

Dawley Church of England Primary School with Nursery

Doseley Road North, Dawley, Telford TF4 3AL

Inspection dates	9–10 December 2015
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, not all pupils make good progress or reach the levels of attainment they are capable of. Pupils’ attainment in Year 6 in 2015 was significantly below average in all subjects.
- Senior leaders have not always tackled weaker practice quickly enough.
- Senior leaders do not use the information provided by subject leaders effectively to challenge the performance of teachers.
- Subject leaders do not always have enough time to help staff develop their teaching practice. This means that pupils are not always challenged as well as they could be.
- Leaders do not check that all teachers apply the school’s marking policy to help pupils make consistently good progress.
- While the progress of current pupils is improving, it is still not consistently good in writing and mathematics across all year groups.
- Although teaching has improved recently, the quality of teaching is inconsistent, particularly in writing and mathematics.
- Pupils do not always conduct themselves well. Leaders do not always insist on good behaviour from all pupils or have effective systems in place to support this.

The school has the following strengths

- This is an improving school. The governors have ensured that teaching has improved despite recent turbulence in leadership and teaching stability.
- Increasing numbers of children now reach a good level of development at the end of the Reception Year and are well prepared for Year 1.
- Reading is taught well. As a result, pupils are now making good progress.
- Robust safeguarding systems ensure that pupils are kept safe. Leaders are now effective in tackling poor attendance.
- Disadvantaged pupils now make at least similar rates of progress to other pupils in the school.
- Pupils benefit from good support for their spiritual, moral, social and cultural development.

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

What does the school need to do to improve further?

- Improve teaching, and accelerate pupils' progress in writing and mathematics, by ensuring that all teachers:
 - challenge all groups of pupils effectively
 - pick up and address errors in grammar, punctuation and spelling consistently.
- Improve leadership and management by ensuring that senior leaders:
 - use information supplied by subject leaders to improve the performance of all teachers
 - provide sufficient time to enable subject leaders to carry out their roles effectively
 - check that teachers consistently implement the school's marking policy
 - check that pupils' behaviour improves as a result of effective support from staff.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The leadership of teaching is not as effective as it needs to be. A newly formed leadership team, consisting of an acting headteacher and two assistant headteachers, has an improved understanding of teachers' performance. However, the team does not ensure that it uses information gained from subject leaders' work, such as scrutiny of pupils' work and effectiveness of marking, to improve teaching. As a result, teachers are not as well supported as they could be, which means that teachers' performance is not consistently good.
- Subject leaders do not always ensure that they evaluate how well teachers and teaching assistants are performing. This is because they do not have sufficient time to do this or to work with staff to improve their performance. Senior leaders are aware of this and plans are in place to ensure that more time is given.
- Leaders do not routinely check that all teachers follow the school's marking policy. Inconsistencies within this process restrict pupils' ability to make good progress over time in their writing and mathematics. Where it is most effective, teachers follow the school's policy and pupils are given regular, specific advice about how to improve their work. Pupils respond to the advice and teachers check that these responses are accurate and appropriate.
- Teaching has improved over the past two years. However, this improvement has not been as rapid as it could have been due to staffing changes in both leadership and teaching roles. This meant that pupils did not make the progress they should have in that time. Teaching and leadership are now stable. As a result, pupils' rates of progress have improved.
- Although pupils' behaviour since the last inspection has improved, leaders have not been effective in ensuring that behaviour is consistently good. Staff are not clear about how to implement strategies put in place by leaders to help pupils behave better.
- Senior leaders, effectively supported by the local authority and the diocese, have developed a culture of raised aspirations for pupils. As a result, expectations of teaching and learning are much higher.
- The acting headteacher oversees the quality of teaching. All teachers are set targets based on end-of-year expectations for their own year group. This helps them focus on the most important areas of their teaching. These targets are appropriately linked to pay, so only good performance is rewarded.
- School leaders have fully implemented recent changes to the National Curriculum. Subject leaders ensure that key skills are taught in relevant year groups. However, they are not rigorous in ensuring that pupils in all classes are appropriately challenged.
- Leaders have ensured that the school's values have remained at the centre of the new curriculum. As a result, pupils' spiritual, moral, social and cultural development is well provided for. Effective provision ensures that pupils develop strong values from young ages. They learn to treat each other with respect and value diversity, which helps them understand why discrimination is not tolerated in school. Pupils are developing a good understanding of British values, including democracy and the rule of law, which prepares them well for life in modern Britain.
- The local authority provides good support to the school. Its representative visits the school every month, meeting with senior leaders and members of the interim executive board. The purpose of these visits is to monitor and evaluate the school's performance. Leaders are well supported and have made improvements identified at the previous inspection.
- Leaders have used the findings from a review of the effectiveness of pupil premium funding to ensure that eligible pupils now do at least as well as their classmates academically. Leaders ensure that progress of this group of pupils is monitored every half term to check if sufficient progress is being made. If progress is not sufficient, then changes are made.
- The school has used its physical education and sports funding successfully. Pupils now have access to a wider variety of sports and receive high-quality teaching. Through the creation of fellowship groups (Faith, Caring, Trust and Peace), pupils learn to collaborate and compete well with each other. This contributes well to their moral and social development.
- **The governance of the school:**
 - is contributing to the improvements being made. The interim executive board has been in place for two years. It is effective in its role.

