

Dormers Wells Infant School

Dormers Wells Lane, Southall, UB1 3HX

Inspection dates 10–11 September 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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement has improved year-on-year because staff, members of the governing body and senior leaders work well as a team to put successful improvements in place.
- Good leadership of teaching and learning by the senior leadership team, together with effective management of teachers' performance, has ensured that teaching is good.
- All groups of pupils, including the most able, make good progress, particularly in reading. Regular checks on learning highlight any underachievement. Good support by skilled teaching assistants helps pupils to make the same progress as their classmates.
- By the end of Year 2 in 2013, pupils reached standards that were above national expectations in writing and mathematics, and well above in reading.
- Pupils' behaviour is good. They enjoy coming to school, have positive attitudes towards their learning and feel safe. They respond quickly to their teachers because they want to learn and do well.
- Children in the Nursery and Reception classes benefit from well-planned, lively activities which ensure that they are happy and settled and make a good start to their education.
- Members of the governing body know the school well and check that pupils are doing well. They are keen to constantly develop their own skills in supporting and strengthening the leadership of the school.
- The school has an excellent partnership with parents and carers. They are unstinting in their praise for the way in which the headteacher and her staff support families in most need and help the children to succeed in their learning.

It is not yet an outstanding school because

- Teaching is not yet outstanding and pupils do not make rapid progress as a result.
- Pupils do not always have a sufficiently rich vocabulary to express themselves fully.
- There are a few occasions when pupils' understanding of mathematics is not as secure as it could be and this slows their ability to solve problems.

Information about this inspection

- During the inspection, 25 whole or part-lessons were observed.
- Seven joint observations of teaching and learning were conducted with senior leaders.
- Meetings were held with the headteacher, senior leaders, members of the governing body, a representative from the local authority, staff and groups of pupils.
- The inspectors listened to pupils reading.
- The inspectors spoke to 16 parents and carers. There were insufficient responses to the online questionnaire (Parent View) to show any results.
- The inspectors observed the school's work, reviewed pupils' workbooks and looked at school policies, including those relating to safeguarding and equality, the governing body minutes and planning documents.
- The inspectors took account of the 27 questionnaires returned by staff.

Inspection team

Barbara Atcheson, Lead inspector	Additional Inspector
Michael Elson	Additional Inspector
David Ingram	Additional Inspector

Full report

Information about this school

- Dormers Wells Infant School is larger than the average infant school.
- Almost all pupils come from minority ethnic backgrounds and most speak English as an additional language, often at an early stage.
- An above-average proportion of pupils join or leave the school at other than the usual time of entry.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding to help certain groups) is above the national average. In this school, it applies mostly to pupils known to be eligible for free school meals and a very few looked after children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is above average.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by ensuring that all teachers:
 - make sure that all pupils have a secure understanding of mathematics so that they can be creative in solving problems, and can apply what they have learned to real-life situations across the curriculum
 - create a language-rich environment to improve children’s talk for writing.

