

# Dringhouses Primary School

St Helen's Road, York, North Yorkshire, YO24 1HW

**Inspection dates** 17–18 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has improved rapidly since the appointment of the current headteacher because she motivates and inspires the staff and governors. Together, they have improved pupils' achievement, the quality of teaching and pupils' behaviour.
- The governors provide effective support and challenge, ask pertinent questions and work closely with senior and middle leaders.
- The school promotes British values effectively. Tolerance and respect thread through all aspects of the school's curriculum.
- Pupils feel safe in school because adults create a secure and caring atmosphere.
- Pupils' behaviour is good both in and out of lessons. They are proud of their school and show good attitudes to learning. Pupils enjoy coming to school. Attendance is consistently above the national average.
- Provision in the early years is good. Children enjoy interesting activities and are well prepared for learning in Year 1.
- Overall, teaching is good. The positive climate for learning and well-planned activities capture the interests of pupils and help them to learn well.
- Pupils' achievement is good overall. Current pupils are now making good progress from their different starting points in reading, writing and mathematics.
- Attainment at the end of Year 6 in 2014 improved significantly to above average in reading and mathematics, and average in writing. The end of Year 2 assessment results also improved to become significantly above the national average.
- Disadvantaged pupils, disabled pupils and those who have special educational needs benefit from effective support which enables them to achieve well across the school. The school makes good use of its pupil premium funding.
- Teachers have high expectations of pupils' work and have good knowledge of the subjects they teach. They assess accurately how well pupils are doing. Their effective marking and feedback in English enhances pupils' learning.
- Most parents are supportive of the school.

### It is not yet an outstanding school because

- Initiatives put in place by the new senior leadership team have not had time to impact on the quality of teaching and pupils' achievement over time.
- In a few lessons, the most-able pupils are not challenged sufficiently to do as well as they could.
- A small amount of teaching is not consistently good. The effective practice evident in the school is not shared widely enough across the school.
- Teachers' marking in mathematics and other subjects does not always follow the school's marking policy. It is not as strong as it is in English and does not help pupils make even more progress.

## Information about this inspection

- The inspectors observed teaching and learning in 20 lessons and also visited an assembly. Two lesson observations were carried out with the headteacher.
- The inspectors held meetings with governors, a representative of the local authority and school staff, including senior and middle leaders.
- The inspectors observed the school's work and looked at documentation including: teachers' planning; the school's analysis of its strengths and weaknesses; information on pupils' attainment and progress; records of behaviour and safety; the monitoring of teaching and management of teachers' performance; minutes of governing body meetings and safeguarding documents.
- A discussion was held with a group of pupils, as well as informal conversations with them during lessons and at break times. Inspectors listened to pupils read and talked to them about the books they enjoy.
- The inspectors took account of 97 responses to the online questionnaire (Parent View) and spoke with parents informally at the start of the school day. The inspection questionnaires completed by 22 members of staff were also considered.

## Inspection team

Julie Harrison, Lead inspector	Additional Inspector
Anne McAvan	Additional Inspector
Susan Davis	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is below the national average. The pupil premium is additional government funding the school receives to support pupils who are known to be eligible for free school meals or those children who are looked after by the local authority.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Early years provision is full time for children in the Reception Year.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school is a member of the South Bank cluster of schools.
- There have been significant changes in staff since the last inspection. The headteacher and deputy headteacher were appointed in September 2013. The leadership team was restructured in September 2014 when the assistant headteacher was appointed.

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

- Improve the quality of teaching , so that it is consistently good or better, in order to raise pupils' achievement in reading, writing and mathematics by:
  - providing work that is sufficiently challenging for all pupils, including the most able
  - ensuring that teachers' marking and feedback reflect the school's marking policy in mathematics and in other subjects so they are as strong as that in English and help pupils make even more progress
  - sharing the effective teaching evident in the school so that other teachers can improve their practice.
- Embed the leadership and management strategies that are improving pupils' achievement and the quality of teaching across the whole school.

