

# Dines Green Primary School

Tudor Way, Worcester, WR2 5QH

**Inspection dates** 25–26 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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
Early years provision		Good	2

## Summary of key findings for parents and pupils

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

- Achievement is not good because rates of pupils' progress in reading, writing and mathematics are uneven across the school. Progress in writing is slower than in reading and mathematics, and few pupils make more than expected progress by the time they leave in any subject.
- Teaching varies in quality across the school because not all teachers challenge pupils sufficiently. As a result some pupils, including the most able, are not always moved on to more challenging tasks quickly enough.
- Some teachers do not give pupils helpful guidance, either when marking books or in lessons, about how they can improve their work. As a result, pupils do not always know what their next steps should be.
- The progress of some pupils in Key Stage 2 is hampered by untidy presentation in their books.
- Teachers do not teach spelling, punctuation and grammar consistently well to all age groups. Consequently, pupils often lack confidence when using these skills in their writing.
- The progress of disabled pupils and those with special educational needs is not always rapid enough.
- Middle leaders, many of whom are new to their role, have not yet fully developed the skills they need to analyse pupils' progress data to help bring about improvements in achievement.
- Teaching assistants are not always used effectively to support the learning of pupils in or out of the classroom.

### The school has the following strengths

- Children get a good start in the early years where they make good progress.
- The recently appointed headteacher and deputy headteacher have brought a great deal of experience to the school and have quickly secured teachers' commitment and support for their efforts to make the school excellent.
- Recent monitoring of teaching and learning is accurate and identifies strengths and weaknesses.
- The school's work in keeping pupils safe and secure is good. Attendance has risen to above average levels.
- The governing body is working closely and effectively with senior leaders to strengthen teaching and learning in the school.

## Information about this inspection

- The inspectors observed 17 lessons. They talked to pupils about their progress and the work in their exercise books. Four of the visits to classrooms were undertaken jointly with either the headteacher or deputy headteacher.
- Pupils' behaviour and attitudes were observed in lessons, playtimes, when they moved around the school, during lunchtime, and at the beginning and end of the school day. The inspectors spoke to pupils about their perceptions of the school.
- Inspectors reviewed the work in pupils' writing, mathematics, science and other exercise books, and heard some pupils read.
- Meetings were held with members of staff, groups of pupils and the Chair and one other member of the governing body. The lead inspector also spoke with a representative of the local authority.
- There were not enough responses to the Parent View questionnaire on the Ofsted website to judge parents' opinions. Inspectors held informal discussions with a random sample of parents during the inspection and examined responses to a parent questionnaire undertaken by the school.
- The inspectors considered the views expressed in the survey responses from 20 members of staff.
- Inspectors looked at a range of documentation, which included: the school's checks on how well it is doing and its plans for improvement; evidence about how teachers are set targets to improve pupils' progress; records of the school's checks on the quality of teaching; minutes of meetings of the governing body and the senior leadership team; information about pupils' progress over time; and records relating to behaviour, attendance and safeguarding.

## Inspection team

Terrance Mortimer, Lead inspector

Additional Inspector

James Robinson

Additional Inspector

## Full report

### Information about this school

- Dines Green is an average-sized primary school.
- The school runs a Nursery provision in the morning only. Children attend the Reception classes full-time.
- The majority of the pupils are from White British backgrounds with less than 10% coming from various minority ethnic backgrounds. A small minority of the pupils speak English as an additional language.
- The proportion of pupils for whom the pupil premium provides support is well above the national average. The pupil premium is additional funding for pupils eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the school was last inspected, there has been a change in the senior leadership. The current headteacher took up post in September 2014 and the deputy headteacher in January 2015. There have also been several changes affecting the membership and organisation of the governing body.
- The school is a member of the local schools cluster which provides support for various aspects of school provision.

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

- Improve teaching and learning so that it is consistently good or better, in order to raise pupils' achievement in reading, writing and mathematics, by making sure that:
  - teachers' expectations are always high and the work set always hard enough so that pupils are consistently challenged to make the best possible progress and achieve the highest standards
  - pupils are always given very clear guidance in teachers' marking about what they need to do to improve their work, and that checks are made that pupils respond to this advice
  - ensure all activities are consistently well planned so that they always motivate and challenge all pupils but especially the most able
  - teachers check more effectively the quality of the contribution made by teaching assistants and other adults in the classroom so that the pupils in their charge make faster progress.
- Increase the rate and consistency of pupils' progress, particularly in writing, by:
  - improving pupils' skills and confidence so that their spelling, grammar and punctuation are accurate across all their work
  - ensuring pupils take more care and pride in their handwriting and the presentation of their work in their books, particularly in Key Stage 2
  - providing more support for pupils who fall behind, particularly disabled pupils and those who have special educational needs, to accelerate their progress.
- Strengthen the effectiveness of leaders at all levels by ensuring that:
  - middle leaders understand their roles and responsibilities and receive the training they need to discharge them effectively.

