

# Dell Primary School

Dell Road, Oulton Broad, Lowestoft, NR33 9NU

**Inspection dates** 15–16 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Standards at the end of Key Stage 2 have remained stubbornly low over the last two years because pupils make inadequate progress.
- Teaching over time is inadequate. Teachers do not always have high expectations of pupils' learning. They do not use the information about the previous learning of pupils to provide tasks that they can do and which extends their learning.
- Pupils do not always know how to improve when their books are marked. They do not know how well they are using the basic skills of literacy and numeracy in subjects other than English and mathematics.
- Behaviour and safety require improvement. Bullying incidents have recently risen and a significant number of parents and a few pupils do not believe that these are always dealt with effectively.
- The judgements made by leaders and governors about the quality of teaching are not accurate or realistic. Insufficient account is taken of the impact of teaching on pupils' learning over time.
- Leaders have not moderated the accuracy of teachers' checks on pupils' progress and attainment levels sufficiently.
- Governors have not challenged leaders enough about the impact of additional funding on attainment or about pupils' underachievement.
- A significant number of parents have concerns about the school.

### The school has the following strengths

- Pupils greatly benefit from the additional funding for sport.
- The majority of children in the Early Years Foundation Stage, disabled pupils, those who have special educational needs and some pupils in Year 2 make good progress.
- Since her recent return, the headteacher has regained the confidence of staff in ensuring the school is settled. Pupils are more aware of their targets because new tracking systems are now in place to measure progress.

## Information about this inspection

- The inspectors observed 18 part lessons and saw 11 teachers teaching. Four of the lessons were observed jointly with the headteacher. Inspectors also heard a few pupils read and observed part of a football session delivered by the sports coach before school.
- Inspectors held meetings with school leaders, four members of the governing body and a local authority representative. A meeting was held with a group of pupils and informal discussions were also held with different pupils at lunchtime and playtimes.
- Inspectors took account of the 37 responses to the online parent survey (Parent View). They also held informal discussions with a small number of parents who brought their children to school. In addition, inspectors considered the views of 54 members of staff who returned the staff questionnaires.
- Inspectors observed the school's work and looked at a range of documentation including the school's summary self-evaluation, the school development plan, minutes of governing body meetings, safeguarding policies, attendance figures, and bullying and behaviour records. Inspectors looked at samples of pupils' work jointly with subject leaders and managers. They also looked at information about children's progress in the Early Years Foundation Stage and pupils' progress over time.

## Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Susan Cox

Additional Inspector

Janet Watson

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

*The school may not appoint newly qualified teachers.*

### Information about this school

- Dell Primary is larger than the average-sized school. Most pupils are from White British backgrounds, although a small number speak English as an additional language.
- The proportion of pupils who are supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals or in local authority care, is slightly above average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well-above average.
- Two pupils attend the Harbour Pupil Referral Unit in Lowestoft on a full time basis.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since the last inspection there has been a significant turnover of staff. A temporary headteacher was appointed in September 2013 to cover the substantive headteacher's sabbatical leave. The substantive headteacher returned to the school very recently. A new Chair of governors has recently been appointed.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good and raise pupils' achievement, especially for the more-able pupils at Key Stage 1 and all pupils at Key Stage 2 by making sure:
  - teachers always have high expectations for pupils' learning
  - pupils know how to improve their learning when their books are marked
  - pupils know how well they are using the basic skills of literacy and numeracy in subjects other than English and mathematics
  - teachers consistently use the information about the previous learning of pupils to provide tasks which pupils can do and which extends their thinking.
- Strengthen leadership and management by making sure:
  - leaders rigorously and regularly check the impact of teaching on pupils' learning over time and use this information to form an accurate view of the school's work
  - teachers' assessment of pupils' progress and attainment levels are checked for accuracy, and leaders ensure that teachers use this information to extend pupils' learning
  - governors robustly hold the school to account for the quality of its work
  - leaders and governors restore the confidence of those parents who have concerns about the school.
- Deal with recent bullying incidents consistently so that all pupils and parents know such incidents are always dealt with effectively.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Pupils' achievement is inadequate because they do not make enough progress during their time in school. Although children make a good start in the Nursery and Reception classes and with some good learning in Year 2, more-able pupils are not reaching the higher levels in reading, writing and mathematics by the end of Year 2. For the past two years, pupils in Year 1 have not reached the expected levels in the national phonics (linking letters with the sounds they make) check. The proportion of pupils in Year 6 who make, or exceed, nationally expected progress in English and mathematics is also consistently below national figures and have been for the past two years.
- In 2012 and in 2013 pupils' attainment in English and mathematics by the end of Year 6 was below the national average. Pupils made insufficient progress from their different starting points. Pupils' work and progress information confirm that pupils are currently underachieving in English and mathematics at Key Stage 2, although very recently there have been some signs of improvement in these areas.
- Pupils' achievement at Key Stage 1 in reading, writing and mathematics requires improvement because not enough pupils are reaching the higher levels.
- There is a significant gap of approximately two years in the attainment of pupils eligible for pupil premium funding and their classmates in reading, writing and mathematics. The funding which is used to provide additional, individual support for eligible pupils is not having enough impact on narrowing the gap for pupils currently in Year 6.
- More-able pupils throughout the school are not doing as well as they should. In discussion, these pupils said that their work is often too easy, which was confirmed in pupils' books.
- Less-able pupils and those with special educational needs make good progress because they benefit from good teaching and support for their learning.
- The variation in progress made by different groups of pupils means that although leaders have a determination to eliminate discrimination not all pupils are having equal opportunities to succeed.
- Children enter the Nursery below the levels expected for their ages and make good progress by the end of the Reception Year with the majority reaching the expected levels for their ages. This progress continues so that by the end of Year 2 pupils are reaching broadly average attainment in reading, writing and mathematics.