## Inspection judgements

### The leadership and management are good

- The new headteacher and the restructured senior leadership team have implemented many new strategies which are rapidly improving the quality of teaching and pupils' achievement. The headteacher utilises the expertise of the school's leaders well. Robust monitoring and evaluation systems are in place to ensure continuous and future improvement. Staff and governors share the headteacher's commitment to provide the very best education for all pupils in the school. The effective strategies that have been put in place have not had enough time to show their full impact in school improvement over time.
- Pupils' behaviour and attitudes to learning have improved. This is supporting their improving attainment and progress in reading, writing and mathematics across the whole school.
- The senior and middle leaders collect and use a good range of information to check and track the improving progress made by individuals and groups. This good progress is also seen in pupils' work in their English and mathematics books. High quality, targeted support is provided for any pupils who are falling behind.
- The morale of staff is high because they feel valued and well supported. The management of teachers' performance ensures that staff are held to account for the quality of their teaching and for pupils' progress. This accountability is appropriately linked to pay awards. These arrangements also ensure that middle leaders are held more accountable for the progress pupils make in their areas of responsibility. These leaders regularly review pupils' progress and discuss this information with governors. Underperformance is tackled effectively and teachers who require it are given additional support.
- Senior and middle leaders identify accurately what makes teaching effective and what needs to be improved, but they do not always ensure that the most-able pupils are sufficiently challenged throughout lessons. Teachers do not always have enough opportunities to share their effective practice across the school. The school has a firm base for further improvement to the quality of teaching.
- Leadership of the early years is good. Children work and play happily together. They make good progress from their different starting points.
- The stimulating curriculum is well planned with a balance of subjects. The school is a 'Rights Respecting School'. This, combined with a focus on one key concept each month, such as curiosity, communication, collaboration - known as the school's '12 Cs wheel' - ensures that pupils show tolerance and respect towards others. An observed assembly, based on this month's focus of 'connections', emphasised the importance of helping people. This provision prepares pupils well for life in modern Britain. Discrimination is not tolerated and good relations are fostered well. The curriculum promotes equality of opportunity for all pupils, whatever their needs.
- Leaders ensure that the pupil premium funding to support disadvantaged pupils is used effectively through well-targeted and skilled support. Additional provision includes a Service Family Support Group, nurture groups at lunchtime, support from an emotional literacy support assistant, opportunities to play musical instruments, and one-to-one and small group support for reading, writing and mathematics. This provision ensures that disadvantaged pupils achieve as well as other pupils in the school and make similar or better progress.
- The school makes good use of the primary school physical education and sport funding to extend sporting opportunities for pupils and to develop teachers' skills. The effective use of sports specialists and membership of the York Schools Sports Network provides greater opportunities to improve pupils' skills and enable them to take part in sporting activities with pupils from other schools. These activities make a positive contribution to pupils' health and well-being.
- The special educational needs coordinator ensures disabled pupils and those who have special educational needs make good progress from their various starting points. Any underachievement is identified and additional support is put into place to ensure that the differing needs of pupils are met. Documentation is of the highest quality and the school website contains easily accessible information for parents.
- Most parents are supportive of the school and would recommend it to other parents.
- The school became a local authority 'school causing concern' in July 2013. This was confirmed by the newly appointed headteacher and a local authority commissioned review in October 2013. Since then, the local authority has worked regularly with the school, giving effective guidance and support to the headteacher and governors. This has aided the school's rapid improvement.
- Safeguarding arrangements meet statutory requirements and are implemented effectively.
- **The governance of the school:**
  - Governance is effective because governors know the school well and have high expectations. The governing body has an accurate view of the quality of teaching and pupils' achievement by analysing

data about the school's performance against that of other schools. Governors receive comprehensive reports from the headteacher and they check the impact of recent actions on the school development plan. Governors carry out a range of visits and meet senior and middle leaders regularly. They know the school's strengths and weaknesses.

- Governors have a clear overview of teachers' performance management and monitor any underperformance. They ensure that teachers' pay awards are closely linked to pupils' progress and teachers meeting their targets.
- Governors ensure that statutory requirements are met and that pupils and staff are kept safe. They check the school is helping pupils to understand and practise tolerance and respect for different faiths and cultures.
- Members of the governing body have a range of experience and expertise. They manage the school's finances well and ensure that additional funding is spent effectively. Governors are fully aware of the restraints of the school building and the small playground. They are always actively looking for ways to improve provision by effective use of the school budget or through local authority funding. They have ensured a major refurbishment in July 2015 to improve the outside provision for the early years, a toilet block renovation and a new library.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. They show respect to their teachers and other adults in the school. Pupils enjoy coming to school. They are proud to be eco-representatives and school council members.
- Pupils have positive attitudes to learning and this helps them to make good progress. They eagerly discuss their ideas and willingly answer questions. They work well together and share their ideas. Disruption caused by pupils' behaviour is rare.
- Pupils' good behaviour is evident around the school, in the corridors, at lunchtime and in the playground. The lunchtime organisation enabling nearly 300 children to eat in a small hall runs smoothly because of the well-organised staff and pupils' thoughtful behaviour.
- Attendance is above average because pupils want to come to school. There have been no recent exclusions.
- Pupils say bullying is rare. They are confident that if any form of bullying occurred, it would be dealt with quickly.