- is clear about how the board works with the local authority and diocese representatives. School improvement documents are effectively informed by this work. Priorities for improvement are clear.
- is skilled and experienced in school improvement. Members of the board use their skills and knowledge to ensure that only good teaching is rewarded.
- has played an important role in stabilising the school, despite regular senior leadership changes. Governors have ensured that other staff have improved their teaching practice, for example in the development of early reading strategies.
- gains a good understanding about pupils' performance by visiting the school regularly and checking how well pupils are being taught and how well they behave. Governors know what the school needs to do to make further improvement.
- ensures that the pupil premium is now being used effectively to raise attainment of disadvantaged pupils. As part of their regular monitoring of pupils' books to check how well they are progressing, governors look specifically at the work of eligible pupils.
- The arrangements for safeguarding are effective. The chair of the interim executive board has ensured that staff and governors have received relevant training and are clear about their responsibilities in keeping pupils safe. Statutory duties for safeguarding pupils are met, including those relating to child protection.

Quality of teaching, learning and assessment requires improvement

- Teaching has improved from the start of the spring term 2015 and, more noticeably, from the start of this term. However, pupils are still making up for lost ground. While, generally, teachers are now providing more challenging work, this is not consistent across the school in all subjects. This is why rates of progress are not always good in writing and mathematics.
- Grammar, punctuation and spelling errors are not consistently picked up or addressed quickly enough. For example, some pupils' writing shows that they are not secure in how to use apostrophes accurately. Teachers have not identified this when they mark work so pupils continue to make errors. However, pupils' ability to convey their ideas through their writing has improved since the start of this academic year, as can be seen in pupils' books.
- Over time, pupils do not make consistently good progress in mathematics. This is because teachers do not always follow the school's marking policy consistently, make it clear what pupils need to do to improve their work, or check that they have used such advice in subsequent work. For example, pupils' books showed that some had made calculation errors when working through problems involving shapes, but these had not been picked up and explored by teachers.
- Teachers show good understanding of the requirements of the new curriculum by selecting tasks which are better matched to groups of different abilities, including for pupils who are disabled or who have special educational needs. However, the match is not yet accurate enough as some pupils are not challenged as well as they could be. For example, in a Year 6 mathematics lesson, the task for most-able pupils did not demand that they use a systematic approach in order to solve the problem.
- The new curriculum provides regular opportunities for staff to develop pupils' spiritual, moral, social and cultural development. For example, in the early years, children were fascinated by the process of melting chocolate in order to make cakes for a winter fair. Staff questioned the children effectively to ascertain if they knew what the term 'melting' meant and if they could suggest ways to make the chocolate melt quickly. As a result, the children were keen to see what happened when their suggestion of placing the bowl containing the chocolate in hot water was applied.
- Reading is now taught well. Teachers and teaching assistants have secure subject knowledge and, as a result, they teach reading effectively. Children in the early years and Key Stage 1 are quick to secure their understanding of letters and the sounds they make (phonics), and good practice is maintained through Key Stage 2.
- Teachers set homework on a weekly basis, which is designed to consolidate spelling and number skills. Pupils benefit from this work as they use skills more fluently in lessons. Pupils are also encouraged to think and present their work in imaginative ways, for example through model making in Key Stage 2.

