

Dove Bank Primary School

Bagworth Road, Nailstone, Nuneaton, CV13 0QJ

Inspection dates 24–25 September 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Children in the Reception class get off to a good start.
- The vast majority of pupils make the progress expected of them. An increasing proportion of pupils are exceeding the expected progress in both English and mathematics.
- Disabled pupils and those who have special educational needs, as well as those supported by the pupil premium funding regularly make progress that is at least as good as other pupils. Some make even better progress than those from other groups.
- Pupils from the Traveller community also progress well because they receive good support.
- Pupils' speaking and listening and reading writing skills are promoted well.
- Pupils behave well, feel safe in school and try their best.
- The school's procedures for analysing pupils' progress are exemplary.
- The work of the headteacher is effective in sustaining the good quality of teaching and pupils' good achievement.
- The governing body is knowledgeable about all aspects of the school's work.

It is not yet an outstanding school because

- Pupils' progress in mathematics is not as good as in reading and writing.
- Teachers do not always ensure that pupils acquire the skills they need to work on their own and not to rely too much on adult support.

Information about this inspection

- The inspector observed parts of 13 lessons. The inspector was accompanied by the headteacher during 12 of the observations.
- Meetings were held with governors, the headteacher and teachers with additional responsibilities, pupils and a representative of the local authority. The inspector also spoke with parents.
- The inspector looked at the work in pupils' books and discussed it with them. He also listened to some pupils reading.
- The inspector took into account the school's information about pupils' attainment and progress, its self-evaluation and plans for improvement. The inspector also looked at a range of documents and policies concerning school management and keeping pupils safe.
- The inspector considered the 21 responses to Ofsted's online survey (Parent View) and the 11 responses to the staff questionnaire.

Inspection team

Godfrey Bancroft, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- The majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups is broadly average. All of these pupils are from the Traveller community.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational need is below average.
- The proportion of pupils supported by additional government funding through the pupil premium, including those known to be eligible for free school meals, is broadly average.
- The proportion of pupils who join or leave part way through their primary education is also broadly average.
- Numbers in the various year groups vary markedly and some year groups only have a very small number of pupils.
- Pupils are taught in four mixed-age classes; one containing children from the Reception Year and Year 1, a second with pupils from Years 1 and 2, another in which pupils in Years 3 and 4 are taught together and a fourth class containing pupils from Years 4, 5 and 6.
- The school met the government's current floor standards for pupils' attainment and progress in 2012.
- The school provides for pupils from two nearby villages and for pupils from two Traveller sites.
- The headteacher joined the school in April 2013.

What does the school need to do to improve further?

- Improve pupils' progress in mathematics so that it becomes as good as that for reading and writing by:
 - always making sure that work is pitched at the right level to challenge all pupils and builds on what they already know and can do
 - strengthening the focus on promoting pupils' mental and oral skills in mathematics
 - creating more opportunities for pupils to use and apply their mathematical skills and knowledge in all subjects.
- Create more opportunities for all pupils to sustain their effort by themselves so that they are not overly reliant on help from adults.

Inspection judgements

The achievement of pupils is good

- The majority of pupils from all groups make at least the expected progress. An increasing proportion is exceeding the expected progress, often from low or sometimes very low starting points.
- Children start in the Reception class with attainment that is well below that expected for their age. They respond eagerly to the good teaching they receive and make rapid progress, especially in their personal and social development and in their communication and literacy skills. By the time they join Year 1 their attainment is close to that expected for their age.
- The picture of the school's results in the national tests is often distorted by the very small numbers of pupils in some year groups and the relatively high proportion of disabled pupils and those who have special educational needs. Even so, a pattern of good progress from pupils' various starting points is well-established, with only a very small number not making the expected progress.
- Standards in Year 1 have improved significantly with those in reading and writing on course to be broadly average. However, standards in mathematics lag behind those in reading and writing and the rate of progress in mathematics is not as good as it is in English.
- At the end of Year 6 standards in English and mathematics are below average. Standards in mathematics are again lower than in English, although the gap is not as great as at Key Stage 1. Some of the pupils currently in Year 6 have made exceptional progress from the position they were in four years ago at the end of Year 2.
- Pupils across the school enjoy reading and become increasingly good at it. Significant emphasis is placed on pupils acquiring a good grasp of the sounds made by letters and words and this is paying dividends by improving their reading and writing.
- Disabled pupils and those with special educational needs and those who are entitled to benefit from the pupil premium funding make progress that is at least as good as pupils in other groups and in some cases better. It is not possible to discuss the attainment of the very small numbers of pupils eligible for the pupil premium in detail without identifying them. However, if any of these pupils show signs of falling behind staff are quick to provide the support needed to help them catch up.
- Higher attaining pupils also make good progress. Teachers are very aware of the needs of these pupils and provide them with work that builds well on their previously acquired knowledge and skills.
- Teachers and teaching assistants are particularly adept at promoting pupils' speaking and listening skills. Questioning is used to good effect to develop pupils' understanding, build their confidence and to draw on their knowledge. Teachers often create a seamless transition from what pupils say into their reading and subsequently into their writing. This approach is proving to be highly effective in increasing pupils' progress in all aspects of English.