## Inspection judgements

### The leadership and management requires improvement

- Leaders have not ensured that teaching has been good enough over time to enable pupils to make consistently good progress. The new headteacher has undertaken a comprehensive review of the school's effectiveness. She has quickly identified where improvements are needed and has tackled weak teaching resolutely. She and the new deputy headteacher now rigorously track pupils' progress, check that teachers' assessments are accurate and with subject leaders quickly identify those pupils who are falling behind and the areas which need improving. Leaders recognise more needs to be done to improve teaching so that it provides a consistently good level of challenge for all pupils, including the most able, across the school.
- Subject and other middle leaders have not yet developed the skills or confidence they need to analyse the data for themselves and do not check the quality of teaching and pupils' learning sufficiently.
- In a very short time, staff morale has been restored and leaders have drawn the staff together as a team that is fully committed to making the necessary improvements. However, the improvements that have been made have not yet had enough time to raise achievement sufficiently.
- The school supports pupils' spiritual, moral, social and cultural awareness well. All staff encourage pupils to show respect for each other, and to recognise that each pupil is unique and should be appreciated. Consequently, behaviour is good. Pupils are well prepared for life in modern Britain because leaders ensure they have a good understanding of British values, such as democracy. As part of this, the pupils enjoy the 'Go Global' weeks held after every half term, where they study different countries and their relationship to Britain and the world. Pupils understand the need for rules and expectations and the benefits they bring, and have respect for different faiths and beliefs.
- Leaders have prioritised the teaching of literacy and this is reflected in the recent improvement in standards being seen in grammar, punctuation and spelling and the quality of writing.
- The careful way subjects are combined helps maintain pupils' interest and ensures they enjoy their learning. The school has introduced new initiatives to broaden pupils' writing experiences and these are beginning to prove very successful; many pupils now look for ways to improve their writing skills without being prompted.
- Senior leaders have sharpened the systems used to manage teachers' performance and training needs and to make decisions about teachers' salary progression. Targets set for teachers now concentrate on raising pupils' achievement. This demonstrates that the school can improve further. The school has reviewed its systems for assessing pupils in line with the new national curriculum, but it is too early to see the impact of those changes.
- The school uses the primary school physical education and sport premium well to improve the quality and breadth of physical education and sports. The school has established links with the Albion Foundation, which is linked to a professional football club, and uses its professional expertise to improve teachers' skills in teaching physical education. The Foundation also provide activities for the pupils at lunchtimes. As a result, pupils' participation in physical education and sport has increased. The skills of staff have also been improved.
- The local authority has, over the past year, provided significant levels of support to the school for the headteacher and deputy headteacher and governors in developing their action plans for improvement.
- Parents who spoke with inspectors say they feel well informed about how their children are doing, that the school is improving and that behaviour is good. They feel that communication has improved significantly since the appointment of the new headteacher.
- The pupil premium is used effectively to help eligible pupils achieve as well as their classmates. It has been used to support pupils in smaller teaching groups, where necessary, for example, in the 'nurture'

group. These pupils receive effective support and often make better progress than other pupils. Leaders and governors ensure there is no discrimination and everyone has an equal chance to achieve.

- All safeguarding policies and procedures meet statutory requirements and are effective. The learning environment is safe and calm, which enables good behaviour and good learning to flourish.
- The early years is well led and managed. Links with parents of children in the Nursery and Reception classes are good. Parents throughout the school contribute well to their children's learning.
- Decisive action by leaders has also led to pupils' improved attendance, which is now average. Unreported and extended absences are followed up rigorously.