### The quality of teaching

### is inadequate

- Over the past three years teaching has been inadequate because it has had little impact on pupils' learning and their progress over time.
- Pupils' books show that too often expectations are not high enough and many pupils are often given tasks which are too easy. Teachers always mark their work with ticks and positive comments but on too many occasions do not provide pupils with guidance on how to extend their thinking further. Sometimes more-able pupils are given the same tasks to do as the less-able pupils. This is because teachers do not use the information about the previous learning of

different groups of pupils to provide tasks which they can all do and which also extends their learning. In discussion, more-able pupils also say that the work teachers give them is too easy.

- Pupils' topic work shows that they do not know how well they are using the basic skills of literacy and numeracy to improve their learning in subjects other than English and mathematics. Teachers mark the work for content rather than providing pupils with feedback on how well they are using English grammar, spelling or punctuation to improve their writing or how well they are using and applying mathematics in practical subjects.
- Inadequate teaching of the basic skills of writing and mathematics is reflected in the learning and progress in these areas. Although in 2013 teachers' checks of pupils' progress for writing in Year 6 showed that they were above national averages and reflected good teaching, evidence from pupils' books and the school's data shows that some of these checks are not accurate.
- The teaching of reading and phonics requires improvement because not enough pupils are reaching the higher levels by the end of Key Stage 2 or achieving success in the Year 1 phonics check.
- Teaching and support for pupils eligible for the pupil premium has not been effective enough in narrowing the gap between their attainment and that of their classmates, especially at Key Stage 2. It has had little impact on narrowing the gap for pupils currently in Year 6.
- There is some good teaching in the Early Years Foundation Stage and in Year 2 which is enabling pupils to make better progress.
- Teaching and support for disabled pupils and those who have special educational needs is good because tasks are broken down into smaller, achievable steps. Information about the prior learning of these pupils is used to ensure they are given tasks which they can do and which extends their thinking. As a result most of these pupils make good progress from their different starting points.
- The very recent improvement to the teachers' tracking of pupil progress, initiated by the headteacher and implemented in some classes in Key Stage 2, is beginning to show positive impact. Pupils are making improved progress because they are increasingly clear about their targets and what they need to do to reach a higher level.

### **The behaviour and safety of pupils** requires improvement

- The behaviour of pupils requires improvement. Although there are few recorded incidents of bullying, these rose significantly from September 2013. In discussion, a significant number of pupils said that bullying was rare but it is not always dealt with effectively enough when it does occur. This was also confirmed by some parents in their response to the online questionnaire and in discussion with inspectors. However, the majority of parents are very pleased that the headteacher has returned and they are beginning to see a more positive impact on pupils' behaviour. Parents say behaviour is improving and is now as good as it was prior to the headteacher's sabbatical leave.
- Pupils are usually polite and courteous around the school and, in the majority of lessons they focus on learning, listen carefully to staff and follow instructions. However, a few pupils' attitudes to learning are not always positive and this is reflected in the rate of low level disruption recorded since September 2013.
- The school's work to keep pupils safe and secure requires improvement. Pupils move safely from

one part of the school to another. They are developing an increasing understanding of the dangers of using social networking sites and mobile phones. Lunchtimes are orderly and pupils play safely at break times. The school environment is clean and well-maintained. Approximately a third of parents, who responded to parent view, expressed concern about pupils' safety. However, no parents in discussion with inspectors had concerns about pupils' safety and well-being.