Personal development, behaviour and welfare **requires improvement**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders ensure that all staff attend regular training related to pupils' welfare, and then check that staff follow agreed processes. This has led to the development of a school environment in which pupils feel, and are, safe.
- Leaders, including governors, recognise the importance of pupils' welfare by ensuring that all policies are reviewed and kept up to date. Such policies include those related to child protection. All staff working with pupils are fully checked to ensure that they are suitable to carry out their roles.
- Pupils have a good understanding of bullying and how it can take different forms, such as cyberbullying. Governors talk with pupils when they visit the school to check if they feel secure and safe. This helps ensure that discrimination does not occur.
- Leaders have worked effectively to encourage parents to come into school more often. This has helped parents understand that their children are tolerant of each other, and that they work and play in a safe environment.

Behaviour

- The behaviour of pupils requires improvement.
- Behaviour is not consistently good because pupils do not always make appropriate choices at break times, for example by arguing about decisions rather than talking things through. This results in some inconsiderate behaviour towards others. Leaders do not make it clear to all staff, including lunchtime staff, what agreed expectations for pupils' behaviour should look like.
- Behaviour has improved since the last inspection. Pupils now more often display positive attitudes to their learning, concentrating on the activities they are given. When they do not, this is usually because teachers and teaching assistants do not make it clear what pupils are expected to do, or insist that they respond appropriately.
- Pupils show interest in the activities teachers choose for them to study. Where they are strongly motivated they work well together. This leads to positive attitudes which contribute well to their spiritual, moral, social and cultural development.
- Attendance has improved and continues to do so. However, it is still below the national average. Leaders who have responsibility for improving attendance rates have ensured that the school tackles absence more rigorously. For example, the reasons that parents give for non-attendance are challenged, which has led to better attendance for particular pupils. Teachers expect and reward good attendance. Parents and pupils understand the importance of this.

Outcomes for pupils **require improvement**

- Over the past two years pupils have not made sufficient progress in reading, writing or mathematics. This is because teaching has not been good enough.
- Most children start, in either Nursery or Reception, with skills and understanding that are broadly typical, or slightly lower, for their age. Progress is accelerating in the early years, with a large majority of children in 2015 joining Year 1 having reached a good level of development across all areas of learning. This is an improvement on the last two years, where the proportion reaching a good level of development was below national levels.
- Pupils are now making better progress through Key Stages 1 and 2. This is a marked improvement on previous years where slow progress resulted in low attainment at the end of every year group. This meant that pupils were not well prepared for the challenges in the next academic year. Although attainment of Year 6 pupils leaving the school in 2015 was low, good teaching resulted in their making better progress in their final year. However, their progress over time from their low starting points was not sufficient to enable pupils to attain at least average standards.
- The quality of teaching is not consistently good enough to ensure that all groups of pupils make good progress in writing and mathematics as they move through the school. This was confirmed by work seen in pupils' books, which showed that teachers are not providing enough guidance and support to help pupils achieve well.