### Safety

- The school's work to keep pupils safe and secure is good. All relevant policies and procedures for ensuring pupils' health, safety and well-being are in place. Safeguarding issues are logged accurately and followed through rigorously. Risk assessments ensure pupils are safe, including when using the sports facilities and the outdoor learning area across the road.
- The new behaviour policies have helped to improve pupils' behaviour. There has been a decline in recorded incidents of weaker behaviour. Records show that there are few concerns about behaviour and safety for any group of pupils. If any concerns arise, strategies are in place to deal with them effectively.
- Pupils say they feel safe and that adults look after them well. Pupils have a clear understanding of how to keep themselves and others safe, including when using the internet.
- Parents' responses to the online questionnaire and in discussions with the inspectors reflect their positive support for the school's behaviour and safety strategies. School staff and governors also state that pupils feel safe in school and that behaviour has improved.

## The quality of teaching is good

- The quality of teaching has improved rapidly under the new senior leadership team, including the headteacher. Work in pupils' books, displays around the school and the school's information confirm that teaching overall is good across the school, including in the early years. However, there are a few instances where it is weaker. The effective practice already evident in the school is not currently shared well enough to improve any weaker teaching.
- Teachers have high expectations of pupils' behaviour and pace of work. They have good subject knowledge, which enables them to give clear explanations. They use questioning well to extend pupils'

learning. Pupils enjoy their learning and willingly discuss what they are doing. Pupils work well together and share their ideas in pairs or groups. They listen to and respect the views of others.

- Teachers accurately assess how well pupils are doing. They use this information to prepare lessons that engage and interest pupils. However, occasionally the most-able pupils are not challenged sufficiently throughout lessons and this slows their progress.
- The teaching of phonics (letters and the sounds they make) is taught well in the Reception Year and Key Stage 1. Effective support from teachers and teaching assistants enable pupils to make good progress. Pupils use this knowledge to help them read and spell unfamiliar words. Pupils across the school enjoy reading and enjoy teachers reading to them.
- Teachers provide pupils with examples of effective writing to enable them to write independently. Year 3 and Year 4 pupils were supported well to enable them to retell a Mayan folktale correctly using paragraphs and clauses in their work. Year 5 and Year 6 pupils discussed the characteristics of formal language before writing a report about a character. Pupils have opportunities to write at length during English activities and in other subjects, which further develops their writing skills.
- Teachers make mathematics interesting so pupils enjoy their mathematical activities. Year 1 pupils learnt about pictograms by creating and discussing one based on the months in which they had their birthdays. Year 6 pupils discussed Fibonacci sequences, which linked their work to the famous mathematician and to real-life concepts.
- Teaching assistants are usually used well to provide support for all pupils, including disabled pupils, those who have special educational needs and disadvantaged pupils. The emotional literacy support assistant is developing pupils' self-esteem and improving their attitudes towards learning.
- Marking and feedback in English books show pupils what they have done well and how to improve their work. Pupils usually have time to respond to teachers' comments to improve their learning further. However, marking and feedback in mathematics and some other subjects does not always inform pupils how to make improve their work.
- Teaching and learning is enhanced by the effective use of sport, music, languages and outdoor learning specialists. Year 2 pupils demonstrated self-motivation and team work when making a camouflaged shelter for a chicken in the outdoor learning area. Some Year 3, Year 4 and Year 5 pupils, joined by pupils from another local school, showed outstanding skills when beating rhythm sticks in various ways to alter the pitch and volume of sound, in perfect time with Edvard Grieg's *In the Hall of the Mountain King*. This is in preparation for a performance at the National Centre for Early Music in York.