The quality of teaching is good

- Relationships between teachers, teaching assistants and pupils are excellent. Pupils greatly appreciate that their achievements and efforts are recognised and celebrated; this makes a valuable contribution to pupils' positive attitudes to their learning. Even so, there are times teachers do not pay sufficient attention to helping pupils to gain the skills they need to learn for themselves and not to be overly reliant on adult support.
- Teachers make a highly effective contribution to promoting pupils' spiritual, moral, social and cultural development. Pupils are given time to consider the challenges faced by others in their own community and further afield. Teachers promote pupils' appreciation of poetry, literature and music effectively.
- Teaching for the children in the Reception class is good and enables them to settle in quickly and to thrive. Teachers and teaching assistants work effectively to provide activities that allow children to develop their personal and social skills. Great strides are also made in children's ability to communicate and in their physical development.
- Teachers invariably match work precisely to the level that pupils have reached and focus on what pupils need to do to improve their work. This applies especially to the work they set for potentially higher attaining pupils. The exception to this is when the work set in mathematics does not provide sufficient challenge and the focus on developing pupils' mental and oral skills is not as prominent as it needs to be.
- Teaching assistants make a good contribution to pupils' learning. This is especially so when they support those who are disabled or who have special educational needs and those who are entitled to benefit from the pupil premium funding. Pupils from these groups thrive, both when they are taught individually, are placed in small groups and when they are part of whole classes.
- Pupils from the Traveller community also do well because of the support they receive. Following times when they have been absent, great care is taken to tailor activities that help them to catch up. These pupils also greatly appreciate the support they receive.
- Much of the teachers' marking is exemplary, providing pupils with precise guidance about how they can improve their work. Assessments of progress are frequent and accurate. Excellent procedures to track pupils' progress enable teachers to identify and respond to the needs of any pupil who shows the slightest sign of falling behind.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and around the school is good. The vast majority are eager learners who always try to do their best. Many cannot wait to respond to the questions posed by their teachers and to contribute to discussions. However, there are a few who, without direct adult support, switch off and do not participate as well as they should.
- Exclusions are rare and there have been none for some time. Inspection evidence is supported by school records which show that instances of unacceptable behaviour, racist abuse or bullying in any form are extremely rare.
- Pupils are very appreciative of the help they receive. They are confident that should they face any problems, either personally or with their work, they will be given all the help they need. Pupils are also keen to take responsibility and to help around the school. They particularly value being part of the school's pupil council.

- Pupils are well informed about how to stay safe and have a good understanding of bullying in its various guises, including the potential threats posed by the misuse of the internet and mobile telephones. Pupils show great respect and care towards each other.
- Attendance is below average. There is a well established pattern of year-on-year improvement and attendance is edging ever closer to the national average. Within the various pupil groups, many have attendance that exceeds the national average. The attendance of pupils from the Traveller community is lower than that of other pupils. However, it is higher than that for Traveller pupils in the vast majority other schools.

The leadership and management are good

- The headteacher, senior staff and the governing body have a united ambition to keep on improving the school. They are dedicated to ensuring that pupils from all groups are enabled to do their best.
- The evaluation of the school's performance by the headteacher and staff is accurate. Plans for future development present a clear picture of how improvements will be brought about and sustained. The current pattern of improvements to the quality of teaching and to pupils' progress indicates the school is well placed to keep on improving in the future.
- Staff morale is high. Arrangements for the continued professional development of staff and to manage, monitor and evaluate the quality of their performance are making a positive contribution to the picture of sustained good teaching. Subject leaders and other staff with leadership responsibilities receive good support and lead their subjects and areas well.
- The tracking of pupils' progress by the headteacher and staff is exemplary and is central to the current improvements in pupils' progress.
- Additional financial resources, such as the pupil premium funding, are used wisely and effectively. This funding is used to provide additional support that is tailored precisely to the individual needs of each pupil; often involving highly effective individual tuition or work in small groups. Plans are already in place to use the recently introduced additional funding for school sport to support pupils' physical development. This already takes the form of purchasing the services of specialist coaches; for example, for additional gymnastics classes and football coaching.
- A good range of subjects and additional learning activities support pupils' progress well and helps them develop good attitudes to their learning. This includes good provision for the youngest children in the Reception class. Close attention is given to pupils' personal, social and emotional development and to their spiritual, moral and cultural development. Good examples include regular opportunities for singing, the harvest festival and special focus events, such as literacy week, which involves children's authors and parents. Pupils' physical development is also promoted well. There are good opportunities for pupils to enhance their writing ability across a range of subjects. However, not enough attention is given to promoting pupils' mathematical skills and knowledge in the same way.
- Parents are full of praise for the work the school does on behalf of their children. They particularly appreciate the information they receive and opportunities to discuss their children's progress. They also value the guidance they receive to help with their children's learning.

■ The local authority views this as a good school and support has thus been 'light touch.' However, the local authority is contributing to plans designed to improve pupils' progress in mathematics.

■ Arrangements to ensure that pupils are safe and well cared for meet current requirements.

■ **The governance of the school:**

- The governing body is doing a good job. Governors are great advocates for the work of the school. They are frequent visitors and very knowledgeable about all aspects of its work, including how it compares with other schools. Visits by governors usually have a special focus on evaluating an aspect of school improvement. The reports through which the headteacher keeps governors updated about the school's performance and pupils' progress are exemplary in their detail and clarity. Consequently, governors have a good understanding of the quality of teaching and how school leaders and teachers are rewarded for improvements in performance and meeting targets for development. Governors maintain a good oversight of the arrangements for managing teachers' performance and ensure that pay and promotion are both tied to teachers' impact of pupils' achievement. They exercise a thorough scrutiny of how the school's budget is spent and check to ensure that additional funding, such as the pupil premium, is used wisely and as intended, and are fully aware of the positive impact this funding is having on pupils' progress.

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	120061
Local authority	Leicestershire
Inspection number	429562

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	90
Appropriate authority	The governing body
Chair	Joy Crane
Headteacher	Fiona Shields
Date of previous school inspection	10 March 2009
Telephone number	01530 262371
Fax number	01530 264718
Email address	headteacher@dovebank.leics.sch.uk

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