- Risk assessments for the school and for school trips are appropriate and updated. The school uses the local authority risk assessment for the few pupils who attend the Harbour Pupil Referral Unit and checks their attendance regularly as they are not automatically informed when a pupil is absent.
- The behaviour of children in the Early Years Foundation Stage is good. They settle into their routines quickly, they stay safe and are eager to learn because staff maintain strong links with parents and work closely together to ensure children's safety and well-being.
- Attendance is broadly average and most pupils arrive punctually and well prepared for lessons and usually show pride in their work.

### **The leadership and management are inadequate**

- Leadership over time has not managed to raise attainment fast enough, especially at Key Stage 2, nor improve the quality of teaching sufficiently to ensure pupils are achieving as well as they can be expected to from their different starting points. This means that pupils are not well prepared for secondary school because they do not all have the basic skills they need.
- Until the very recent return of the headteacher, the school had lost the confidence of a significant numbers of parents and staff morale was low. This has led to significant staff turnover.
- The school's view of itself is not accurate or realistic as it has not taken sufficient account of the impact of teaching on pupils' learning over time. The last evaluation of the school's work was completed just before the headteacher went on sabbatical leave. Since her return, the headteacher has formed an accurate view of the quality of teaching; but has yet to update the school's self-evaluation to reflect this.
- Setting targets for teachers is not fully embedded in practice and it has not had enough impact on improving teaching and learning. Although leaders regularly monitor teaching, they have not taken sufficient account of the impact of teaching on learning, particularly at Key Stage 2 and of the learning and progress of different groups such as more-able pupils and those eligible for pupil premium.
- Leaders have not ensured that the additional funding for pupil premium is used well enough to narrow the gap between their attainment and the attainment of their classmates.

The school's subject leaders and team leaders do not check the impact of teaching on pupils' learning over time; for example, by rigorous scrutiny of pupils' books. Although they meet as teams to review the checks of pupils' attainment and progress made by teachers, they have not ensured that these are externally verified.

- Pupils make good progress in physical fitness and staying healthy because good use is made of primary sport funding. The school purchases the services of a skilled sports coach who provides

a range of before-school, lunchtime and after-school sport clubs and teaches physical education to all year groups alongside their class teachers. The good provision developing through the thoughtful use of the primary sports funding is a strength of the school.

- The curriculum provides an appropriate emphasis on developing the basic skills of literacy and numeracy, although these are not promoted well enough in different subjects. There is a wide range of opportunities to enrich pupils' learning. These include visits to local places of interest, a residential visit and lunchtime and after-school clubs.
- The local authority is providing appropriate support for the school and undertook a review of its work after the 2012 performance results were published. It also provided a 'challenge partner', an external consultant, at the school's request to evaluate its work on a termly basis. Training has also been offered to staff and governors but the uptake has been low as the school lacks confidence in the local authority and prefers instead to use other providers.
- The majority of parents spoken to during the inspection are pleased that the headteacher is back and this is reflected in more settled behaviour and improved learning seen in lessons.

■ **The governance of the school:**

- Governors do not have an accurate enough view of the quality of teaching and its impact on pupils' learning over time. Although they regularly visit classrooms, they are not trained sufficiently in the interpretation and use of data to form an accurate view of the quality of teaching.
- Governors ensure that the arrangements for managing the performance of the headteacher are appropriate and the objectives set are linked to school improvement priorities. However, they have overseen a fall in standards since the previous inspection and are not demonstrating the capacity with senior leaders to move the school forward quickly enough. For example, there are very few records in the minutes of governing meetings to show that they are holding the school to account for spending its additional funding for pupil premium.
- Governors are ensuring that the legal requirements are met for safeguarding. They keep policies under regular review and ensure training for safeguarding and vetting procedures are 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

<b>Unique reference number</b>	124638
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	442632

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	431
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Bentley
<b>Headteacher</b>	Beryl Hinds
<b>Date of previous school inspection</b>	26 May 2011
<b>Telephone number</b>	01502 565956
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