- In 2015, Year 6 test results showed that disadvantaged pupils were approximately one year behind their classmates in all aspects of English and mathematics. When compared with other pupils nationally, they were approximately five terms behind in reading, grammar, punctuation and spelling, and mathematics, and four terms behind in writing. Evidence gathered at this inspection showed that current rates of progress for disadvantaged pupils are at least as good as for their classmates, which indicates the gap has stabilised.
- Disabled pupils and those who have special educational needs typically make expected progress relative to their starting points. Where progress is good, pupils are given work which is sharply focused on addressing their needs.
- Over the past year, pupils have made better progress in mathematics than in any other subject. This year, some pupils' books show further improvement. However, this is not consistently the case because the quality of teaching remains variable.
- So far this year, pupils' progress in writing is similar to their progress in mathematics. Progress is not yet good because the teaching of writing requires improvement, notably in teachers' marking.
- In 2015 pupils left the school having made weak progress in reading. This year pupils are making good progress in reading. When reading aloud, pupils demonstrate secure phonics awareness and are able to answer questions about the difficult books they are reading.
- Across the school, most-able pupils make the expected rate of progress in reading, writing and mathematics. Pupils do not make better progress because teachers do not always challenge them as well as they could.

Early years provision

requires improvement

- Outcomes in 2013 and 2014 were low, which meant that children were not well prepared for the work in Year 1. This was because school leaders had not ensured that weaker teaching was eradicated.
- As a result of effective leadership, teaching and the quality of provision has improved over the past 12 months and more children are now making good progress. The indoor and outdoor areas, for example, are now more clearly laid out. This enables children to develop a better understanding in each area of learning. The early years leader uses information about children's progress to ensure that staff know what individual children need to do to make better progress.
- Teaching places a strong emphasis on developing children's speaking and listening skills as this is a weaker aspect of learning for many children entering the early years. Staff usually probe children's understanding with skill. However, they sometimes miss opportunities to encourage children to talk about their learning, such as how they might solve a mathematical problem.
- Staff support children's spiritual, moral, social and cultural development well in the early years. They use certain occasions, such as Remembrance Day, to encourage children to reflect on their opinions. School values, including courage and trust, are displayed in the early years environment and children reflect on these in their daily activities with one another.
- Children behave well and know how to stay safe. They understand adults' expectations and make sure that they live up to them. Parents value the opportunities they have to share knowledge of their child's learning and play in the home.

School details

Unique reference number	123544
Local authority	Telford and Wrekin
Inspection number	10005741

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	Interim executive board
Chair	Huw Bishop
Headteacher	Nicholas Andrews
Telephone number	01952 386280
Website	dawleyce.taw.org.uk
Email address	a3317@telford.gov.uk
Date of previous inspection	5 December 2013

Information about this school

- Dawley is slightly smaller than the average-sized primary school.
- Children in the early years are taught in one part-time Nursery class and one full-time Reception class. All other pupils are taught in classes with single year groups.
- A very large majority of pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average. The pupil premium is additional funding to support pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above average.
- The school does not meet the government's current floor standards, which are the minimum expectations for attainment and progress at the end of Year 6.
- There have been three changes in headteacher since the previous inspection. The acting headteacher was appointed in September 2015. Prior to this, he was the deputy headteacher. The interim executive board aims to appoint a substantive headteacher during the spring term 2016.
- The leader of the early years was appointed in January 2015.
- Teaching is more stable from the start of this academic year, with permanent positions in place and less reliance on cover staff.
- The interim executive board was put in place in January 2014. The board is currently considering options regarding how the school can be best supported moving forward.

Information about this inspection

- Inspectors visited nine lessons, two of which were observed with senior leaders.
- Inspectors held meetings with pupils, the chair of the interim executive board and other governors, staff and a local authority adviser.
- Inspectors were unable to look at the online Parent View questionnaire as there were insufficient responses. Inspectors spoke with parents at the start of the school day.
- Inspectors considered the views of 23 members of staff who responded to an inspection survey.
- Inspectors observed the work of the school, looking at a range of documentation. This included an examination of work in pupils' books.
- Inspectors talked to pupils about their reading and listened to them read.
- The school's child protection and safeguarding procedures were scrutinised.

Inspection team

Jeremy Bird, lead inspector

Ofsted Inspector

Michael Appleby

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