## The achievement of pupils is good

- Pupils' progress is improving. From their various starting points, pupils achieve well in reading, writing and mathematics. Inspection evidence shows that progress is now good overall across the whole school.
- Most children start in the Reception Year with knowledge and skills that are typical for their age. As a result of good teaching, they make good progress from their different starting points. The proportion of children who reach a good level of development, which is the expected standard at the end of the Reception Year, increased significantly from 47% in 2013 to 85% in 2014. This picture has been maintained in 2015.
- In 2014, the results for the Year 1 phonics screening check were in line with those found nationally. Current pupils are already working at a higher standard thanks to the clear focus in the early years and Key Stage 1 on the teaching of phonics.
- Pupils make good progress in Key Stage 1 from their various starting points. By the end of Year 2, pupils usually reach standards that are broadly average in reading, writing and mathematics. There was an improvement in all three subjects in 2014 and combined they were significantly above the national average.
- Key Stage 2 standards decreased in 2012 and 2013 to be significantly below the national average. There was rapid improvement in 2014, due to the new strategies being implemented by the leadership team and teachers to improve the quality of teaching. Reading and mathematics improved to above average and writing improved to average. Currently Year 6 pupils are producing work in their writing and mathematics books that mirrors the 2014 picture.
- In 2014, the proportion of pupils who made expected progress from Key Stage 1 to Key Stage 2 in reading and mathematics was in line with national figures but the proportion that made the expected progress in writing, was below the national average. Checks made by the local authority confirm that in 2015 the proportion of pupils who made expected progress in writing has now risen to above average. The proportion of pupils who have made more than expected progress has also increased. Year 6 pupils are

also making good progress in reading and mathematics.

- Work in pupils' books shows that the most-able pupils make good progress overall. Occasionally in lessons, work is not always sufficiently challenging to help them to make even faster progress. In 2014, the proportion of Year 6 pupils who reached the higher levels was similar to the national data.
- Disabled pupils and those who have special educational needs make good progress from their various starting points because of effectively targeted support.
- Disadvantaged pupils presently are making similar progress to others within the school. In 2014, there were too few disadvantaged pupils to compare progress or attainment with national data without identifying the pupils. The school uses pupil premium funding effectively to support disadvantaged pupils, ensuring that there are no gaps between their attainment and that of others in the school.

### The early years provision

is good

- Children make good progress in the early years as a result of effective leadership, good provision and good teaching. Most children join the Reception Year with skills and knowledge typical for their age. They make good progress from their different starting points so that they are well prepared for learning in Year 1.
- The early years is well led and managed. The leader of the early years ensures that all staff work together well as an effective team. All staff keep a close check on children's progress. They identify the learning needs of individual children, including disabled children and those who have special educational needs and those for whom the school receives additional funding. They then take the appropriate steps to ensure that their needs are met effectively.
- The children in both Reception classes play and work well together. They behave well and show good manners towards one another and adults. Effective routines encourage good standards of behaviour.
- The indoor area is a vibrant and stimulating learning area. The staff utilise the current outside area as effectively as possible.
- There is a good balance between activities led by teachers and adults and those provided for children to choose from and explore for themselves. This enables children to practise the skills they are taught, as they play. Many activities are focused on a theme to motivate and reinforce children's learning.
- During the inspection, children dressed up as pirates and used the pirate ship and enjoyed drawing treasure maps without adult help. Other children enthusiastically wrote a reply to a pirate's message that had been found in a bottle, which children stated excitedly, 'It's from a real pirate'. With the support of an adult, some children were using simple coordinates to find the pirates' treasure in the sand. At the same time, children outside were counting spots on dice to help them colour pirate pictures with the corresponding number on them. A group of boys were proud of the pirate ship they were making out of cardboard boxes, crates and a tarpaulin. They sat in the ship and were very excited to sail away to find treasure, until the wind blew the tarpaulin and they exclaimed, 'We are sinking, abandon ship'.
- Phonics, letter formation, writing and reading are taught well. Children use their knowledge of phonics to support their reading and writing. They talk about using capital letters and full stops and try to use them correctly in their writing. Their writing books show good progression. Teachers follow the school's marking policy to ensure their marking improves the children's writing skills even further.
- Good relationships are built between parents and staff. Parents are welcomed into the early years and are encouraged to share their child's achievements at home.
- All safeguarding policies and procedures are implemented well and consistently to ensure the children's safety.



## 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>	121276
<b>Local authority</b>	York
<b>Inspection number</b>	461888

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	298
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Grayson
<b>Headteacher</b>	Gill Williams
<b>Date of previous school inspection</b>	23 November 2011
<b>Telephone number</b>	01904 553940
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