Inspection judgements

The achievement of pupils is good

- Achievement has improved since the previous inspection. Consistently good or better teaching has ensured that in 2013, the standards of attainment of all pupils, including the more able, at the end of Year 2 were above national expectations in writing and mathematics. Standards of attainment in reading were well above national expectations and above national expectations for the more able.
- Parents and carers are highly appreciative of the way in which the school goes out of its way to help children who are most in need so that their learning is not hindered. This, together with a strong partnership with parents and carers in their children's learning, has had a positive impact on raising standards.
- Children start Nursery with skills that are well below those expected for their age. Most speak English as an additional language, often at an early stage. Well-planned activities and good teaching ensure that the majority of children make at least good progress across the Early Years Foundation Stage and enter Year 1 with the expected levels of skills, knowledge and understanding.
- Children in the Reception classes enjoy learning new skills. An exciting programme of learning, linking dance with the skills needed for writing, has accelerated and improved their writing. Children sing songs such as 'Ten Green Bottles' with great enthusiasm. Activities of this kind help underpin and secure early counting skills.
- The majority of pupils, including the most able, make good progress in reading, writing and mathematics in Years 1 and 2. Boys do better than girls in reading and mathematics, while girls do better than boys in writing. School records and inspection evidence show that pupils who have had the benefit of being at the school from Nursery or Reception make the most progress.
- Pupils know they are making good progress and say they value any extra help they get at home and at school. Pupils benefit from the school's consistent approach to guided reading which helps them read with increasing accuracy and fluency.
- Pupils who join the school late are quickly assessed and well-targeted learning programmes ensure any learning gaps are securely closed so that these pupils can achieve as well as their classmates.
- Prompt, accurate identification and a wide range of extra support enable disabled pupils and those who have special educational needs to make the same rate of progress as their classmates. A similar level of support ensures that pupils learning English as an additional language make the same progress as others.
- Pupils who are known to be eligible for free school meals reach similar levels of attainment to their classmates in reading, writing and mathematics by the end of Year 2. Tailor-made individual work, and work in small groups with teachers and well-trained teaching assistants, successfully closes any learning gaps. As a result, these pupils make similar progress to their peers in writing and mathematics, but progress in reading is more rapid.

The quality of teaching is good

- Teaching is typically good and some is outstanding. Teachers and teaching assistants know their pupils well and are very enthusiastic. Their good subject knowledge is evident in the way that they question pupils to deepen their understanding and clarify any misunderstandings. They have a good relationship with their pupils. This means that pupils want to do their best, make good progress and that they achieve well over time.
- Teaching in the Reception classes has improved since the previous inspection and is now consistently good. All adults are skilled at joining in with children's play, bringing delight to children's learning and giving them the confidence to express themselves.
- Nursery and Reception classes are a hive of activity as children enjoy good opportunities to

practise reading, writing and mathematics in practical, meaningful ways inside and outside the classroom. For example, one girl practised her counting skills as she built a brick tower. Her delight increased when the teacher extended this activity by helping her to compare her tower to her own height.

- Pupils know how to improve their work because teachers' marking is consistently good across the school. Teachers give pupils helpful comments on how to improve their work and time to make those improvements. They also check to ensure errors are not repeated.
- Teachers have high expectations of their pupils, insisting that pupils check their work and make improvements. For example, Year 2 pupils who were selecting their favourite part of the gingerbread man story were encouraged to make their sentences more interesting.
- However, opportunities to enrich pupils' talk are often missed. As most pupils speak English as an additional language, improvements in writing rely heavily on increasing pupils' vocabulary at every opportunity.
- Pupils enjoy practical activities in mathematics. However, on a few occasions, their understanding of the mathematics involved is not as secure as it could be and this slows their ability to solve problems. For example, a pupil who was ordering numbers referred to the units as 'back numbers' while a more-able pupil who was happily engaged in correctly sequencing amounts of money knew that the £ sign meant pounds but described the pence as 'the other money stuff'.
- Where teaching is outstanding, systematic checks on pupils' learning ensure that pupils learn exceptionally well. For example, Year 1 pupils learning to name common body parts made outstanding progress because the teacher, ably supported by the teaching assistant, intervened in a highly effective manner to support and extend the learning of all groups of pupils.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good. They enjoy coming to school and know the purpose is to learn. They talk readily about their experience of school and say they are glad when the holidays are over so that they can get back to school.
- They are proud of their school and proud of their work. They are also proud to be members of the school council, or a 'Red Cap' or a 'Blue Cap', and take their responsibilities very seriously. Good opportunities for spiritual, moral, social and cultural development enable pupils to have a clear set of personal values, and to work and play harmoniously.
- Pupils say they feel very safe. They say that there is very little bullying and are confident that if they do have any worries they can go to an adult or a member of the school council who would help them to sort it out. They know that name-calling is wrong. The school encourages pupils to respect each other. Pupils come from a wide variety of backgrounds and the school helps pupils and their families to celebrate this. As a result, pupils grow up appreciating the values, attitudes and beliefs of others. An overwhelming majority of parents and carers in a recent school survey believed that they and their children were treated equally and with respect.
- All pupils, from the youngest Nursery children to pupils in Year 2, become quickly immersed in the activities provided, because they are interesting. Relationships are good and pupils want to do their best. They say that they are annoyed if, on a very few occasions, someone 'being silly' distracts their learning. They respond eagerly to their teacher and mostly, although not always, settle quickly to their learning. This not only increases the volume of the work that they do but it accelerates their progress.
- Teachers give pupils the resources and strategies they need to become independent learners. Pupils go about their work with an air of happy confidence. For example, one girl in a Reception class hummed happily as she got on with her work. All of this demonstrates that pupils are well prepared for the next stage in their education.
- Parents and carers talk in glowing terms about the school. They recognise what the school strives to achieve and say they are extremely happy with their children's education. In the recent survey of parents and carers, an overwhelming majority (99%) agreed that the school kept their

