

# Dormers Wells Junior School

Dormers Wells Lane, Southall, Middlesex, UB1 3HX

**Inspection dates** 10–11 September 2014

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Leaders, including governors, have not acted quickly enough to improve the quality of teaching and pupils' learning and progress.
- Some leaders in charge of subjects do not check the quality of teaching often enough in their subjects. As a result, teaching has been slow to improve.
- Governors do not check the progress of groups, including those eligible for free school meals, closely enough to ensure they achieve well.
- Pupils' achievement is not yet consistently good across all years. Pupils do not consistently reach the levels of attainment of which they are capable.
- The progress pupils make over time is inconsistent between classes because work set is sometimes too easy or too hard. Pupils sometimes become frustrated in their learning as a result.
- Teaching requires improvement because, although recent improvements have eliminated the most serious inadequacies, it is not consistently good throughout the school.
- The work set for the most able pupils is not always challenging enough.
- The teaching of letters and sounds is not consistent because some teachers lack the appropriate subject knowledge.

### The school has the following strengths

- The support for minority ethnic groups and pupils who speak English as an additional language leads to a harmonious and caring community.
- The safety, care and welfare of pupils are central to the work of the school and are effective.
- Pupils behave well, are polite and proud of their school. They know the difference between right and wrong. Pupils understand how to be tolerant and to respect differences between themselves and others.
- Pupils enjoy sport and are successful in a range of local sport-based competitions.

## Information about this inspection

- Inspectors visited 26 lessons, six jointly with the headteacher or deputy headteacher. In addition, inspectors listened to pupils read.
- Discussions were held with school staff, including senior leaders and middle leaders with responsibility for a specific subject. Discussions were also held with members of the governing body, parents and carers, and a representative from the local authority.
- Inspectors observed the school’s work. They looked at a wide range of documentation, including safeguarding documents, the school’s procedures for gaining an accurate view of its own performance and pupils’ work in their books.
- There were 16 parental responses to the Ofsted online questionnaire, Parent View, which the inspectors took into account.
- Twelve responses to the staff questionnaire were considered and pupils’ opinions were gathered, especially about their learning over time.

## Inspection team

David Harris, Lead inspector	Additional Inspector
Nicholas Cornell	Additional Inspector
Theresa Mullane	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized junior school. There are currently 13 classes, but this is expanding to four classes in each year group.
- Almost all pupils are from minority ethnic backgrounds, which is well above average.
- Over three quarters of pupils speak English as an additional language. This is a much higher proportion than found nationally.
- The proportion of pupils supported through the pupil premium is above average. This is additional government funding for pupils known to be eligible for free school meals and for looked after children.
- The proportion of disabled pupils and those with special needs on the school roll is about one fifth. This is higher than found in most schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher and assistant headteacher are new, taking up their posts in September 2014.
- There have been several changes to the teaching staff since the last inspection.
- The school does not currently have an official working partnership with another school.

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

- Improve the quality of teaching so that it is at least good in all classes by:
  - giving the most able pupils work that is appropriate for their levels of ability
  - making sure that work is not too easy or too hard, so pupils improve their level of achievement
  - improving adults' subject knowledge, including that of phonics (letters and the sounds they make), to improve pupils' knowledge, understanding and confidence in reading and writing.
- Increase the impact of leaders and managers by:
  - developing the effectiveness of middle leaders (those responsible for year groups, subjects or other aspects of the school's work) so that their checks on teachers' work, and the support they provide, result in consistently good teaching and achievement
  - ensuring that governors hold senior leaders more fully to account for the school's improvement over time, particularly for the performance of those pupils eligible for pupil premium funding.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

- Leaders and managers have not yet established consistently good teaching across the school to ensure that all pupils achieve well in reading, writing and mathematics.
  - The new headteacher has analysed the schools' performance over time by evaluating a range of documents and information on pupils' progress. She has quickly identified that the pace of improvement since the last inspection has not ensured that all pupils achieve well.
  - Senior leaders are effective in evaluating the performance of teachers. Leaders ensure staff performance links to promotion and increases in pay. The role played by middle leaders, however, is still developing. They do not effectively check on how quickly pupils make progress or how well staff teach.
  - Leaders have been effective in tackling some underperformance. Challenges in appointing effective or permanent staff have slowed pupils' progress.
  - There is a clear commitment to equality and ensuring there is no discrimination. All pupils, whatever their ability, background or beliefs, have the opportunity to take part in the school's activities.
  - The majority of parents who replied to the school's questionnaire are pleased with the school. The response recorded on Ofsted's Parent View questionnaire confirms this view. Those who spoke to inspectors were also pleased with the way the school informs them of changes.
  - Pupils follow a varied curriculum. A range of educational visits and visitors to the school enriches their experience. Lessons, assemblies and other activities foster pupils' spiritual, moral and cultural development well. This helps ensure their good behaviour and knowledge of life beyond their immediate area.
  - The additional funding for physical education (PE) helps provide a specialist PE teacher who works with pupils across the school. Pupils take part in a wide range of sports and physical activities, including cricket, karate, netball, boxing and athletics. Many pupils throughout the school take part in, and enjoy, sport.
  - The local authority provides support in a number of ways, including helping the development of writing across the school. It recognises, however, that the pace of improvement in the school needs to accelerate.
  - Safeguarding arrangements are effective and meet requirements. Members of staff are carefully checked for suitability for working in schools and receive relevant training and updates.
- **The governance of the school:**
- Governors are committed to the school's success and visit the school to talk to pupils about their work. Nonetheless, they do not consistently hold leaders sufficiently to account to ensure all pupils achieve well compared to schools nationally. Governors receive regular reports about the quality of teaching from senior leaders. However, their understanding of the quality of teaching over time and its impact on pupils' achievement is underdeveloped. They know that the appraisal system for teachers is becoming more rigorous. They understand how pay progression links to teachers' performance. They are aware of how the school is using the pupil premium funding to provide interventions for pupils falling behind. However, they do not have a clear understanding of how all pupils in this group benefit from the funding allocated. The governors give good support to the school in meeting safeguarding responsibilities, particularly regarding the safety of pupils and the appointment of staff.