#### ■ The governance of the school:

- Members of the governing body have worked tirelessly since the appointment of the new headteacher to help the school improve further. Governors know that the quality of teaching is inconsistent throughout the school. The governors know a lot about the school's performance. Regular and comprehensive training has been provided and they have made good use of a formal review to improve their effectiveness. All governors fully understand their responsibilities.
- The governors have responded quickly to the dip in test results last year and increasingly question the school's performance. They have asked, for example, for information about the extent to which intervention programmes are speeding up pupils' progress.
- The governors understand what national data says about the school's performance and the priorities for improvement. This helps them to challenge the school about the impact of its work.
- Governors undertake responsibilities linked to subjects and come into school regularly to check on performance and progress. They remain 'linked' to the same class throughout the pupils' time in the school. They have developed these links with leaders to make sure they have a clearer and wider picture of the school's work.
- The governors understand well the purpose of performance targets for the staff and the importance of targets being met in order for any increase in salary. Support is put in place for any staff who need help to meet their goals.
- The governing body makes sure that the budget balances and money is spent well to benefit the pupils. Governors can explain how the pupil premium funding is spent and regularly ask for information about the difference the funding is making for disadvantaged pupils.
- Governors understand their roles and responsibilities, including ensuring that pupils are prepared for life in modern Britain. There are effective links with parents and the local communities in supporting pupils' education
- Governors have ensured that arrangements for safeguarding pupils, including checks on staff, fully meet statutory requirements.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils are proud of their school. They are well mannered, take good care of each other and show great respect for adults.
- Pupils are keen to learn and they work hard. Positive attitudes towards learning can be seen in their high levels of concentration in lessons. Pupils speak enthusiastically about the way their teachers make learning easy and appreciate the many interesting activities teachers provide to help them learn in different ways.
- The playground is a happy, busy place. Pupils of all ages play together extremely harmoniously. Pupils new to the school are helped to feel very welcome and settle in quickly.
- Many of the older pupils take pride in taking responsibilities and discharging their duties, such as those on the school council.
- Attendance is above average because pupils enjoy coming to school. Pupils want to achieve well and

always try their best in all lessons.

- Pupils do not always take as much care over their handwriting and the presentation in the work in their books as they do over the displays in the classrooms and around the school.

### Safety

- The school's work to keep pupils safe and secure is good.
- Parents spoken to and all staff confirm that pupils are safe and well looked after. Pupils say they feel safe because 'staff are always there and help us'.
- All staff are diligent in the way they supervise pupils both in and out of school. Staff are checked rigorously prior to appointment. Adults implement health and safety procedures consistently and regularly review them to ensure pupils are safe.
- Staff are well trained and all procedures for checking the suitability of staff and visitors are robust. Leaders ensure all adults are alert to the dangers of radicalisation and respond appropriately to concerns, should they arise.
- Pupils know how to stay safe and talk about how they have been taught to use computers safely.
- Pupils have a good understanding of the different forms that bullying can take, including, for example, verbal, racist and cyber bullying. The school rules are well understood by everyone, and pupils are confident that adults apply these fairly. They told inspectors that bullying is rare but if it does happen, they have complete confidence that staff would deal with it immediately and effectively.

### The quality of teaching

### requires improvement

- Teaching requires improvement as it is not consistently good in Years 1 to 6. Pupils' progress falters when they are unclear about what they need to do or have work that is either too easy or too difficult.
- Individual pupils often produce good-quality work in English and mathematics but teaching across the school is not good enough to ensure progress is equally secure in reading, writing and mathematics and in spelling, punctuation and grammar. In other subjects, the same pupils are allowed to produce too little or make careless mistakes. Not all teachers have high enough expectations of the quality or quantity of pupils' work across all subjects and pupils' progress is consequently too variable overall.
- The teaching of reading is now good in most classes but has been uneven across the school over time. Pupils are taught phonics (the sounds that letters make) skilfully in the early years and increasingly in Key Stage 1 and this helps them to read unfamiliar words. However, individual pupils have not always made the progress in reading that they should have achieved in the past and, although they are now catching up, several remain behind the level expected for their age.
- Teaching now focuses much more carefully on meeting the needs of the most able pupils in each year group than has previously been the case. Teachers regularly probe and extend pupils' understanding by questioning pupils in detail and most activities make them think deeply. However, on some occasions the most able pupils are still not challenged enough to ensure they make really rapid progress. In such cases, this is because these pupils find tasks too easy when work is not precisely matched to their capabilities.
- The teaching for disabled pupils and those with special educational needs is closely tailored to their particular needs and ensures they develop basic skills in reading, writing and mathematics. However, the work these pupils receive is sometimes too difficult and does not enable them to make as much progress as their classmates.
- Since the last inspection the quality of marking has improved. Work is marked regularly but does not always give pupils the information they need to move learning along at a faster rate. This is particularly

true in writing, when pupils are not reminded how to use their spelling, punctuation and grammar skills accurately. Consequently, they continue to make the same errors.

- The effectiveness of teaching assistants is variable. While some teaching assistants work with pairs, or individual pupils with challenging behaviours sensitively and enable them to keep up with their learning, others are too passive during lesson introductions and are not used well enough to check on and refocus pupils' learning. They sometimes give too much support by answering questions for pupils, or prompting pupils too quickly, which slows learning.
- Children in the early years receive consistently good teaching that closely matches and supports their learning needs.

