enables individual pupils to make progress in their learning as they are able to think more deeply about the task they are working on.
- Teachers have good subject knowledge and this means that pupils are learning correctly and developing a secure understanding of the subject. This was apparent in a Year 6 mathematics lesson as adults encouraged pupils to use the correct terminology to discuss how to transform shapes in order to solve the problem set.
- Teachers give thorough written feedback to pupils about how well they have done their work and they also give pupils opportunities to comment on their classmates' work or their own. However feedback does not always give a clear indication of how the work can be further improved thus limiting the immediate progress pupils can make.
- Children in the Early Years Foundation Stage have a range of exciting opportunities to explore and develop their own learning through adult-led and self-initiated activities, both inside and outside. Nursery children demonstrated their growing understanding of letter formation and sounds as they chose to make shopping lists when using the area set up as bakery.
- This independence is not always encouraged in Key Stage 1 and 2 as teachers sometimes take too much control of the activities and so limit pupils' abilities to determine their own pace of learning and progress they can make.
- Regular homework that further develops the learning in class ensures that pupils are able to make progress when working away from school.

The behaviour and safety of pupils are good

- Pupils' behaviour is typically good. They are well-mannered and polite and pleased to talk about their school with visitors.
- Clear behaviour management strategies and effective behaviour support means that those who find it difficult to manage their feelings are helped to get on well with others. The school has clear evidence of improvements in behaviour for such pupils and parents spoke positively of improvements in behaviour for their children. There has been one exclusion since the previous inspection.
- Where teaching is good or better, pupils' attitudes to learning are exemplary. They are keen to learn, ask questions and make good progress in their lessons. They appreciate the fact that their teachers help them and that adults are 'kind, fun and helpful'. Very occasionally pupils lose focus and interest in their learning during whole class sessions when teachers do not ensure that all fully involved.

- Pupils feel safe in school. They report that there is very little bullying of any kind and that any there may be is effectively dealt with by the adults in school. They are confident that adults will help them if they have any worries or concerns. Pupils are helped to understand how to keep themselves safe, including when using modern technology.
- The school has implemented a range of strategies to improve attendance and there is clear evidence of improvements for some pupils.

The leadership and management are outstanding

- The passion and commitment of the headteacher to making improvements to the school is extremely well supported by all staff and governors. As a result, there has been a relentless and highly successful focus on improving the quality of teaching and the achievement of pupils, particularly in mathematics. The continued focus on English has ensured that pupils are making excellent progress in this subject. This clearly demonstrates the school's strong capacity to make further improvements.
- All leaders, including middle leaders, feel empowered and focus on improving teaching and learning. This is done by the careful analysis of how well individual pupils are doing, holding staff to account for this progress and ensuring that appropriate and focused training is in place. The robust system of setting targets for improvements to teaching mean that staff fully understand their responsibility for pupil achievement and that there is no automatic progression up the pay spine.
- As a result of improvements in teaching, staff now support local schools through the leading teacher scheme and as moderators for Key Stage 2 writing.
- Teaching assistants and other support staff feel valued and an important part of the staff team. They comment that they 'play a big part in the ethos of the school and the attainment of the pupils'.
- Partnerships with parents are very strong and as a result parents are overwhelmingly positive about the school, their children's progress and safety and how they, as parents, can be involved.
- There are many memorable events that excite pupils' interest in the range of subjects that they study. The visits, visitors and focus weeks enrich pupils' lives and make a strong contribution to their spiritual, moral, social and cultural development. The weekly enrichment afternoons give further opportunities for a range of topics to be studied with pupils working together across the age groups, thus fostering good relationships between all in the school.
- The local authority has given good support to the school, particularly in improving achievement in mathematics.
- **The governance of the school:**
 - Members of the governing body are very committed to the school and undertake training that enables them to use their wide range of skills to monitor and support the work of the school. They make focused visits to various aspects of school life, so that they are better able to ask questions that will help the school make further improvements. Governors have an excellent understanding of the standards pupils reach compared with national and are ambitious to continue to improve this. They know about the quality of teaching and the impact of this on pupil progress. They know how any underperformance is tackled. Governors fully understand

and check the process of setting targets for teachers and make sure that increases in pay and promotion are justified by pupils' progress and achievement. Governors know how pupil premium funding is used and how this makes a difference for those pupils. They are rigorous in undertaking their statutory responsibilities, including ensuring the school is in a good position financially. Safeguarding responsibilities are fully understood and the requirements are securely in place.

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	103773
Local authority	Dudley
Inspection number	404902

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	John Thompson
Headteacher	Sarah Guest
Date of previous school inspection	17 February 2011
Telephone number	01384 818690
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