### The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are proud of their school. They have very positive attitudes to learning, but teaching does not always make the best of their enthusiasm to learn.
- Conduct in and around the school is good and pupils follow the school rules well. When pupils come together, for instance in whole-school assemblies, they are polite, courteous and show that the school, despite having pupils from differing backgrounds, is a happy, harmonious community.
- Pupils usually enjoy learning, including when supported by adults, but occasionally get frustrated if the work is too easy or too hard. Inspectors observed very little poor behaviour around the school and school records and discussions with parents, staff and governors show that behaviour is typically good.
- The school promotes pupils' personal development well, particularly through assemblies and within lessons. Pupils say they like, and benefit from, having a curriculum that promotes tolerance and mutual support. For example, pupils enjoy learning about different religions, which helps to promote tolerance

and equality.

- The school's work to keep pupils safe and secure is good. Pupils know how to keep safe in different situations and they say there is very little bullying. They feel very well supported at the school and are confident that problems 'get sorted out' quickly.
- Pupils have a very clear and comprehensive understanding of fire and road safety, 'stranger danger' and e-safety. They enjoy going to school and attend regularly. The school has worked hard to ensure they arrive promptly at the start of the school day.
- Discussions with staff who support pupils with additional needs show the school has effective links with external agencies and is very active in supporting children and families who need additional help.

### The quality of teaching

requires improvement

- Although very weak teaching is rare, teaching still requires improvement because its impact on raising pupils' achievement is not consistently good across the school. School leaders have tackled significant inadequacies in teaching successfully. Despite this, there is still too much variation in the quality of teaching from class to class.
- Occasionally, during group reading sessions for example, a number of pupils find the work too easy, so they finish work quickly. This means their learning slows while waiting for others. In other classes, some pupils struggle to keep up and are left confused, as they do not keep pace with the activities set.
- Teachers' subject knowledge is sometimes not fully secure, so the information given to pupils is confusing, for example, incorrect definitions of words being given whilst reading. Not all guided reading sessions promote pupils' good learning because work set does not meet their needs.
- There are some strengths in quality of teaching such as the ways it encourages pupils to discuss, question each other and work confidently in different ways.
- The school has established systems for checking and increasing the rate of pupils' progress. However, some teachers do not use the information available to focus sufficiently well on pupils' individual learning needs. For example, the most able pupils do not always learn quickly with the work set, which they often say is too easy. The expectations of their teachers are not always high enough. As a result, these pupils, as well as others, become restless, lose concentration and their progress slows.
- Teachers check and revise pupils' targets to good effect. Teachers accurately check and correct pupils' written work in books. Pupils know how they have achieved and what to do next. This has resulted in pupils being more confident in their writing abilities.
- When pupils are interested in what they are doing, they learn quickly. This is not the case in all classes.

### The achievement of pupils

requires improvement

- Pupils' academic progress is not consistently good across the school and their achievement requires improvement. The school's records indicate that pupils' progress has accelerated since the last inspection. Nevertheless, achievement across year groups and subjects is inconsistent. For example, pupils in Year 3 do not make expected progress in reading. Pupils make faster progress in Year 4 than in Year 5.
- In Year 6, progress in reading is quicker due to well-targeted support tailored to pupils' needs. However, apart from those in Year 6, not enough pupils make rapid progress in their reading.
- Pupils' attainment by the end of Year 6 in national tests has not been high enough, given the pupils' starting points. In 2014, attainment by the end of Year 6 was average in reading, writing and mathematics.
- The achievement of the most able pupils requires improvement. Last year's Year 6 pupils entered the school with average attainment and, in spite of recent improvements, not enough of the most able pupils reached the higher levels by the time they left. This is because they were not sufficiently challenged in lessons, resulting in a slowing of their progress.
- Over time, the progress of pupils who are eligible for the additional funding has been inconsistent. The rate of this group's progress has increased and is now similar to that of other pupils. However, in 2013, these pupils were still about two terms behind other pupils nationally, and others in the school in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make similar progress to that of their classmates. This is because of the additional support given in lessons. Nonetheless, their achievement also requires improvement.
- Pupils who speak English as an additional language make similar progress to other pupils because of the

targeted support provided by support staff, and well-planned class activities.

- Pupils from minority ethnic backgrounds make similar progress to everyone else. The school checks their progress regularly, but they too do not consistently benefit from good teaching which would help them to achieve well.

## 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>	101937
<b>Local authority</b>	Ealing
<b>Inspection number</b>	448961

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

<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	387
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorraine Jones
<b>Headteacher</b>	Julia Taylor
<b>Date of previous school inspection</b>	13–14 December 2012
<b>Telephone number</b>	0208 5711230
<b>Fax number</b>	0208 8430689
<b>Email address</b>	dwjs_admin@btconnect.com



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