### **The achievement of pupils** requires improvement

- Pupils' achievement is not consistent. Progress made by pupils, especially as they move through Key Stage 2, has been uneven in several subjects. As a result, by the end of Year 6, the proportion of pupils achieving the expected level 4 in reading, writing and mathematics is broadly in line with the national figure. However, not enough pupils reach the higher levels because the tasks they are given do not enable them to develop the necessary skills, particularly in writing.
- Last year, pupils in Year 6 did not perform as well as expected in the English grammar, punctuation and spelling test. The school has taken steps to ensure this is not repeated. The school's data for 2015 indicate that current Year 6 pupils are making the progress expected of them in all subjects.
- Achievement for most able pupils has been inconsistent. These pupils are less successful at the higher levels in writing, mathematics and English grammar, punctuation and spelling because they are not always provided with sufficient challenge in their work.
- Results at Key Stage 1 in 2014 were below average. Leaders have identified the reasons for this and have sharply improved the quality of the teaching. Teachers now provide better and earlier support that is helping pupils to develop more secure skills. As a result, current pupils' progress and attainment are accelerating sharply in reading, including phonics, writing, number and shape and space.
- In the Year 1 reading screening check in 2014, the proportion of pupils achieving the expected level was above that of the previous year and broadly in line with the national average. The pupils who did not achieve the standard are now being given effective support. This is leading to improvements in reading across the school.
- Teachers have high expectations of pupils' behaviour, and relationships are positive so pupils want to please their teachers. Children develop good attitudes towards learning from the moment they enter the early years. In all subjects, pupils learn to take turns and to respect each other's views.
- Pupils are now making improved progress in mathematics. Previous differences between the performance of girls and boys in mathematics are being reduced each year.
- Disabled pupils and those who have special educational needs are very positive in their approach to learning. However their progress is not yet rapid enough across all year groups. Current data shows that the support they receive is carefully directed in the main and is beginning to help them achieve well. However, it is too soon to judge the full impact of the current initiatives.
- Disadvantaged pupils supported by the pupil premium currently make good progress and are closing the gaps between their attainment and that of other pupils. The school invests wisely in staffing to ensure these pupils receive the support they need. Consequently, most are now achieving better than last year and their progress is showing better results than in 2014. However, in 2014 disadvantaged pupils in Year 6 were three terms behind their classmates and national averages in mathematics and reading, and two

terms behind in writing. The gap in English grammar, punctuation and spelling was five terms behind. Current data for Years 5 and 6, show that the gap has closed to a term in writing, reading and mathematics and just over two terms in English grammar, punctuation and spelling, because staff are tracking their progress more closely and providing better support.

### **The early years provision** is good

- The starting point of children on entry to the Nursery varies widely. Until September 2014, children entering the nursery generally did so with skills that were below those typical for their age in language, personal, social and emotional development, and their literacy skills were particularly weak. Children make good progress throughout the early years, in their reading, writing, number and shape and space and are broadly in line with national averages in achieving a good level of development when they leave Reception. They are well prepared for their education in Key Stage 1.
- Children's work in their 'Learning Journals' shows that they make good progress through the Nursery and Reception classes in developing their early reading and mathematical skills, although their writing skills are less well developed. Children who have entered the early years provision this year did so with skills and abilities that are typical for their age.
- Well-planned activities, both inside and outdoors, help children develop a range of skills as well as increasing their confidence. Adults encourage their efforts and ask questions which help develop both language skills and children's understanding of their learning. For example, in the outdoor area a child in Reception drew a large chalk picture of a dog, with the support of an adult, sounded out the word and wrote it. Children concentrate well on tasks, share toys and take turns, even though they may have only been in school for a few weeks.
- Teaching is good. Staff check children's progress well to ensure activities are set at the right level for all children, including the most able.
- Staff quickly identify the areas of learning where individual children are having difficulty. Extra support given is effective in helping them to make good progress in their learning.
- Leadership and management are good. Senior leaders work with teaching assistants to check on the quality of teaching and improve their ability to support children's learning.
- Staff work well with parents and are readily available to talk to them about any worries they may have about their children.
- Children feel safe and behave well. Staff ensure that the children have clear instructions for their behaviour and safety especially in the Forest school. They cooperate with each other, share resources such as scissors and trowels and take turns in using large play equipment and with the Forest equipment. This helps foster children's social skills.



## 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>	116751
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	456280

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>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev. David Morphy
<b>Headteacher</b>	Sara Longmire
<b>Date of previous school inspection</b>	5 December 2011
<b>Telephone number</b>	01905 423228
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