child safe and that the school will always listen to any questions or problems they might have.

The leadership and management are good

- Under the strong leadership of the headteacher, the school's performance has improved year-on-year. Parents and carers, and staff, are agreed that this is because there is a good team spirit, with staff, governors and senior leaders focused on doing everything in their power to help the many children and families who are in most need. This is recognised by members of the local community and reflected in the way in which pupils thrive.
- The school has taken advantage of good-quality support from the local authority for its succession planning and the development of its middle leaders who are now taking ownership of their areas and making a valuable contribution to improving the quality of teaching and learning.
- The school has planned carefully and spent the new primary sport funding wisely. The promotion of healthy living and strategies to tackle obesity are given a high priority in the school's development plan. The impact of workshops for skipping and scooters, and a programme to raise awareness of healthy eating, have been analysed. Rates of obesity are falling and skills in children's physical development in the Early Years Foundation Stage are increasing.
- Teaching and learning are improving strongly as a result of effective checks on teaching and learning, and a comprehensive programme of modelling, coaching and good-quality professional development. Visits to other schools provide valuable models of excellence. As a result, teaching is consistently good and there is a growing proportion of outstanding teaching within the school.
- Teachers' performance is managed effectively. Following an audit against the 'Teachers' Standards', school and personal targets are set and the level of support needed to reach those targets is discussed. Reviews of performance tackle weaknesses, and recognise and reward improvements in teaching.
- Strong partnerships give parents and carers the support they need and help them to take an active and informed part in their children's learning. Although very few parents and carers responded to 'Parent View', the school regularly gathers their views. An overwhelming majority of parents and carers who responded to a recent school survey felt their views were valued. However, the school is always keen to improve and has a four-point plan for further improvements to communication within the school community.
- The school ensures that all pupils have an equal opportunity to succeed. All teachers are held to account and pupils' progress is checked at regular meetings. If any pupil is seen to underperform, extra help is arranged. Safeguarding is paramount and at the heart of the school's work, and this is recognised and appreciated by parents and carers.
- **The governance of the school:**
 - The members of the governing body play an active part in developing and maintaining the strategic direction of the school, and are proud of the impact that they have made, particularly in relation to developing and recruiting good staff. They have an accurate view of the school's performance. They know about the quality of teaching and how pupils' test results compare with national data and those of other similar schools. They benefit from local authority training, which informs their practice, keeps their skills up-to-date and increases their capacity to ask searching questions of school leaders. Good communication with the school and governors' own observations help them to understand where weaknesses in teaching lie and to realise that more work has to be done to increase the proportion of outstanding teaching. They fulfil their responsibility in rewarding teachers' performance only when justified by pupils' achievement. Governors ensure that statutory duties such as safeguarding are met and that financial resources are managed well. For example, they know how many pupils are eligible for extra funding through the pupil premium, how well they are achieving and the impact of the extra help provided by the money allocated.

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	101938
Local authority	Ealing
Inspection number	425538

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

Type of school	Infant
School category	Foundation
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Fozia Khan
Headteacher	Angela Briggs
Date of previous school inspection	23–24 January 2012
Telephone number	020 8574 6999
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